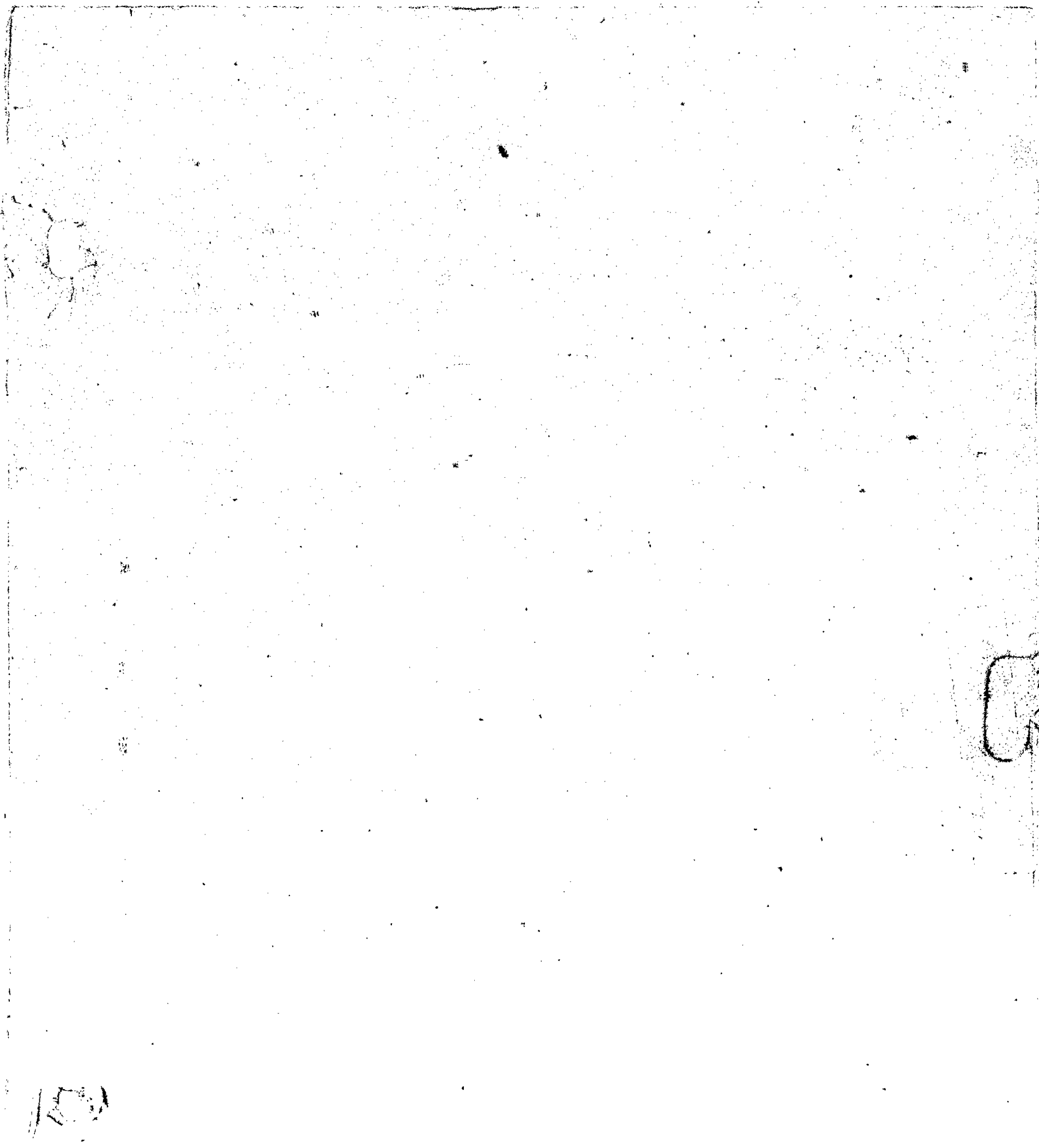


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PROJECTS OF THE INDUSTRIAL RESEARCH DIVISION

176 pp

1929



Test
M10

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A PLAN FOR IMPROVING EMPLOYEE RELATIONS
ON THE BASIS OF DATA OBTAINED FROM EMPLOYEES

OUTLINE OF POSSIBLE VALUES
IN THE INTERVIEW

INTERVIEW

IMPERSONAL VALUES

1. Data for improving Plant and general working conditions.
2. Data to determine relative importance of existing Employee Relations Policies and to serve as a guide in formulating new ones.
3. Data to serve as basis for Supervisory Training - emphasizing employee's viewpoint and need for study of individuals.
4. Compilation of large amount of data suitable for research study.

PERSONAL VALUES

1. Improved employee's mental attitude by -
 - a) Modification of exaggerated or distorted opinions including values of "free expression" to sympathetic and critical listener:
 - Catharsis
 - Elimination of mental conflict
 - Prompting action on decisions already made
 - Correction of erroneous decisions
 - b) Satisfying desire for recognition.
 - c) Satisfying desire for participation.
2. Improved Supervision.

DON'T DISCLOSE IDENTITIES

From the beginning of these studies, the identities of the persons under study have been kept confidential. We look to you to carry on this trust. Please guard the privacy of the persons involved by substituting fictitious names, or code symbols for real names.

Industrial Research Division,
Employee Relations Development Dept.

Project 1,
Evaluation of Interviews.
Date originated: July 30, 1939.
Date completed:
Assigned to: [REDACTED]

Statement of the Problem

In reading and analyzing the interviews we have so far obtained it became apparent that some method of evaluating them was essential to their proper interpretation. The standardized form in which they are now written up, together with our policy of keeping them confidential, has necessitated the elimination of much personal information which might be valuable in throwing some light on the character of the person interviewed. Neither have we been able to record the impressions the interviewer receives of the employee's morale, disposition, frame of mind, emotional and mental reactions, and the like, all of which have a direct and important bearing on the subject matter of his conversation. Realizing the exceptional importance of these somewhat intangible personality traits we deemed it advisable to construct some simple yet comprehensive system for recording them without revealing the identity of the person interviewed.

Method of Approach

We approached the problem by having each interviewer jot down two or three descriptive words after each interview he took during the week August 5 - 10 inclusive. This method was chosen in order to give the interviewers an idea of the difficulties encountered in describing a man and, at the same time, to allow them to use whatever words they wished. We assumed that words chosen from a list suggested by the staff would be more meaningful than a list arbitrarily chosen from the dictionary and drilled into them.

At the end of the week these words were collected and arranged in synonymous groups. By a process of elimination these groups were reduced to a minimum and arranged so as to give a fair presentation of the information we desired. Technical and ambiguous words were omitted as far as possible. It was decided to try the first list for a week or more and then revise it if necessary. A simple coding system is being devised which will be typed at the top of the first page of each interview.

Progress ReportJuly 30, 1939

██████████ spoke to ██████████ concerning the possibility of developing a system which will show some of the important personal characteristics of the persons interviewed. He believes that such things as personal habits, feelings, and mental attitudes sometimes explain the subject matter of a conversation and if some plan for tabulating them can be devised we will have a rough measure of the relative significance to be attached to each interview.

██████████ suggests that a list of descriptive adjectives be compiled to aid the interviewers. This list will be standardized and numbered so that numbers indicating adjectives may be written on the interviews and a convenient cross reference be thus established.

██████████ conferred with ██████████ upon the problem in the expectancy that he might be able to give him a list which would fulfill his purpose. No such list was available, but ██████████ gave him a study of employee rating made according to several classifications.

August 1, 1939

██████████ conferred with ██████████ who was hesitant about helping him without permission of ██████████. He left a few interviews with ██████████ that he might read them and said he would discuss the proposition with ██████████ later.

August 2, 1939

██████████ presented the problem at our regular departmental conference and requested the interviewers to jot down, in a few words, the description of each person they interviewed during the following week. Each person was instructed to hand in a list of all such words he had used during the week, not later than the Friday preceding our next conference in order that they might be discussed the following Saturday, August 10, 1939.

August 10, 1939

At our regular departmental conference this morning, ██████████ copied on the blackboard several lists of words which he had previously arranged in related groups. After a brief commentary on the

whole list of adjectives turned in, he led off by asking us to define some of the words we had used and to indicate in what sense we had used them. As a result of this process, we agreed to eliminate some of these generally applicable, indefinable, and ambiguous terms, which clutter up our thinking. The whole list was then turned over as a special study to be made during the following week.

August 11, 1932

As a preliminary step all the words handed in were arranged in one list. (See Appendix I). After a thorough inspection it seemed that they might be divided into two rather definite classes - objective and subjective characteristics. As contrasted with "objective" which deals with those quite definitely ascertainable characteristics of an individual, "subjective" has to do with the more indefinite and intangible traits such as personal feelings, mental reactions, and emotions. The latter vary with individuals and their interpretation is likely to vary with interviewers.

Each of these major divisions was broken up into groups containing words related in meaning.

August 12, 1932

This morning the above mentioned classification was discussed with [redacted]. We decided that the procedure was legitimate and that the list contained what we wanted, but that for practical purposes it would have to be continued. An attempt was made at re-classification.

August 14, 1932

We decided to attack our problem from an entirely different angle and if possible get away from the useful but cumbersome objective - subjective classification.

Looked at from another point of view, our problem falls naturally into two parts. In the first place, we have the person being interviewed, and, secondly, the interviewer itself. Under the former heading fall such definite characteristics as age, service, etc., and the more intangible impression one ordinarily receives in the actual give and take of conversation. Under the second heading is included such things as the manner in which the interview was delivered and interviewers estimate of its reliability. Pursuing this lead, we made the necessary classifications and had it typed preparatory to discussing it with [redacted].

August 15, 1939

We conferred with [redacted] on our tentative classification. [redacted] studied it through, in the course of which he proposed two or three changes and suggested that we give it a trial for one week. We, then, discussed the difficulties encountered in making such a classification, and [redacted] pointed out some of the salient benefits to be derived from such a system. He stressed in particular the "before and after" picture we will have of such things as morale, attitudes, etc.

Difficulties of codifying were discussed. [redacted] was inclined to favor a system which would show the different headings and their subheadings that the interviewer might check the proper word. [redacted] preferred the system already suggested, that is, that of giving each word a number and having the typist write the proper numbers on each interview. This system would be more economical, of advantage in filing, and more confidential.

August 16, 1939

The list was revised, typewritten, and mimeographed on pieces of paper which will fit into an interviewer's notebook (See Appendix II). We decided to use the coding system suggested by [redacted].

A form sheet was prepared for this project upon which is shown a statement of the problem, an outline of the procedure, a tentative working schedule, and a progress report. [redacted] hopes to standardize this form and make it a requirement for each project undertaken.

August 17, 1939

At our weekly departmental conference this morning, [redacted] explained the plan in detail in the course of which he suggested a few changes. The staff seemed to think the classification would work all right. Their only objections were (1) that some individuals would not fit into some of the groups and (2) that sometimes two or more words would have to be taken from one group to describe the person adequately. We had anticipated these difficulties because they arose in making our classifications. [redacted] explained our coding system in detail and made sure that everyone understood it by having several people think of someone they had interviewed previously and then go through the details of describing him by using our classification while he followed the steps through on the blackboard. The plan is to be tried out for one week and all difficulties that arise are to be reported that they may be given due consideration.

August 19, 1939

Several interviewers came to us to report difficulties they were having in using the plan. Their main difficulties were (1) the "behavior" group does not contain anything to describe a sensitive or an embarrassed person, (2) the "mood" group does not contain a word to indicate the unhappy type of individual, and (3) there was some difficulty in defining the words "tough" and "kicker" in the "behavior" and "mood" groups respectively.

August 20, 1939

We received more suggestions and criticisms from the staff. It was suggested that a word be inserted in the "mood" group to describe that type of person whose mood is difficult to determine. The group headed "morale" and "Factors which may affect employee's morale" are causing much confusion and difficulty. There is nothing in the "morale" group to denote a hopeful disposition. Some people are slightly discouraged at present, but they are ever looking toward the future, and they have hopes of something better. The word "hopeful" was suggested to describe this type.

Two main criticisms of the latter group mentioned above are (1) some of the terms such as "likes everything" are too general while "rates too low" and others, are too narrow, (2) the list is not long enough because all the factors affecting morale are by no means included.

The group headed "reliability" is causing confusion because the interviewers are finding it difficult to tell whether a man is honest, sincere, or what not. Those who commented on this group were not in accord on the definitions of the terms used.

August 21, 1939

The staff is having more difficulties similar to those already stated. As we anticipated, the personal, subjective traits are causing the most trouble.

August 22, 1939

██████████ explained to me the library facilities of the Western Electric Company, and we agreed that it would be well to look through the material already written on the subject we are developing. ██████████ who has charge of the research department at the Greener Library, informed me that he would have a bibliography prepared sometime tomorrow.

This afternoon I visited the University of Chicago library and went through the "Psychological Index" - an annual index of current psychological literature. So much has been written on the subject that a great deal of reading will have to be done before we can digest it properly. I found several articles written by Professor Kardes of the University of Chicago's psychology department for the Journal of Personnel Research especially pertinent. Due to lack of time I must postpone this phase of our work to a later date.

AUGUST 23, 1939

This morning we discussed the problems the interviewers have so far encountered with the object in mind of revising the list. Practically no difficulty had been encountered in the first three classifications - what we call "objective" characteristics. The fourth group "language", which may also be determined objectively, had caused some difficulty because some members of the staff did not understand its purpose. We are not interested in finding out how many people in the plant lip or speak with an accent. We merely wish to know if the delivery of the interview is hindered in any way. We, therefore, decided to retain the first four classifications with the following modifications: (1) the service groupings were altered to conform with those of the Company, and (2) the new group under "language" was broadened to include "understandable" English.

The fifth group, "behavior", was altered by omitting "tough" and "aggressive" and broadening "bashful" and "nervous" to include "embarrassed" and "sensitive" respectively. "Tough" is undefinable and "aggressive" is an unnecessary degree of forwardness.

In the "mood" group we agreed that "happy" and "cheerful" could for all practical purposes be indicated by the one word "happy". "Congenial" was changed to "friendly", a word which is more easily understood. We decided to substitute "faultfinding - without reason" for "kicker" the reason being that the latter is so widely used in the plant that its meaning covers a multitude of sins. For lack of a better word "collocation" was added to describe that rather large group whose mood is unascertainable. "Unhappy" was added as an antonym for "happy". "Pessimistic" and "cynical" were eliminated.

The "mental attitude" group was eliminated, our action being based on two reasons: First, we thought that most of what we wished that list to indicate could be shown in the group headed "Reliability of the Interview" and, secondly, anyone's opinion of another's mental attitude is practically worthless - especially when formed after such a short acquaintance as that afforded by an interview.

The "intelligence" group was condensed by eliminating "slow thinker" and "simple minded" and substituting "dull" for "dense". In view of the wide difference of opinion among experts on this subject, it is doubtful if our simple classification will be of much value. However, the staff was instructed to rate as "intelligent" or "dumb" only extreme types.

Our most radical changes were made in the three groups headed "morale", "factors which may affect employee's morale", and "reliability of the interview". The remaining group, that describing the manner in which the interview is delivered, was unaltered.

What we are really interested in, with respect to morale, is whether it is good, bad, etc. We, therefore, decided to grade it as (1) hopeful, (2) satisfied, (3) discouraged, and (4) hopeless. Thereby we eliminated a large group of words such as "contented", "loyal", "disgusted", "bitter", etc., which, in their fundamental analysis, fall into one of the more general categories indicated.

The factors which affect an employee's morale may, as Mr. Wright suggests, be divided into two general groups, those which arise in the course of a man's work here at the plant and those which are of a personal nature. In the former case they will appear in the written interview and may be indicated by a cross reference to that part of the interview in which they appear. This reference will aid in analyzing. If the causes are personal in nature that is all we care to know at present and may be indicated by the one phrase "personal situation".

The "reliability" group was reduced to three terms: reliable, fairly reliable, and unreliable. We thought that "reliability" is as hard to determine that a general classification would really be more accurate than the old one.

██████████ arranged to have the revised classification typed so that copies can be given members of the staff at our conference to-morrow. A copy of the list is shown in Appendix III.

The new list is to be regarded as tentative, the old coding system is to be retained, and all suggestions or difficulties that arise are to be reported.

August 24, 1949

At our regular departmental conference this morning, ██████████ discussed the problems which had arisen during the week in connection with our evaluating system. Copies of the revised classification were distributed and he went through it thoroughly, explaining the changes and the reasons for making them. Members of the staff expressed the belief that most of their difficulties would be eliminated by the new list.

August 31, 1929.

The subject of evaluating interviews came up for discussion again at our departmental conference this morning. The staff finds the revised classification easier to handle than the old one, and they believe it can be used more accurately. The group of words used to describe Morale is still causing confusion. [redacted] suggests that there be two general headings under Morale - "satisfied" and "dissatisfied." Under "satisfied" should be included "hopeful" and "contented." The "dissatisfied" group should include the "discouraged" and the "hopeless."

As our program has developed we have become more and more aware of its defects. For example, we know that due to the variability of human nature the members of the interviewing staff are not likely to agree in their evaluation of an interview. The reliability of our whole evaluating scheme depends, in large part, upon the degree in which their ratings coincide. The ideal scheme is one by the use of which any employee would be rated alike by every member of the staff. There are two other difficulties which might be mentioned in passing. The first is that the interview may not be an accurate picture inasmuch as it is based on a very short acquaintanceship and does not allow for the transient moods and states of mind to which we are all subject. The second objection, similarly, concerns the ups and downs in the dispositions of our interviewing staff which should be corrected also.

We tackled the first-mentioned problem - that of the variability in interviewer's ratings - this morning by having each member of the staff rate one of the men in the department. The man rated was well known to some of the interviewers and fairly well known to every one. [redacted] secured his approval of the experiment and he remained out of the conference room while the ratings were made. The ratings were kept incognito. The following table shows the distribution of the ratings made:

<u>Age</u>	<u>Intelligence</u>
Middle age - 19	Intelligent - 2
	Bright - 11
	Average - 6
<u>Servicing</u>	
10 - 15 years - 16	
Over 20 " - 3	

Outside Experience

None - 3
 Some - 3
 Experienced - 7

Morale

Hopeful - 3
 Satisfied - 7
 Discouraged - 3

Factors Affecting Morale

Language
 Good English - 14
 Foreigner - 4
 Speech defect - 1

1 - 1
 2 - 2
 3 - 3
 4 - 1
 5 - 1
 absent - 1
 abs - 3
 ab - 1

Mood

Happy - 7
 Friendly - 11
 Unhappy - 1

Delivery

Talkative - 12
 Chatty - 4
 Reserved - 2
 Confiding - 1

Behavior

Forward - 3
 Normal - 12

Reliability

Reliable - 17
 Fairly reliable - 2

At first glance the results seem rather discouraging. Only in one group, age, is there one hundred per cent agreement. The variations in the other matter-of-fact groups - service, outside experience, and language - are accounted for by inadequate knowledge of the person interviewed. All of these facts would come out in the course of an ordinary interview. The fact that four people rated the man as a foreigner and that one attributed him with a speech defect is adequate testimony of the incapacity of some members of the staff to comprehend and follow instructions. The same deficiency is illustrated in the group entitled "Factors Affecting Morale." Before this experiment was made [redacted] specifically stated that the figure 1. in that group should not be used, yet it cropped up once.

The variability in the more subjective classifications is not as serious as it appears. In using this evaluating scheme we must constantly bear in mind the fact that its primary purpose is to throw some light on the written interview. The subheadings in each classification are a matter of degree and it is quite possible that anything within one or two degrees of the truth will not affect the interview as such. For example, in the "Behavior" group, thirteen rated the man as "normal" while six graded him as "forward." It is doubtful if this distinction will affect the interpretation of most interviews at all. We know that his behavior is not abnormal in any way and that is what we are primarily interested in. Likewise with the other rating. Only one rated the man as being in an unhappy mood. No one rated him as being below average in intelligence.

The most disappointing groups are "Morale" and "Factors Affecting Morale." The latter should be disregarded in this particular case because there was no interview taken. However, the "Morale" group displays a disparity too great to be overlooked. Apparently the terms used are not understood by the staff and something will have to be done to clarify and define our concepts.

Considering the shortcomings of the experiment conducted, we cannot make any conclusions as to the reliability of our evaluating scheme. One thing is clear, however, we must not put too much confidence in what we have done and we must keep our minds open to suggestions and improvements. The work done should be regarded more as an experiment than as a completed project.

September 8, 1929.

In his talk to us this morning [redacted] stressed the importance of knowing something about the employee's working, home and personal situation. Our evaluation scale recognizes all three, but the first two are more fully developed than the third. We have been somewhat shy of going into the personal situation because it is a step we are hardly prepared to take as yet.

[redacted] suggested that in inquiring into an employee's personal situation we give special attention to the following:

1. What is his attitude toward other people? Does he meet them easily?
2. Is he anxious or pessimistic?
3. Has he a sense of humor?

September 9, 1929.

We discussed the project we have undertaken with [redacted]. He again stressed the importance of studying the interviewer's personal situation. His criticism of our evaluation scheme was that the various groups of words are not graded in meaning as well as they might be. He also suggested that we treat "Morale" after the manner suggested by [redacted]. He would have two general groups: those who are satisfied and those who are not satisfied. Under the latter there would be two classes: those who are not satisfied with their present situation but have hopes for something better in the future and those who are not satisfied and have no hopes of getting anything better. Needless to say, the morale of the latter group is at the bottom of the scale.

[redacted] also said that he had observed indications of egocentricity in some of the verbatim interviews. He thinks that it might be possible to work out a coefficient of egocentricity (following [redacted]'s analysis) if we have a sufficient number of truly verbatim interviews. [redacted] classified children's speech into egocentric and socialized speech. (See Project 2, Page 2.) Egocentric speech is directed toward the self. The child talks to himself in a random fashion, often without meaning or coherence. Socialized speech, on the other hand, is directed at an audience. Words must be arranged so as to express thoughts.

██████████ suggested that we abandon our present method of coding and have some form sheets printed on which the proper descriptive words may be checked. At the bottom of the page there should be a space so that the interviewer may write in things of importance which are not recorded elsewhere.

September 18, 1929.

██████████ addressed the conference leaders this morning on the general topic of "Control." The general theme of his conversation was somewhat irrelevant to this project, yet he developed several ideas of interest in this connection. He observed that the discussions by the delegates to the International Labor Conferences at Geneva could not proceed smoothly until the delegates had aired their views. Each of them unburdened himself so to speak. Not only that, but many of the things said in the conferences could, he thought, be attributed not to any world wide need but to the individuals' own make-up and past history. He thought that it would not be amiss to interview the Labor Conference delegates just as we are interviewing shop employees. The same idea is developed in a book by John Dewey in which he explains some of the most abstruse philosophical speculations of the past and present as mere rationalizations of the various philosophers' personal situations. The important point for us is that things which are handed out as matters of fact are quite often explicable in terms of a personal situation.

September 13, 1939.

In talking this project over with [REDACTED] this morning, several points were brought out which are well worth mentioning.

The Age classification would mean much more if it were made to conform more nearly with the changes in the average person's life. People under twenty-five ordinarily do not have as many responsibilities as those between twenty-five and forty-five. Their freedom from family responsibilities allows them to move quite freely. The average person in the Age group from twenty-five to forty-five is married and has a family to support. He cannot throw up his job on the spur of the moment. He is less mobile than a single man and he may be inclined to put stress on rates. The tendency in industry is to lower the age limit at which a person may be hired. It is becoming more and more difficult for a man over forty-five to get a job in the larger concerns. One would expect such an employee to put up with quite a bit rather than to give up his job.

Group three, "Outside Experience," does not make allowance for any experience an individual might have had in the particular trade at which he is working. A technician who learned his trade here at the Western does not have the same basis for evaluating his job as one who learned his trade elsewhere. Consequently, it might be advisable to have another grouping for outside experience in a particular craft. Since [REDACTED]'s visit, we have been giving more and more attention to the person's home situation. In keeping with that idea, it might be advisable to include a person's marital state in this evaluation scale. It goes without saying that an individual who is single and has dependents is pretty much in the same situation as a family man. His outlook on life is probably pretty much the same.

September 14, 1939.

In our departmental conference this morning, [REDACTED] directed the interviewers' attention to a study of the factors lying back of an employee's remarks. In analyzing some of our interviews, we decided that what apparently was a real cause of complaint or discouragement was really not the cause at all. In other words, the individual had failed to analyze the situation properly. Take, for example, our classic case in which the man complained about rates throughout the whole interview. A further analysis showed us that an unfavorable home situation had centered his attention upon his job. We believe that there are a good many

cases just like this. [redacted] instructed the staff to analyze distinct cases in order to find out what is the real or the immediate cause of complaint. In the case cited, the immediate cause for complaint was rates while the fundamental cause was sickness and debt. This does not necessarily mean that we are trying to explain a large percentage of our complaints in terms of something else. The interviews have been, and are going to be, taken at their face value. As [redacted] brought out, our interviews may be used for two things: (1) fact finding, (2) research. It is in connection with the latter that this analysis may be of some use.

September 18, 1939.

We decided not to do much more upon this project until we have studied the form of the written interview a little more. Changes in the manner in which interviews are written up may eliminate the necessity for parts of the evaluating scheme.

September 18, 1939.

[redacted] referred me to an article by Rex B. Mersey of the Industrial Research Department of the University of Pennsylvania on "Cycles in the Worker's Efforts and Emotions." Mr. Mersey made an intensive study of seventeen men. Every factor that could reasonably be measured without disturbing the ordinary habits of the men was taken into account. Some of the factors were:

1. Efficiency each day.
2. The effort they felt they had spent.
3. Their emotions and what they thought caused them.
4. Hours of sleep.
5. Sex relations.
6. Pains and aches.
7. Feelings of fatigue.
8. Blood pressure.
9. Weight.
10. Conditions of faces and urine.
11. Anything else likely to throw light on problems of human efficiency.

On the basis of this study he constructed a scale of emotions in accordance with their effect on the human mechanism. "Happiness" and "Elation" were given the highest positive value on the scale. "Terror" was given the most negative value. In between, the other emotions were recorded. Upon plotting his data, he found that there

was a rather distinct cyclical swing in the emotions of each individual. The cycle varied between individuals, of course, but it was rather constant for the individual over a long period of time. This is mentioned here because it is in line with the type of work we are trying to do. If it can be definitely demonstrated that there are cycles in emotions, it would be rather interesting in this connection.

September 21, 1929.

██████████ suggested that the word "Interview" be eliminated from our conversation, especially when we are speaking to employees. The word "Interview" suggests a question-and-answer type of procedure which we are trying to get away from. ██████████ brought this point out in our conference this morning, and the staff agreed that it might be a good change. ██████████'s query as to how the staff have made out in their analysis of unusual cases brought forth several rather interesting remarks. Many interviewers remarked that the mere process of analyzing made their work much more interesting. Several of them cited cases which they thought could be analyzed by this process. It was interesting to note that in nearly every case where it was a question as to whether sickness and debt or rates was the real cause of complaint, the interviewers decided upon rates. The fact that they did so eliminated our fear that they would be inclined to swing too far in the direction of laying stress upon sickness, etc.

In most cases it is very difficult to tell what is cause and what is effect. Suppose, for example, that we have a single young man working here who is making about thirty-five dollars a week and is able to save money. Suppose that he gets married and in the course of time has to support a family. Perhaps his wife becomes ill or he is otherwise plunged into debt. No doubt, his attention will be centered upon rates. The interviewer, in studying a situation like this, may be inclined to say off hand that his complaints are caused by debt. As a matter of fact, the sequence runs beyond that. In fact, it can be traced right back to rates. The thirty-five dollars upon which he was able to live and save before he was married is now insufficient to meet his needs. He has increased his responsibility without increasing his salary proportionately.

September 27, 1929.

██████████ suggested that in the place of our evaluation scale as we now have it we substitute the following classifications:

1. Age
2. Service
3. Home conditions
4. Outside interests
5. Friends

He believes that the material in our present evaluation scale, which is not included in this list, is of little value either because it can be gotten from the written interview or because it is so intangible as to be practically worthless. Instead of having the interviewers give us their opinions, he would have them insert direct quotations from the interview under these various headings.

September 22, 1939.

At our conference this morning a few cases were cited in which the interviewer thought there were indications of morbid preoccupation. [redacted] cited an interesting case in which a man had to sell his A. T. & T. Stock in order to get enough money to meet the debts he had contracted through illness. This man was worrying about rates. [redacted] said that he thought the man worried about rates because he was constantly thinking about what might happen to him if he should become ill again. In other words, he saw the necessity of saving money. [redacted] made the point a little clearer when he said that what the man really worried about was the lack of security. As long as he had money invested in stock and a few dollars in the bank he felt secure; that he would be taken care of should the need arise. Other cases were cited in which the individual was temporarily out of equilibrium. Something in the industrial or social situation was preventing the individual from properly harmonizing with his environment.

October 4, 1939.

I read over some of the later interviews with the idea of finding out if the evaluation scale really added anything to them. In some cases it added practically nothing, while in others it seemed to add a great deal. It depends, however, upon how we interpret it. Such questions as these arise: "Does a statement by a backward person mean more than a similar remark by one who is forward? or are remarks made by a backward person to be given more weight on the assumption that he will not say anything unless it is quite important to him?"

October 9 and 10.

The evaluation scale was revised and several important changes were made. (See Appendix IV) It will be observed that the major changes were in the following classifications: "Age,"

"Language," "Behavior," "Mood," "Morale," "Factors Affecting Morale," and the "Delivery" and the "Reliability" of the interview. The last two have been omitted entirely because we have concluded that they are of little value. The verbatim type of write-up gives us a fairly good idea as to whether a person is talkative or reserved. Inasmuch as we are taking the interviews at their face value, it makes little difference whether the interviewers think them reliable or not. A new classification, "Marital State," has been included for reasons previously mentioned. Changes in the "Age" group were also previously explained. "Language" was changed to "Understandable" and "Difficult to Understand." This eliminates the former classifications of "Good English," "Foreigner," and "Speech Difficulty," which caused considerable trouble for some of the interviewers. The "Behavior" group was eliminated because its value was difficult to ascertain.

In reading over some of the interviews, it was observed that the word "Friendly" was used more than any other in the "Mood" group. Friendliness is really not a mood at all. It is merely the way in which one person meets another. Consequently a new group entitled "Sociability" has been included. The word "Mood" has been changed to "Disposition" because the traits listed under that heading seem to be of a permanent rather than a temporary character. Cheerfulness, as ordinarily conceived, is the general way in which a person faces situations. It is not a day to day fluctuation. Perhaps there should be something to indicate this more ephemeral type of variation ordinarily thought of as being a mood, but we are omitting it for the present. The "Intelligence" group has been changed to "Average," "Above Average," and "Below Average." We have omitted "Factors Affecting Morale" because most of them will be included in the new form of write-up. "Morale" has also been changed. In general, there are two types of morale: those who are satisfied and those who are not satisfied. "Satisfied" includes two types of people:

1. There is that type of individual who is satisfied with things as they now are, but has definite ambitions of getting something better in the future.
2. The second is the individual who accepts things as they are, and has little hope of getting anything better. In other words, he is satisfied.

Likewise, people falling under the second general classification, "Not Satisfied," may be divided into two groups:

1. Those who are discouraged at present but hope to get something better in the future.
2. Those who are discouraged and have given up all hope.

The latter is perhaps the lowest type of morale. The discouraged type of individual may be the very best type of morale simply because he has met with reverses and is able to think his way through.

October 14, 1939.

The new evaluation scale was distributed to the members of the staff. The changes were explained as heretofore mentioned. The staff members were instructed to write in any comments they had to make about the interview which were not explained in the interview itself or the evaluation scheme. Such comments will be written at the end of the interview. If the interviewer can pick out the real and immediate cause for complaint, he might include the analysis along with his comments.

Several interviewers said the new line-up on "Morale" works better than anything else we have devised.

██████████ believed that the evaluation scale should be altered so that it can be applied to women more accurately. He believed that the present scale is devised for men. It is true that women mature and marry earlier than men, so there may be some point in altering the "Age" group. The other classifications which he thought should be altered were "Service," and "Outside Experience." ██████████'s suggestions are food for thought. Perhaps some time in the future such changes will be made, however, we feel that at present they would unnecessarily complicate our procedure.

October 15, 1939.

Several interviewers remarked that the new scale is better than any of the others. They feel that the "Morale" classification has been greatly simplified. One interviewer remarked that it was not necessary to invent things which do not exist in order to fill out the new scale.

October 17, 1939.

received a communication from saying that he believed the method of analysis advocated by him before may be too impractical for our purpose. He is working on the special interviews sent him and is now trying to arrive at a new method.

's idea on the project is that it will have to be definitely outlined and planned over a long period of time. The sooner we get started on this new period, the better.

October 18, 1939.

The opinions expressed at our Group Conference this morning indicated that the recently revised evaluating scale is much more satisfactory than either of the previous ones. The new set-up on morale seems to be eliminating most of the former difficulties of this classification.

expressed the opinion that this feature of interviewing, Evaluating Process, will become more and more important as time goes on.

October 25, 1939.

was here and discussed his new plan for the analysis of the interviews with Mr. Wright and Mr. Dickson. He explained that this plan was not an evaluating process but that it had been suggested by what we were trying to do in evaluating an interview. He said it was principally an analysis that could be applied to every interview to a fair degree of accuracy. His plan was as follows:

ANALYSIS OF THE INTERVIEW

		a. Free Normal		What is expressed in interview	What is implied by interview
Manner			i. Free re- laxed and enthusiastic	What is actually said in statement	The broader sig- nificance of what he says. The ul- timate preoccupa- tions of the in- dividual inter- viewed as evi- denced, but not ex- pressed, by what he says. I.e. his
		b. Restricted	ii. Restricted in manner and choice of topic	Also what he ob- viously can sup- press - his usual or possible ex- pression. I.e. his overt logic or explanation.	<u>real attitude</u> his mental background.
Expression					
	Content				
	Non-receptive				
Mood	Grin	This difference			
	Paradoxical	decided by rela- tion to action			
	Suspicious				

Sufficiently accurate descriptionDistortion

Misstatement - compensatory or deliberate

1. Personal and Social History, Age and Sex.

2. Present Social Situation in and out of work, length of service.

Situation 3. Health, Medical History and present health. Also family.

4. Adaptation to Job, Social and Technical.

Method of the Interview.

The choice of topics should be made by the individual being interviewed; but successive leads by the interviewer should press him in the direction he has shown strength. This shows what the individual's attitude and preoccupations are and also by making any extremes or short-circuits explicit, helps him towards more effective adjustment.

Assessing the Interview.

Consider the proportion between habitual preoccupation and usual or possible expression as indicative of distortion. (The possibilities - expression magnifying preoccupation or limiting it). In all unhappy or unadjusted people there is a lack of relation between these and consequently no sufficient relation between action and personal values. (Interview M, for example, shows an overpreoccupation with difficulties with the foreman but small expression of these difficulties to the foreman - plus the probability, not demonstrated by the interview, of readjustment elsewhere in the individual's scheme of things).

[redacted] had some of the special interviews evaluated by this process. The work was done by [redacted]. Difficulty arose in the topic under "Situation". It appeared that most of the information was scanty and insufficient.

November 15, 1938.

[redacted] discussed the problem of having an Interviewers' Handbook, at a meeting of the Special Training Course for interviewers. One of the subjects to be developed was the evaluation of an interview. (Necessity for.)

[redacted] and [redacted] were assigned this topic for development. The reports submitted will be gone over and revised and then included in the Interviewers' Handbook.

December 1, 1955.

At a meeting of the Special Training Course for interviewers, the problem of "Evaluating Process" was the subject of the discussion.

_____ explained the history of the evaluating process and pointed out that its principal use had been to throw light on the employee's personality and provide means for evaluating his conduct. He said he realized that the possibility of securing a "before and after" picture had become apparent. With the new type of write-ups for interviewers still another use, that of securing the veracity of the employee's conversation, had been brought out also.

The employees have not yet used the evaluating scale. Their work has not been caught up to the place where the evaluating scale was first put on the interviewers. In its present use, however, it acts as a stimulant to the interviewers, helps train them, and makes their job more interesting.

It was brought out that the use of the scale might also have a bad effect on the interviewers, in that it might influence the asking of questions which would satisfy the demands of the scale. As a rule some of the points appear in the interview itself. To give attempted to incorporate certain things in the scale which would not ordinarily come out in the interview. It was suggested that, perhaps, a group discussion of each point in our present evaluating scale might help to this.

Comments and criticisms of the scale by the group were as follows:

_____ General opinion was that this group should be divided into four parts. Some thought that the first group of people, under twenty-five years, was too high and that the second group covered too long a span. After some further discussion it was decided that a group such as the following would be an improvement on the present grouping:

1. Under 25
2. 25 - 35
3. 35 - 45
4. Over 45

RELIABILITY: There seems to be some doubt as to the difference between the terms "friendly" and "agreeable". [redacted] pointed out that the term "agreeable" was half-way between "friendly" and "indifferent".

DISPOSITION: It was pointed out that one of the weaknesses of the system was that the evaluation of an employee concerned the sociability and disposition at that particular time. These conditions are subject to a great deal of change and the interviewer himself might have a marked influence on the employee's sociability and disposition. The interviewer's opinion might also be biased by his own mood.

INTELLIGENCE: It was pointed out that we were not trying to reach an objective conclusion as to the employee's intelligence. This rating is used primarily for observing the value of his comments. For example: An operator may complain about a machine which has been proven highly efficient by engineers. It is evident that a man of average intelligence would be more logical in his reasoning.

After the conference ended [redacted] suggested the question "How can the Evaluating Scale be improved?" as the topic for discussion at the next meeting.

December 2, 1933.

The question of "How to Improve the Evaluating Scale" was discussed by the group.

It was suggested that the word "moral" was indefinite and that some other word should be used to designate this attitude on the part of the employee. The viewpoint which we are after must govern the choice of this word. Several definitions of the word "moral" were suggested by the group. Some said it was a "moral attitude or state of mind." If so, we are concerned with the things which affect this mental attitude.

The question of how morale could be measured came in for considerable discussion. If we could hit upon the factors affecting morale and then record any changes in these factors the following year, it might have some measuring scale.

[redacted] said that morale was not a "degree of enthusiasm" but a "degree of satisfaction" and our future outlook does give some idea about mental attitude. It is evident, therefore, that we must know:

25.

Project 1.

1. The definition of "morale".
2. How it can be measured.
3. The factors affecting morale which may be changed to improve it.

Just at present we are merely trying to verify the analysts' conclusions as to employee morale by the interviewer's own conception as judged in the evaluating scale.

December 15, 1929.

[redacted], [redacted], and myself met with the idea of revising the Evaluating Scale to conform to some of the ideas presented at the meetings of the Special Training Course for interviewers.

I had drawn a tentative Evaluating Scale and we discussed each point in it separately.

Under the "Age" classification it was decided to have four subdivisions. [redacted] said he favored a group under twenty years of age since this was a more or less introductory period in the life of an employee. He pointed out that we were hiring high school graduates only for office work and that if necessary we could isolate this young group for special study.

Since the "Age" and "Service" groups are so closely related, we can get a fairly accurate picture of what the young and old employees think by relating their particular age grouping to their service class.

The second division under "Age" was put at twenty to thirty years. This is the maturing stage in a person's life; when he can still feel free to change his employment if necessary. By the time a man has reached thirty years of age he has usually become established in some job, or line of work.

Thirty to forty years of age was the next group decided. These years mark a ripening process in the life of an individual when he usually reaches his productive peak.

Over forty is the last age grouping. People vary a great deal after they have passed this point. Men on certain jobs remain stationary, while others raise to executive positions.

The "Service" classification remained unchanged.

Under "Experience" it was suggested that a division be made between "General" and "Special" experience, with "None", "Some" and "Much" under each of these. It was pointed out, however, that this might lead to specific questioning on the part of the interviewer, which had not as yet proven desirable in interviewing technique. We finally decided to leave this classification unchanged until the matter had been discussed with Doctor Mayo.

The "Language" classification was extended to include "Peculiarity (which tends to limit the interview)." Certain impediments in a man's speech might make him unwilling to talk much, although he could be understood. This self-consciousness together with other peculiarities that would make the man undesirable to talk to in the eyes of an interviewer might have a marked effect in limiting the interview.

The old "Marital State" group was changed to "Home Responsibilities". Under this heading were "Single"; "Single, with dependents"; "Married"; and "Married, with dependents". It was decided that a widow would be considered as single and a woman separated from her husband would be single also, if not dependent upon him for support.

The "Disposition" group was changed considerably. Since the terms "Happy" and "Cheerful" in the old scale were so nearly synonymous, we decided to omit "Happy". "Worried (with reason)" was added to designate the employee who had a great many difficulties pressing upon his mind. "Faultfinding (with reason)" was added to classify the individual who had a sound basis for finding fault. The word "Sullen" was changed to "Unhappy" since it was pointed out that we very seldom interview any sullen employees and "Unhappy" seems to fit in as the bottom of the scale starting with "Cheerful".

The old "Sociability" group was changed to "Attitude Toward Interviewer". It was revised to include "Enthusiastic", "Friendly", "Indifferent", "Reserved", "Skeptical" and "Antagonistic". A change in the attitude of the employee during the course of the interview can be designated by classifying his first attitude, then a dash and the number of his second attitude; include these numbers in parentheses. For example: If an employee was antagonistic at first and later became enthusiastic in his attitude toward the interviewer, this would be designated by "(6-1)".

The "Intelligence" group remained unchanged.

A "Catharsis" group was added, more or less in the way of an experiment to determine whether or not it would be possible for the interviewer to recognize and record emotional release on the part of the employee. Under this heading were the three degrees, "Much", "Some" and "None".

The "Morale" group remained unchanged except as to its title. The word "Morale" had come in for considerable discussion by the group on December 3. Since no accurate definition had been

arrived at and because of the fact that this word was causing confusion, it was decided to head the group "Attitude Toward Employment Situation" in preference to "Morale".

All of the factors considered in the evaluating scale have some effect in determining the employee's morale, particularly the subjective group. Thus the material in the evaluating scale falls under two classifications: "Factual Data Concerning the Employee Interviewed" and "Subjective Material Concerning Employees' Morale". These divisions were used in drawing up the revised Evaluating Scale. (See appendix B.) It was decided to include a list of instructions explaining the changes in the new Evaluating Scale and show how it should be used. These instructions will be given to each interviewer with his copy of the revised scale.

December 28, 1929.

The new Evaluating Scale was explained in detail at a meeting of the staff. This explanation preceded putting it into use in the 1930 Interviewing Program, which starts next Monday.

After various changes and the use of the scale had been explained, there were several questions presented by members of the group.

Section VII brought out a question as to whether it was a rating of the interviewer or the interviewee. Since the attitude of the employee toward the interviewer is a measure of his attitude toward the interview itself, a rating of the employee's attitude toward the interviewer would cover both. The interviewer himself is responsible to a large degree for the employee's attitude toward the interviewing program."

Group VI raised the question of whether "Unhappy" would not apply more to a man who was worried or faultfinding. The reason for including this word "Unhappy" in the scale was explained in the instructions.

The best method of putting the evaluating code on interviews was asked for, and discussed. It was decided to list the code as follows:

1211-51(2-1)-42A

January 11, 1930.

The new Evaluating Scale seems to be fairly adaptable. No serious complaints or defects have come to light after more than a week's use of the scale by members of the staff, and interviewers expressed themselves as able to use it without much trouble.

New interviewers have brought up questions about Group IX, which has to do with catharsis. The difficulty was due to the fact that they had not come into previous contact with the word, and it was necessary to explain it to them.

UNIVERSITY OF WISCONSIN - MILWAUKEE

APPENDIX I

LIST OF WORDS HANDED IN BY INTERVIEWING STAFF

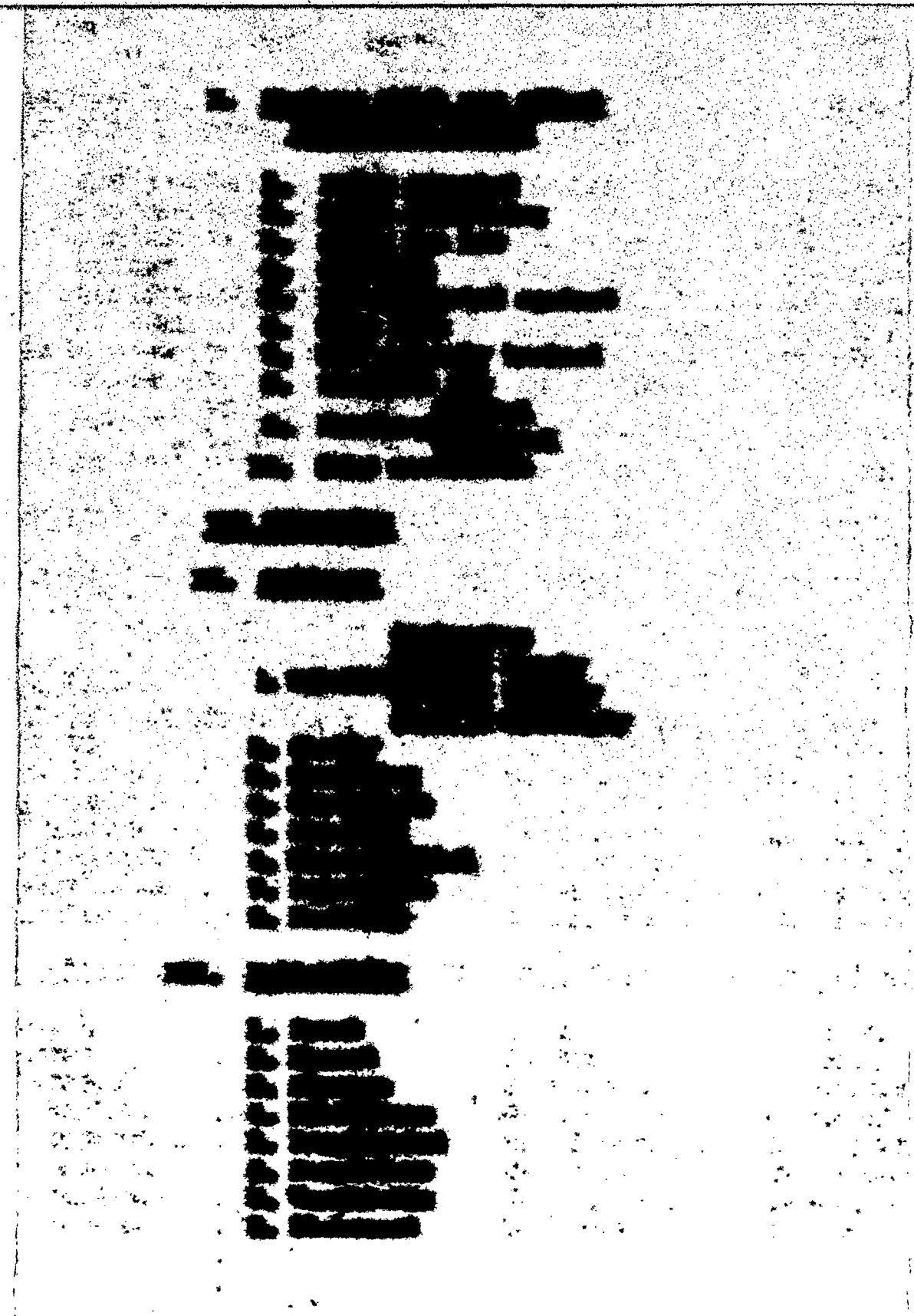
Backward	Needing coaching
Frank	Slow mentality
Loyal	Reluctant - 1
Easy mark	Inferiority complex
Ambitious - 1*	Philagmatic
Disheveled	Inexperienced
Sympathetic	Sensible
Kleaver - 3	Thrifty
Bright	Cheerful
Foreigner - 3	Assertive
Pleasant - 5	Submissive
Stupid	Tactless - 2
Quiet - 7	Callective - 2
Wide awake	Unbiased - 1
Straight forward - 1	Truthful - 1
Amiable	Affable
Successful	Still in teens
Feeling of inferiority	Intelligent appearing - 2
Incommunicative	Seer
No judgment	Repetitive - 2
Dumb - 2	Slightly suspicious
Early judgment	Chip-on-shoulder
Feeling of not being	Adolescent
treated right	At ease
Outspoken	Energetic
Happy-go-lucky - 1	Willing talker
Sensible - 1	Sincere - 2
Suggestive - 2	Sour
Considerate	Youthful - 2
Dreamer	Unhearing - 2
Reasonable - 1	Talked readily
Appreciative	Thoughtful
Uninstructed - 1	Old timer
Disgusted	Healthy looking
Soured	Partly dummed
Carefree	Weak willed
Slow thinker	Old
Beautiful	Hard to make understand
Fair minded - 1	Nervous silly laugh
Crotchety	Non-committal - 2
Simple minded	Mock
Very bright	Adventurer
Ordinary	Clever
Square	Mean - 1

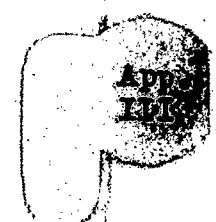
2.

Dances - 2
 Optimistic
 Unconcerned - 1
 Bashful
 Timid - 3
 Contented - 4
 Dependable
 Tough
 Reserved
 Silent
 Carefree
 Responsible
 Easy
 Easy
 Honest - 1
 Successful
 Aggressive
 Easy
 Temperamental
 Conceivable
 Unhappy
 Ambitious - 3
 Silly
 Confident
 Conscientious - 1
 Discouraged - 2
 Nervous - 12
 Grumpy
 Talked freely - 4

Dissatisfied - 5
 Intelligent - 5
 Indifferent - 1
 Serious
 Suspicious - 5
 Morbid - 1
 Bitter - 1
 Satisfied - 11
 Broken English - 2
 Skeptical - 1
 Smart also -
 Knows it all
 Distrustful
 Average - 3
 Afraid - 2
 Versatile
 Attentive
 Deceitful
 Young - 11
 Slow
 Middle aged - 5
 Ambitious
 Interesting
 Easy-going
 Shiftless
 Jocular
 Inquisitive
 Shatters
 Easily satisfied - 2

1. 姓名
 2. 性别
 3. 年龄
 4. 籍贯
 5. 职业
 6. 婚姻状况
 7. 教育程度
 8. 健康状况
 9. 宗教信仰
 10. 兴趣爱好
 11. 社会关系
 12. 其他





APPENDIX III
FIRST REVISED EVALUATING SCALE

1.

THE PERSON INTERVIEWED

I. Age

1. Young (Under 30)
2. Middle age (30-55)
3. Old age (Over 55)

II. Service

1. Under 1 year
2. 1 - 4
3. 5 - 9
4. 10 - 19
5. Over 20 - Old timer

III. Outside Experience

1. No experience other than
at Western Electric
2. Some experience
3. Experienced

IV. Language

0. Good English - Understandable
- (Broken English
1. Foreigner(Accent
(Difficult to understand
- (Stutters
(Lisps
2. Speech(Hesitant
Defect(Poor enunciation
(Poor voice, etc.

V. Behavior

1. Forward
2. Normal
3. Submissive
4. Backward
5. Bashful - embarrassed
6. Nervous - sensitive
7. Afraid

2.

VI. Mood

1. Happy
2. Friendly
3. Easy-going
4. Colorless
5. Unhappy
6. Faultfinding - without reason
7. Grouchy
8. Sullen

VII. Intelligence

1. Intelligent
2. Bright
3. Average
4. Dull
5. Dumb

VIII. Morale

1. Hopeful
2. Satisfied
3. Discouraged
4. Hopeless

IX. Factors Which May Affect Employee's Morale

1. Industrial situation
 - (a) Working conditions
 - (b) Job
 - (c) Supervision
2. Personal situation

3.

THE INTERVIEW

X. Delivery

- (Outspoken
(Talked freely
1. Talkative (Talked readily
(Talked willingly
- 2. Chatty
- 3. Confiding
- 4. Thought-up
- 5. Reserved
- 6. Non-committal
- 7. Repetitive
- 8. Rambling

XI. Reliability

- 1. Reliable
- 2. Fairly reliable
- 3. Unreliable

E

App.
IV

APPENDIX IV
SECOND REVISED EVALUATING SCALE

1.

I. Age

1. Under 25
2. 25 - 45
3. Over 45

II. Service

1. Under 1 year
2. 1 - 4
3. 5 - 9
4. 10 - 19
5. Over 20

III. Outside Experience (General)

1. None
2. Some
3. Much

IV. Language

1. Understandable
2. Difficult to understand

V. Marital State

1. Single
2. Married
3. Dependents

VI. Sociability

1. Friendly
2. Agreeable
3. Indifferent
4. Reserved
5. Not friendly

2.

VII. Disposition

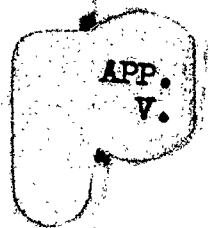
1. Happy
2. Cheerful
3. Easy-going
4. Neutral, colorless
5. Easily worried
6. Faultfinding - without reason
7. Grouchy, sullen

VIII. Intelligence

1. Above average
2. Average
3. Below average

IX. Morale

1. Satisfied
 - a. Present situation satisfactory but displays definite ambitions to get ahead.
 - b. Present situation satisfactory. Seems willing to remain where he is indefinitely.
2. Not satisfied.
 - c. Discouraged at present but looks forward to something better in the future.
 - d. Discouraged and does not hope for anything better.



APPENDIX V.
THIRD REVISED EVALUATING SCALE

1.

FACTUAL DATA CONCERNING
THE PERSON INTERVIEWED.

I. Age

1. Under 20
2. 20 - 30
3. 30 - 40
4. Over 40

II. Service

1. Under 1 yr.
2. 1 - 4
3. 5 - 9
4. 10 - 20
5. Over 20

III. Experience

1. None
2. Some
3. Much

IV. Language

1. Understandable
2. Peculiarity (which
tends to limit
interview)
3. Difficult to under-
stand

V. Home Responsibilities

1. Single
2. Single - with dependents
3. Married
4. Married - with dependents

**DATA CONCERNING THE MORALE
OF PERSONS IN PRISON**

VI. Disposition

1. Cheerful
2. Easy-going
3. Neutral - colorless
4. Easily worried
5. Worried - with reason
6. Faultfinding - without reason
7. Faultfinding - with reason
8. Unhappy

VII. Attitude toward Interviewer

1. Enthusiastic
2. Friendly
3. Indifferent
4. Reserved
5. Suspicious
6. Antagonistic

VIII. Intelligence

1. Above average
2. Average
3. Below average

IX. Catharsis

1. Yes
2. No
3. None

2.

X. Attitude Toward Employment Situation

1. Satisfied

- a) Present situation O.K.
Displays ambition to
get ahead
- b) Present situation O.K.

Willing to remain as
is indefinitely

2. Not Satisfied

- c) Discouraged - looks for
something better in
future
- d) Discouraged - does not
hope for anything better

INSTRUCTIONS FOR USING
THE THIRD REVISED
EVALUATING SCALE

Factual Data Concerning the Person Interviewed.

I. Age:

This group is divided into four classifications instead of three as in the former evaluating scale. Employees under twenty years of age are more or less in an introductory period. They are having their first experience with earning a living. For several reasons it is desirable to isolate this group. Their opinions are not based upon experience but, nevertheless, have some value. They are usually single, have had some high school education and are of a more alert and open-minded type than older employees.

The second class, from twenty to thirty years of age, marks the maturing process in the life of a man. He is usually married but still feels free to move about and change his position, if necessary.

A man over thirty years of age has definitely decided on his life's work, and the following ten years mark a ripening process in his life.

The fourth class, over forty years of age, concerns that large group of people who are too old to consider employment any place else or have attained a degree of success in their particular line of work. Developments past the age of forty are so varied that no further classification would be accurate as applied to the group.

II. Service:

The classifications under "Service" conform to the Company's service classification.

III. Experience:

This group concerns what an employee's occupations have been before coming to the Western Electric Company.

The man who started here when rather well advanced in years has, undoubtedly, had much outside experience, whereas a young man may have had some but not a great deal.

These classifications are broad enough to eliminate any difficulties in picturing just what a man's experience has been.

IV. Language:

"Understandable" covers all employees that talk good English and can be readily understood.

If an employee has a peculiarity in his speech such as an impediment, dental trouble, an extremely low voice or objectionable characteristics which would tend to limit the length of the interview, he would come under number "2" in the language group.

Foreigners who speak very broken English that is extremely difficult to understand come under number "3" in the language group.

V. Home Responsibilities:

This group is self-explanatory except that a widow is to be considered as "Single". If she has dependents, she would be considered as "Single - with dependents." If a woman is divorced or separated from her husband and does not depend upon him for support, she is considered as "Single" also.

The interviewer is cautioned against attempting to secure some statement that would answer the question of "Home Responsibilities". If he cannot tell by the appearance or general conversation of the individual, he should designate this fact by a question mark rather than a number when putting the evaluating scale on the interview.

Data Concerning the Morale of Person Interviewed

The factors under "Data Concerning the Morale of Person Interviewed" are subjective in their nature and depend to a great extent upon the judgment of the interviewer himself. Some of the points may be brought out in the course of the interview. It is usually possible for the interviewer to draw these conclusions from observation during the course of the conversation.

VI. Disposition:

It is usually possible to tell in the course of a conversation whether a man is cheerful; easy-going; rather colorless; worried about trivial things; worried, having a good many justifiable reasons; faultfinding, with or without reason; or unhappy.

Needless to say, a man who is worried with reason will be unhappy. In such a case, however, the fact that he is worried, with reason, tells us more than merely the fact that he is unhappy. The latter was included primarily to cover that group of individuals that were evidently unhappy, but where the cause of this unhappiness was not apparent during the course of the interview.

"Faultfinding, without reason", number "5", refers to that large group of individuals who delight in finding fault for no particular reason other than that it is their dispositions. Fault-finding sometimes has a good reason. In such a case it would be included under number "6".

VII. Attitude Toward Interviewer:

It is usually possible to approximate a man's attitude toward you as you talk to him. In this particular case his attitude concerns the interviewing program as well.

Very often in the course of an interview the employee will change his attitude. He may have been antagonistic during the first part of the conversation but gradually become quite friendly. Any changes such as this may be shown by the order in which the numbers of the different attitudes are written down. These numbers should be included in parentheses with a dash between them and used thusly in writing up the evaluating scale. For example: An employee was skeptical at first but became genuinely enthusiastic before the interview was over. This would be designated by "(5-1)", under Group VII.

VIII. Intelligence:

This group has not been changed and is broad enough to permit easy classification.

IX. Catharsis:

Since one of the primary aims of the interviewing program has been to secure an emotional release on the part of an employee who has been bothered with preoccupations, obsessions, etc., some evidence of it should be of value in evaluating an interview. An emotional release, or catharsis, is usually evidenced by a change in the emotional aspect of the employee.

If the interviewer notices a decided evidence of catharsis, that is, if the employee seems greatly relieved to have told the interviewer his story, then he should designate it by number "1" under "Catharsis".

If it is apparent that the employee seems better for having had a chance to present his ideas, or express his opinions, etc., but extreme catharsis is doubtful, classification number "2" should be used.

If, however, the employee has apparently gotten nothing from the conversation, this should be designated by number "3".

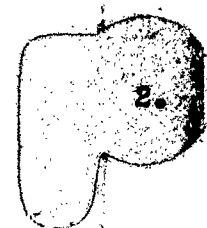
X. Attitude Toward Employment Situation:

This title was substituted for the word "Morale" in the former evaluating scales.

The employment situation concerns nearly all phases of the employee's relations with the Western Electric Company. His attitude toward his employment situation would be an over-all picture of his attitude toward the Company, his job, his bosses, etc. The dominating factor in all of these would probably determine what classifications he would come under in this group. On the whole, a man is either satisfied or not satisfied.

If he is satisfied with his employment situation but shows a desire to get ahead, he should be classed under "a" in group X. If satisfied and apparently content to remain where he is, he would come under class "b". If he was discouraged but still had hopes that through a transfer or readjustment he could look for something better in the future, then "c" would describe his situation, but if utterly discouraged and with no apparent hope of getting anything better or of improving his situation in any way, he would come under class "d".

Additional information concerning the employee which the interviewer considers of value in throwing some light on the interview, and which is not provided for in any part of the evaluating scale, should be added to the interview in the form of a statement.



Industrial Research Division,
Employee Relations Development Dept.

Project E,
Interviewing Techniques.
Date Originated: August 19, 1939.
Date Completed:

Statement of the Problem

In this project we aim at formulating some rather definite principles of interviewing, using as our source material the experience of our own interviewing staff supplemented by any other studies bearing on the subject. We feel that there is a technique of interviewing best suited to our needs. This assumption is substantiated by two observations of our own experience: First, that there is too wide a difference in the interviews we receive to be attributed to the personality of the interviewer alone, although that is no doubt an important factor, and, secondly, that the interviews taken by any one person ordinarily improve with practice. A third fact might be included; namely, that there is a decided difference in the interviews obtained by the methods of direct and indirect questioning.

The original members of the staff underwent a period of trial and error learning. Subsequent interviewers have profited by their experience in a short training course conducted by Mr. Wright. By developing and systematizing such a course interviewers will more readily arrive at a mature understanding of the problems which may arise and, equally important, they will have at their command a few principles which may be of some assistance in their solution.

Method of Approach

In view of the fact that our method of interviewing differs materially from common practice it was thought best to go ahead and work out a scheme of our own without leaning too heavily on work done by others.

A folder was prepared containing a number of verbatim interviews to be used as source material. These were read through with the object in mind of finding out some method of approach. On the basis of this study, together with a few suggestions obtained from Piaget's "Language and Thought of the Child", it was decided to make a detailed analysis of the interviews, giving special attention to the remarks made by the interviewers, the situations giving rise to their remarks, and the response made by the employees. As a result of this analysis, a classification was worked out showing the different types of interviewer's remarks and an idea was obtained as to their relative success in different situations. We intend to test this classification by seeing how well the various interviews we have fit into it. It is regarded as tentative inasmuch as further study may call for its revision.

Progress Report

(The progress reported below is not arranged chronologically because it was done before our present procedure was adopted.)

The value of a definitely formulated interviewing technique has been apparent to both [redacted] and [redacted] for some time. They realized the difficulties to be encountered in working out such a scheme yet the task did not seem impossible. The interviews we have so far collected testify that some methods are better than others for meeting particular situations. We have a collection of interviews which are written up in detail just as they were given and they include the interviewer's remarks. [redacted] hit upon the idea of using these verbatim interviews as source material. Each one is a sample of a certain type of procedure indicated by the interviewer's remarks. He thought it would be worthwhile to analyze these interviews in detail and see what could be gotten from them. When any member of the staff goes out to interview an employee he is, in a sense, attacking a problem, just as a cabinet maker faces a problem when he starts a new cabinet. The cabinet maker has made other cabinets and he knows that the process involves steps common to the making of all cabinets. The new problem varies from old ones only in detail. In addition to his procedure the cabinet maker has found by experience that certain tools are particularly suited to certain processes. Is it stretching the imagination too far to compare people with cabinet makers? Perhaps, but it is true that there is a limit to human variability and all people fall within these limits. A further analysis of these all-encompassing human distribution curves might indicate that the greatest variability occurs in minor details. It is on this assumption that [redacted] approached the problem of working out an interviewing technique. There are certain types of interviews and certain general types of situations and problems to be met by the interviewers. His problem, then, was to determine what tools seem best fitted to meeting the situations presented in the interviews.

With this in mind, he read parts of Piaget's "Language and Thought of the Child", where the following speech classification is made:

Egocentric:

1. Repetition
2. Monologues
3. Dual or collective monologues.

Socialized Speech:

1. Adapted information
2. Criticism
3. Commands, requests, and threats
4. Questions
5. Answers

The method used by [redacted] is termed the clinical method which consists in taking down every word uttered by the child over a period of time, analyzing the data then secured, and formulating general conclusions. [redacted]'s work gave [redacted] a clue as to how to proceed.

The first step was that of analyzing a group of interviews as follows: First, the interviewer's comments were listed. Opposite the remarks were recorded the situations which called them forth - whether it was in explaining the program, in answer to a question by the employee, a comment on the job, or something else. Then the employee's responses to the different remarks were considered in another column. Finally, the various comments were described in a fourth column. The descriptions contained in the fourth column were further classified so as to obtain certain types of interviewer's remarks. The classification which [redacted] finally arrived at is presented below.

The remarks may be divided vertically into two general types - direct and indirect. A direct remark, usually in the form of a question, bears directly upon the subject under discussion and calls for a definite answer. An indirect remark ordinarily suggests the subject matter to be discussed, but it does not call for a definite answer. It contains an element of indefiniteness which stimulates the employee to give his own opinion. It is aimed to approach the conversational plain without being too strongly leading.

In addition to this vertical classification, there is a more detailed horizontal classification - horizontal in the sense that the remarks in any one class may be in either or both the direct - indirect statement groups.

In the horizontal classification we have the following:

1. The leading statement - by which the interviewer attempts to control the subject matter of the interview by leading the employee's thoughts along certain channels. It should be used only where it is desired to change the trend of the conversation.

2. The informative statement. This may be used in

- (a) getting information and in
- (b) giving information.

It is most frequently used in the introduction and if properly handled it is a valuable instrument.

3. The exploratory statement - one made when the employee's remarks suggest something which may contain an important story.

4. The conversational statement - one which is made to bridge a gap in the conversation - usually aimed to keep the conversation going. It may be of three kinds:

- (a) In answer to a question - in which case the interviewer should reply so as to leave the way open for the employee to continue.
- (b) Complimentary - in which the interviewer makes some complimentary remark designed to gain confidence or keep up the trend of conversation.
- (c) Encouraging - which is aimed at keeping the employee talking.

5. The conclusive statement - one which implies that the interview is over unless the employee has something more to say and at the same time gives him ample opportunity to add to or summarize what he has already said.

Of course, this classification is subject to revision should the need arise. However, [REDACTED] has studied through several interviews with this scheme in mind and they all seem to fit in fairly well. His plan calls for additional work along these lines and if after a more detailed study a more suitable procedure is worked out the necessary changes may be made.

August 21, 1929.

[redacted] suggested I outline a handbook independently of anything we have done so that we can compare notes. I spent some time reading interviews and supplementary data.

August 22, 1929.

I came across one or two references bearing upon this subject this afternoon at the University of Chicago Library. Most of the material written on interviewing, however, pertains to interviewing applicants for work, and consequently is of little value for our purposes.

August 23, 1929.

[redacted] of the Greener Library collected a few references on the subject which were very interesting. Most of them substantiate the steps we have already taken.

August 29 and 30.

I spent most of this time reading articles on the general topic of interviewing and compiled a bibliography.

September 6, 1929.

[redacted] spoke to us this morning, and several of his remarks were especially pertinent in connection with the work we are doing on this project. His more important remarks may be presented in summary form as follows:

1. Take your time.
2. A direct question usually elicits a direct answer.
3. The manner in which the interview is conducted depends upon what one is trying to get. We who are interviewing here are interested in getting information for the Company and information about individuals working for the Company so that a broad picture may be obtained of the kind of men the Western Electric employs. The indirect approach is the best method; avoid suggestions. One can ask any questions at all as long as one has a man's confidence.

4. Take an interest in the man. This means that one must talk about work and working conditions. Try to get a picture of the man's life. Does he lead a social life? Does he live a family life? How does he get along? In what kind of a neighborhood does he live? Such questions are of great importance in getting a complete picture of the person interviewed.

██████████ remarks that in proportion, as one gets a complete picture of the employee, one will know what kind of a question to ask.

One should know about:

- a. The working situation.
- b. The home situation.
- c. The personal situation.

1. Attitude toward other people. Does he meet them easily?
2. Is he anxious or pessimistic?
3. Has he a sense of humor?

September 9, 1939.

██████████ firmly believes in the indirect method of interviewing. He is well acquainted with the literature in the field and so far he has found nothing that would answer our purpose entirely. However, he is going to prepare a select bibliography on the subject, and he is going to furnish us with his own ideas from time to time. We, on the other hand, are to furnish him with verbatim interviews which he will use as raw material.

September 12, 1939.

██████████ reports that hereafter all interviewers and thrift counselors in the plant are to be trained in interviewing methods in our department.

September 13, 1939.

██████████ called my attention to a memorandum written by ██████████ in which he summarized his experiences in interviewing. Emphasizing, among other things, the following points:

1. The interviews are too long. He believes that an hour

is plenty long enough for the average interview. In fact, probably the great majority of them might be conducted just as well in thirty or forty-five minutes.

2. The interviewer can often times obtain some valuable information in walking from the shop to the place where the interview is to be conducted.
3. The man should be caught as much as possible in the spirit in which he left the job.
4. An interviewer's ignorance of a man's job is often a big aid in obtaining a successful interview.
5. He expresses the fear that when the program becomes better known, the men will probably frame up on the interviewer; that is, they may get together and decide beforehand upon what they will say.
6. The interviewers might derive considerable benefit from spending an hour a day studying and talking over their interviews.
7. He finds that it is not necessary to adopt the speech commonly used in the shop in order to get an employee's confidence. By using good English, he feels that the employees look upon him as a bona fide representative of the management.

September 14, 1939.

In reading over several of the interviews, it became apparent that we can never hope to get a true evaluation of an employee's remarks as long as they are written up in their present form. It is quite necessary, in weighing any one remark, to know what the interviewer said.

September 20, 1939.

██████████ purchased the third volume of Piaget's works entitled, "The Child's Conception of the World."

September 22, 1939.

██████████ brought Piaget's back to conference this morning

and discussed the classification which [redacted] thought would be of some use in our analysis of employees' statements. The following is [redacted]'s classification:

1. Answering at Random.
2. Rambling.
3. The Suggested Conviction.
4. The Released Conviction.
5. Spontaneous Conviction.

The first two, Answering at Random and Rambling, will probably not occur in our interviews. We are especially interested in the last three. By Suggested Conviction is meant one which is called forth by, or conforms to, a remark made by the interviewer. The person making such a remark very often has never thought of it before. It is quite obvious that remarks such as these should be discounted if not entirely eliminated from our analysis of employees' statements. The Released and Spontaneous Conviction are what we are seeking. [redacted] stressed the fact that we are still taking interviews at their face value, and that this classification will be of immediate value only in so far as it improves our interviewing technique. Perhaps some time in the future it may be of value in weighing remarks. [redacted] says that three things occur in nearly every interview. First, there is a "sparring" process in which the interviewer tries to get on some common ground with the person he is talking to. In the course of this "sparring" process, he receives certain clues which he brings out still further by "exploring" them. The final stage is one of developing the leads thus obtained. In other words, we "spar," "explore," and develop.

October 14, 1929.

The necessity for an interviewer's handbook is becoming more and more urgent. [redacted] is going to write up the technique of interviewing and the mechanical aspects of the job. I am to prepare a select bibliography which will supplement the handbook.

March 7, 1930.

During the past few months we have collected several outlines for taking and recording interviews. Inasmuch as much of the material may prove useful at a later date, it is being recorded in this project.

PSYCHIATRIC SOCIAL WORKER'S TECHNIQUE
By Marion E. Rannells.

Mental Hygiene, Vol. II, 1927, pp. 78-124

Outline for Recording and Analyzing Interviews - Prepared by
the Sub-committee on Interviews of the Committee on Professional
Practice, Chicago Chapter, The American Association of Welfare Workers.

- I. Purpose.
- II. Physical Setting.
- III. Approach.
- IV. Rapport (Making Friendly Contact.)
 - a) Revealing one's interests.
 - b) Putting interviewee at ease.
 - c) Tying up with interviewee's past experience.
 - d) Letting interviewee feel that he is leading the interview.
 - e) Using colloquial language.
- V. Development of Interview.
 1. Coping with Attitude. (Definition of attitude:
The elements of an attitude are: Thinking,
feeling, wishing, conditioned by early experi-
ence.)
 - a) Allowing release of emotions.
 - b) Dealing with fears.
 - c) Meeting objections.
 - d) Presenting facts to get certain response.
 - e) Contradiction.
 - f) Promises.
 - g) Presenting impossible plan.
 - h) Letting interviewee present own plan.
 - i) Exaggeration of interviewee's suggestions.
 - j) Reassurance.
 - k) Interplay with personalities other than
interviewer and interviewee.

- 1) Reasoning.
 - m) Contrasting plans.
 - n) Informing.
 - o) Consideration of difficulties.
 - p) Presenting a possible solution.
 - q) Compromising.
 - r) Planning.
2. Turning Point. (Indicates crisis in conversation; which may not be marked, but always occurs.
 3. Motivation. (Inciting action.)
 4. Use of Incentives.
 - a) Appeal to prejudices.
 - a. Personal.
 - b. Group: Racial, national, religious, political, labor, social clubs, etc.
 - b) Interests.
 - c) Ambitions.
 - d) Pride.
 - e) Ideals.
 - f) Weaknesses.
 - g) Desires.
 - h) Tastes.
 - i) Aesthetic sense.
 - j) Sentiment.
 - k) Sense of honor.
 - l) Sense of justice.
 - m) Altruism.
 5. Use of Comparisons.
 6. Recognition, evaluation, and utilization of new material appearing in the course of interview.
 7. Practical Action of Interviewer.
 8. Obtaining Interviewee's Help in Details.
 9. Presentation of Final Question.
 10. Clinching with Definite Suggestions.
 11. Leaving Something for Interviewee to do.

A PSYCHIATRIC GUIDE FOR EMPLOYMENT.

By V. V. Anderson

Personnel Journal Vol. 8, 1927-28, pp. 417-41.

Methods Employed in Conducting the Interview:

1. Personal History.

- a) Developmental History.
- b) Health "
- c) Educational "
- d) Work "

2. Personality Study.

a) Intellectual Activities.

- 1. Is the applicant's education commensurate with his opportunity for it?
- 2. Is he alert?
- 3. Has he seemed to learn from experience, or is he naive and gullible and repeats the same mistake over and over?
- 4. Is he attentive, and does he seem to fix and hold his attention well?
- 5. Does he give a consistent, intelligent, well-related story?
- 6. Does he seem distractible?
- 7. How suggestible is he?
- 8. Has he any special aptitude, or special interests?
- 9. Is his memory good?
- 10. Does he show good common sense?

b) Motor Characterization:

- 1. Does applicant display tension or "push" in his activity?
- 2. Is he restless and over-active?
- 3. Does he seem alert?
- 4. Does he seem stupid?
- 5. Is he over-talkative, or under-talkative?
- 6. Would you judge his activity to be persistent and steady? or capricious?
- 7. Does his life history indicate that he has or has not finished undertakings?

8. Does he seem sluggish or lazy?
9. Would you judge him easily fatigued?
10. Do you think he could be speeded up easily? Or slowed down easily?
11. Do his movements seem well coordinated?
12. Are his posture and gait good?
13. Does he appear energetic?
14. Would you judge him to be tenacious and persistent in the face of obstacles and discomfort?

3. Temperament.

Feeling and emotion are exceedingly important constituents of personality on the subjective side; or they influence the mood of the individual; they become one of the most important subjective elements in his actual behavior. The emotional attitude or set colors the outlook and modifies the individual's adjustment possibilities far more frequently, and more seriously, than is ordinarily believed to be the case. Their dynamic value in the personality is seen in the mechanism of reinforcement and repression; in pushing the individual into overt behavior, or in inhibiting tendencies to act along certain lines.

The emotional attitude, the emotional stability, and the degree of control over the feeling and emotional aspects of our lives, become amongst the real, vital issues that influence job adjustment in any given case.

* * *

What we call temperament may be understood as the characteristic emotional level of the individual, such as the choleric type, the phlegmatic type, the sanguine type, etc. The leading question concerning any given individual may profitably be, - "What part do emotions play in his daily life?" Some people have a characteristic mood that is very easily discovered. They are of a gloomy, sullen, sour temperament and disposition; or they are cheerful, optimistic, and hopeful; suspicious, timid, embarrassed, over-sensitive, self-deprecatory or pugnacious, or cynical, or snobbish, or irate. These moods and emotional attitudes greatly influence one's relationship with others, and are very important factors underlying work failure, or work success.

* * *

Everyone, of course, presents mild emotional attitudes, accompanying his thoughts and actions, and when these emotional attitudes become fixed and permanent, they result in what we call traits of character.

THE INTERVIEW IN TRAINING SALESMEN
TECHNIQUE FOR INSTRUCTION BASED ON
ERRORS, RATINGS, AND SERVICE CRITICISM REPORTS
Hattie Kneland.

Personnel Journal June, 1929. pp. 47-52

1. How the Study Developed.
2. General Plan of Study.
3. Difficulties Encountered by Interviewers.
4. Aims of Interviews.
5. General Rules to Observe in Interviewing.
6. Points Covered in the Technique of Interviewing.
7. Training for Interviewers.
8. Summary.

Qualifications of a good Interviewer:

1. Tact - kindness and understanding.
2. Quickness of perception.
3. Firmness.
4. Patience and self-control.

Rules to Observe in Interviewing:

1. Remember aim of interview.
2. Maintain unbiased point of view.
3. Attempt to establish friendly contact at the beginning of interview.
4. Be sure employee understands program.
5. Provide opportunity for employee to talk freely.
6. Terminate interview on a pleasant, encouraging note.

Training Interviewers:

Informal discussion in small groups. (Four meetings.)

1. Discuss advantages of personnel interview.
2. Discuss psychological principles of learning which interviewers may use.
3. Discuss qualities of a successful interviewer.
4. Discuss technique of interviewing.

Heaton - Demonstration interviews. Difficult problems presented in the form of situation, samples for discussion, file for reference.

THE INTERVIEW

The interviewer should listen and not talk. He has to get from the person interviewed:

1. What he wants to say.
2. What he does not want to say.
3. What he cannot say without help.

a) The interviewer must be friendly to the person interviewed but his attitude must also be intelligently critical. The assertion that he must listen and not talk means that he must help the person interviewed to make a full and complete statement before making any comment himself.

b) The interviewer must never interrupt. No matter how irrelevant the interview may seem to be, the interviewer must remember that the person interviewed probably cannot easily state what is really important to him.

c) The interviewer must give all his attention to making sure that he understands what is said. Above all he must make certain that the person interviewed is fully convinced that his statement is completely understood.

d) To insure this last the interviewer should, when he arrives at the appropriate point, restate what the person interviewed has said in his own (that is to say, the interviewer's) language. In making this restatement he should, if possible, restate more strongly and succinctly the views expressed. This is the critical point in the interview.

e) 1. Only at this point may the interviewer begin to present his own comment. That is to say, when the restatement has been accepted by the person interviewed as a complete and sufficient expression of the point of view submitted.

2. In the best interviews the stage last described (that is, d) leads the person interviewed to begin to modify his previous statements. In the great majority of interviews this is the desirable end to obtain, namely the modification and re-statement of the views he has expressed by the person interviewed.

without any critical comment by the interviewer. This as an achievement is vital to the success of, for example, the clinical interview.

F) The above considerations will perhaps make clear the meaning of the following claims: First, that the actual truth or falsity of the views expressed by the person interviewed does not matter at all and second that a good interviewer never gives advice, nor does he take action upon anything that has been said in the course of an interview. There may be some types of interview to which these last two statements have no direct application. Even in such instances however it must be remembered that an interview must be conducted as if they still applied.

TECHNIQUE OF INTERVIEWING

It appears that the cardinal phenomenon of interviewing is the hypothesis, or law of causal sequence. The operation of this law is obvious in any typical commonplace conversation between any given group of people from two to twenty in number, where we observe a statement or question (stimulus) calling forth a specified argument or answer (response).

Looking at the problem from this viewpoint the conclusion we come to is that our chief concern, in formulating a Technique of Interviewing, is with the things we should not do rather than attempting to give you an outline stating, "at that stage in the interview you should say this, or when the Employee talks about this or that you should then break in and change the conversation." Logically it follows, we are chiefly concerned with the things the interviewer should not do.

What an Employee says, the way he says it, or why he says what he does are the symptoms or evidences we procure that the Employee is mal-adjusted or not, and by mal-adjustment we mean a pessimistic or morbid preoccupation. By the way he states things we are able to judge his degree of emotional release or catharsis.

As [redacted] would put it, the interviewer must help the person interviewed make a full and complete statement, before making any comment himself, by listening and not talking. Furthermore, the interviewer must never interrupt, because he must fully understand the Employee and he must make certain that the Employee is convinced that he is completely understood. The employee must not be left in doubt on this point and this factor is obviated by a restatement of what he has said, and by allowing him to modify his statement if he desires. This modification without any critical comment is the desirable end to attain in the interview. It is probably needless to say that the actual truth or falsity of the views expressed by the Employee does not matter - the things we are after are gotten only by the above procedure. For example, the factors we must not overlook are what the Employee wants to talk about, what he can't talk about without help and finally what he doesn't want to talk about. Obviously in this type of procedure the interviewer never gives advice, criticism nor does he take action upon anything that has been said in the course of an interview.

The psychological phenomena involved in the complete interview consist of four major periods; the Initial introductory, the warming up period, the period on Rapport, and the Conclusive period. The titles of the periods are self-explanatory with the possible exception of the period on Rapport, which is perhaps a bit technical. It merely means - the period of mutual confidence, mutual accord, like conversational level, etc. It is, however, one of those words which convey a desired meaning in the original but are difficult to translate. Why should we not then use it after an understanding of the term? The classification and explanation of the above periods can best be handled in outline form, as:-

- A. Initial Introductory Period; involving
 1. Act of introduction.
 2. Friendly attitude toward employee.
 3. Elimination of mental uneasiness and embarrassment.
 4. Mechanics of interview.
 - a. Situation - chairs, quiet, freedom from distractions and interruptions.
- B. Pre-Rapport or warming up period; involving
 1. Becoming accustomed to each other.
 2. Establishing common interests.
 3. Showing interest in Employee and what he has to say.
 4. Getting interest and attention of Employee.
- C. Period on Rapport; involving following responses:
 1. Dominant or spontaneous.
 - a. The things uppermost in Employee's mind.
 - b. The expression of ideas without reflection or reticence.
 2. Linear - implicit suggestion.
 - a. Any train of ideas which by association recall a different series, e.g. conversation about minister calls forth memories associated with churches.
 - b. Statement of interviewer may continue a pause in the theme.
 3. Suggested.
 - a. By an irrelevant comment.
 - b. By a statement about something brought out in the interview.
 - c. By some external object or occurrence in situation.
 - d. By indirect question.
 - e. By appearance and attitude of interviewer.

4. Directed.

- a. Direct question.
- b. Cross-examination type.
- c. Questionnaire method.

D. Conclusive Period.

1. The rounding out or termination of the interview.
 - a. Necessity of leaving Employee in buoyant mood.
 - b. Recapitulation.
 - c. Development of obscure details.

Undoubtedly there are many Employees, perhaps the majority, who are as normal and may possibly be nearer normalcy than we are. However, we all deviate from normal in one respect or another, the distinction being in degree. If we adopt an attitude of this sort, we may assume that almost every employee has a problem, has problems or is a problem. We shall attempt an outline of the factors or symptoms, which the interviewer can and should learn to recognize as indicative of mental dis-equilibrium, as:

A. Facial Reactions.

1. Distasteful.
2. Pensive.

B. Postural changes.

1. Disorganized.
2. Attentive.

C. Verbal reactions.

1. Pacing of activity.
 - a. Tendency to talk around a subject or past the point, "Verbeiden."
 - b. Tendency to talk hurriedly or excitedly due to raised emotional level.
2. Reaction time.
 - a. Hesitancy in speech at definite points in interview.
 - b. Of direct questions.
 - c. Of indirect questions.
3. Evasive answers.
 - a. To direct questions.
 - b. To indirect questions.
 - c. Evasion of suggested topics in sequence of interview.

We understand, of course, that the points made in the foregoing outlines can be enlarged upon. In fact, the material covered, would in its ramifications make a small book, but we feel that these are the basic principles in the technique and we hesitate insulting the intelligence of our readers by a lengthy psychological dissertation on phenomena we all witness daily.

The following pages taken from the introduction of Andreas Ejerre's book entitled, "The Psychology of Murder" should be of considerable interest to us because it illustrates a method of studying the psychological aspects of individuals similar to the one we have been developing. The author's objectives were similar to ours in that he was trying "to throw as far as possible a clear light on the determining factors in the psychic development of the persons in question."

On the cover of the book is this note, which is also of interest: "In the introduction will be found an account of the author's methods, which may open up many possibilities of research in a field of great importance to our modern social life."

FROM THE INTRODUCTION OF
ANDREAS BJERRIG'S BOOK ENTITLED "THE PSYCHOLOGY OF MURDER"

I shall therefore now attempt to give an account of some at least of the possibilities I have discovered during repeated and exhaustive conversations with criminals of obtaining information concerning their fundamental characteristics, or, in other words, some of the paths I have explored and the rules I have followed in my studies.

In the first place should be mentioned the fundamental principle which - at first, naturally, by instinct, and only later more and more consciously and deliberately - I adopted in these studies, namely, to disregard as far as possible in conversation with persons whose essential characteristics I have sought to discover whatever is palpably and directly obvious and determined by the conversation, or, in a word, the purely formal content of those utterances, and to direct attention to the connection between those utterances and the inner, spontaneous, really decisive forces in their psychic lives. In other words, I have sought, step by step, to determine the entirely spontaneous psychological characteristics in their utterances, ascertained without possibility of control by reflection. Perhaps this principle might be most briefly summarized by saying that in order to know a human being properly, one ought not to listen to his words or to his conscious sentiments and thoughts but to the expression of his unconscious psychic life. And yet, to avoid misunderstanding, it must be expressly stated that this does not in any way imply underestimation of, or indifference to, his conscious life, with which one becomes familiar in any case, and the significance of which in his psychic life as a whole is consequently ever present to the observer. This principle does not, of course, afford a magic key to the portals of the sub-conscious life by which they may be thrown wide open so that anybody who wishes to know the inner characteristics may see them revealed without further effort. We are here primarily concerned only with the possibility of penetrating to the essential points in the psychic life of others. But on the other hand it should be evident that this principle offers considerable possibilities of so doing, or at any rate it enables any person interested in psychology easily to convince himself by questioning his own daily experiences. So far as I can see, it is just this principle which we all unconsciously apply when for any special reason we wish thoroughly to understand a person. In our usual association with our fellow creatures, whether at work or at play, we naturally fasten upon the common bonds of social intercourse, work, exchange of thought, amusements, etc., and our attention is usually directed exclusively to what I have called the formal content of the intercourse of our companion. But as soon as our intercourse with a certain person is no longer governed by common interests, but by a desire to acquire a knowledge of his inner being, we immediately abandon the formal content of his utterances and begin unconsciously to seek for whatever indication of his inner life appears

Disregard
content of
interview

- 2 -

in his speech independently of, or even in spite of, his conscious will. In this connection it ought to be easy to establish the fact that practically every utterance, if observed and analyzed in this manner, disclosed important glimpses into the deepest complex of forces in the life of the speaker.

Among the practically inexhaustible consequences of this fundamental principle, or, in other words, among the rules which, in accordance with it, I have endeavored to observe as rigorously as possible in these studies, I may mention one which is certainly of the utmost importance: constantly to direct the attention to what the speaker regards in his own mind as obvious or of universal application.

The human tendency to judge others by oneself, i.e., to ascribe to others the same feelings, ambitions, desires, motives, thoughts, views and opinions, etc., as we possess ourselves, is an acknowledged fact so familiar that it has been proverbial since time immemorial. But like all other popular beliefs, even if based on the experience of thousands of years, so too this one must be accepted with caution. For this belief is not - as its form would seem to imply, and as one is undoubtedly sometimes tempted to assume in studies in criminal psychology - of such unlimited application that it is generally impossible for human beings to be inwardly convinced that others are fundamentally differently constituted to themselves. Of course, in this respect human capacity varies as infinitely as in every other respect. As a general rule one may assume that education, and especially experience, develop the capacity for sharply distinguishing between one's own personal qualities and those of others, even though uneducated persons are sometimes equipped by nature with amazing superiority in this respect, and even though conversely, highly educated persons - or at least very learned persons - may remain amazingly naïf and inexperienced. Criminals, however, as is well known, belong to a comparatively large extent to the uneducated classes and are, moreover, incredibly blind in this respect, possibly owing to the fact that, like habitual criminals, they are, both in and out of prison, cut off from other society than their own. This blindness is probably due in the main, however, to their inability to retain impressions from the outer world and in general to retain interest in anything else but themselves. Or it may be due to other defects upon which I cannot dwell here. In any case the average criminal, in this as in so many other points, suffers from prematurely arrested development, and thus really resembles a child or a primitive creature in unconsciously assuming that all human beings look out upon life in the same way as they do. Under these circumstances it is scarcely necessary to insist further on the great significance in criminal psychology of always asking upon what the criminal regards as obvious and of general application - i.e., as coinciding with the views and convictions of others, whether in regard to moral standards or to other rules necessary to human life on earth - and, in conclusion,

upon any significant indications of human character: what a criminal regards in his mind as obvious to everybody is, practically without exception, a direct manifestation of his own innermost character.

Whether he proclaims what he has at heart quite candidly because it has never occurred to him that anybody could really have an opposite point of view, even though most people for practical reasons are hypocritical and misrepresent themselves, or whether he is ashamed when confronted by strangers - or more correctly, is shy of his own opinion because he has become convinced that the State and society quite seriously condemn it - and consequently only expresses it unintentionally, i.e., as something obvious and therefore as a mere assumption in otherwise unimportant reasoning, it is, in every case in which the essential diverges from the normal, an equally distinct index to his fundamental defects. I shall have frequent occasion in the following studies to indicate the field of application of this rule in studies in criminal psychology. Moreover, it is by no means without importance in everyday psychology, as may easily be seen especially by observation of the psychic life of children.

Among the consequences of the fundamental principle of individual psychological investigation above enunciated may be mentioned another one, which one is constantly tempted to ignore in studies in criminal psychology, and which has been violated to a very great extent in all sorts of attempts thoroughly to understand criminals, whether in seeking to approach and influence them or scientifically to determine the inner causes of their criminal acts. I refer to the rule never by any means whatsoever to attempt to influence, induce or force confidential statements or confessions concerning their past lives from the persons under observation, but, on the contrary, to allow them to speak quite freely and undisturbed on any subject which is for the moment in their minds, or is of general interest to them, or merely crops up in their thoughts. If necessary, they should even be encouraged to do so.

It should be emphasized in this connection that under no circumstances in psychological investigations should one uncritically accept a confession as conclusive evidence of the psychic life of the speaker, even if it is made in profound good faith and after most serious introspection, for the simple reason that human beings have no knowledge of their sub-conscious psychic life and also because the function of psychology is evidently to acquire knowledge not only of the conceptions of human beings of themselves but also of everything which occurs or has occurred within them, or, in other words, not only of their subjective conceptions of, but also the whole of the objective reality of, their psychic life. Of course the capacity for self-knowledge varies to an infinite degree according to the degree of individual culture, introspective or extrospective

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temperament, etc., but fundamentally, in the nature of things, no man can know himself. Concerning criminals more particularly, they are as a rule, partly because of their imperfect education, but especially on account of their above-mentioned self-deception, amazingly ignorant as a class, of the determining forces of their psychic life. Their conceptions of themselves are generally so distorted that they scarcely bear any resemblance to reality. Confession, therefore, cannot in psychological studies, and especially in criminal psychology, be regarded as differing from any other material for investigation.

If, bearing this in mind, we seek other avenues by which to penetrate to the deepest human qualities, it will be found that even the most honest confession, whether it relates to the prime motive of a single action or to the deepest impulses to action in general, is comparatively valueless in comparison with the utterances made without any intention of revealing the innermost being of the speaker concerning the more or less important matters, past or present, which for the moment occupy his mind. Self-confession can at most afford an image produced in conflict with innumerable unconscious restraints. It is necessarily superficial, incomplete and stereotyped. But when a person speaks freely of whatever is for the moment present in his mind we see his living psychic life directly before our eyes and are enabled to make constant observations and therefore also to penetrate to his innermost being.

In ordinary life we all, indeed, apparently act, save in exceptional circumstances, in direct opposition to this principle. Here it seems obvious in seeking to discover human motives either for a particular act or for general conduct, that the simplest, safest and only natural procedure is to seek to induce a person to open out and himself describe his motives, his inner experiences, etc.

And this procedure is without any doubt the correct one in ordinary life, in which mankind in general naturally has no reason to seek for other impulses than those which each man within himself consciously recognizes as sufficient and final, and for which he accepts full responsibility.

But the knowledge of others which thus generally suffices in ordinary life is obviously not the same as the knowledge we seek to obtain in psychological studies. In the extraordinary circumstances of daily life above referred to, i.e., when for some special reason we seek to acquire a more profound knowledge than usual of a human being, we tend to a very great extent unconsciously to follow this rule, and to seek less upon what he has to say concerning himself than upon what appears from his various utterances in other circumstances.

I should like here to put forward as another of the consequences of the above-mentioned fundamental principle a rule which ought to be obvious and which we always unconsciously, even if reluctantly, adopt in personal psychological observations, but which we appear generally to shrink from openly proclaiming and systematically applying because it appears that the results of its application must always be incapable of objective proof and perhaps, on occasion, must be subjectively uncertain. I refer to the rule that one should observe the manner in which a person, either intentionally or unconsciously, behaves in conversation with just as much care, and analyze with just as much thoroughness, as we observe anything which he frankly discloses in speech.

We do not
record
manner

There is in my opinion, as based on my experience in all these studies, no reason whatever for not consciously, deliberately and systematically employing, in all investigations of this kind, this method or possibility of penetrating into and illuminating the psychic life of others. An expression of the face, a glance, a smile, a gesture, a tone, an involuntary movement, etc., is clearly always a reflection of some conscious or subconscious reaction in the psychic life, and it may in certain circumstances be just as free from ambiguity and just as significant as, or even more significant than any speech whatever.

But all this is a well-known fact in ordinary psychology. In our conception and judgment of others we are all influenced every day and every hour by those thousand and one details of behaviour, which we are accustomed to call *inexplicable* because we regard them as escaping analysis, or rather, perhaps, because we look upon their influence as so obvious that any analysis of them is in practice superfluous. If as a rule we allow this influence to pass unanalyzed and unconsidered it is also because we have never doubted its justification, and even the most hasty reflection would call to our minds innumerable examples of the role which such *inexplicable* have played in determining our own attitude towards others. The question may even be raised whether these inarticulate expressions of human personality do not exercise a far greater influence over us - and are therefore of even greater importance to our success and power in life - than we are as a rule disposed to admit.

But if such be the case, there can scarcely be any doubt that systematic observation and careful analysis of the whole of a person's outward bearing during a sufficient number of conversations offers a considerable possibility of obtaining an insight into the essentials of his psychic life.

And if in the process one is undoubtedly compelled to rely upon subjective impressions, it by no means follows that one can only achieve subjective certainty by this means. For each one of these impressions (or more exactly, the result which the analysis of each such impression brings to light) is compared not only with all similar impressions, but also with those obtained by other means (i.e., with the result yielded by an analysis of the latter) as well as with the external circumstances of the person's life as established by the

documentary evidence of depositions, by reports of the minister of religion in the parish where he is domiciled, etc. In this way one manifestly achieves a high degree of objective certainty concerning those impressions which remain unaffected by all these confrontations.

In judging the possibilities of the psychological method which I have briefly described one must not overlook or forget the fact that the results can be checked by reciprocal confrontation; that the variety of these possibilities consequently affords a considerable degree of certainty; and that in the last resort I had access to judicially established facts to check my results.

I cannot, in the nature of things, as already indicated, give an account here of all the methods of discovering by personal observation the determining characteristics in the psychic life of others by which in the course of my studies I have gained a deeper insight and which I have been able to test systematically. Owing to the nature and number of these a full account of them could only be presented in a special treatise. In order that the final results of the following chapters may not from the outset appear as mere or less arbitrary creations of the imagination I have merely sketched in this introduction to illustrate by a few examples the fundamental principle in the method of study by which I have obtained these results. If I have succeeded in this purpose, then all the possibilities of which I have availed myself in these studies should become quite clear in the account of their application in concrete cases, as shown in the following chapters. In this connection it should be emphasized that I should clearly not have achieved the object I set out to attain - to throw as far as possible a clear light on the determining factors in the psychic development of the persons in question from a period as far back in their childhood as I could reach until the day they committed a crime - and the method I employed in my studies would consequently not have satisfied the demands made upon it, if in my final results I had not advanced to psychic facts and processes of which the persons under observation had either never been conscious themselves, or of which at any rate they had lost recollection, and which they would therefore deny in good faith if they were presented to them. For in the sense of the word here employed, a description of the psychic development of a person can naturally never be regarded as complete if it does not also bring to light, above all things, the subconscious impulses within him. My method of study therefore has from the beginning consistently been directed towards, and adapted to, this end.

It may, a priori, appear rash or even scientifically unpardonable to attribute in this way to the various periods of a person's life psychic experiences of various kinds, such as motives, ambitions, desires, hopes, sufferings, wishes, etc., which they might in reality in all good faith repudiate, and in reading the following studies without any knowledge or thought of the means by which I achieved the results presented much of what I have planned and presented of the

unconscious psychic life of the individuals under observation might certainly appear as insufficiently substantiated, or even entirely without foundation.

But from all that has been said it will appear beyond dispute that the method I have adopted in these studies in any case presents some possibility of penetrating into the psychic life of an individual and of determining what is, or has been, present in his mind, though it may never have emerged from the darkness of subconsciousness or have assumed such conscious form as to leave tangible traces in his mind.

To what extent I have succeeded in availing myself of these possibilities, or, in other words, to what extent I have achieved by this method the objective I had in view can of course only be shown by the following chapters.

In conclusion I must specially observe that whenever in this introduction or in the following pages I refer to criminals, I do not, of course, refer to all criminals, including occasional criminals, but only to those which one usually designates as habitual. The names given to the various criminals, their relations, neighbours, friends, etc., are of course fictitious.

ON THE TECHNIQUE OF PSYCHO-ANALYSIS
Sigmund Freud

The following notes are taken from Freud's
"Theory and Technique of Psycho-analysis."
They are interesting in connection with inter-
viewing technique.

It is the patient's duty to relate everything that occurs to him in the course of the analytical hour. This is Freud's fundamental rule of psycho-analysis.

If a patient is silent for a prolonged period, it usually signifies that he is withholding something. A patient's sudden silence must always be interpreted as a ~~resistance~~ resistance.

It is best to encounter the patient's silence with silence if it is that he is trying to obstruct the analytical work.

The psycho-analyst must avoid any intrusion in relation to his patient. It is permissible to withhold such information until a more appropriate time.

"You are thinking that I mean....." means that the patient is inserting a critical examination between the perception and the communication of the idea. This must be overcome in free-association.

The withholding of help on the doctor's part cannot be absolute. If for the moment one is less concerned about supervising the patient's psychic process than with hastening certain understandings, then one simply puts into words the ideas one supposes him to have, but which he lacks the courage to utter, and thus obtains a confession from him.

"I make it a rule, whenever a patient asks me a question or requests some information, to reply with a counter-interrogation of how he came to hit on that question. If I simply answered him, then the impulse from which the question sprang would be satisfied by the reply; by the method indicated, however, the patient's interest is directed to the sources of his curiosity, and when his questions are treated analytically he almost always forgets to repeat the original inquiries, thus showing that as a matter of fact they were unimportant and only significant as a means for expression for the unconscious."

The doctor's endeavor must always be to postpone decisions 'till the patient is enabled, by a growing self-reliance due to the treatment, to deal with matters himself.

If a patient presents one with a generalization, he should always be asked what occurs to him in connection with that generalization. The tendency to pass from the general to the more and more particular dominates the whole of psycho-analysis; it is this alone that leads to the fullest possible reconstruction of the patient's life history..... The phrase "for example" is really the proper technical method for guiding the analysis from the remote and unessential directly to the imminent and the essential.

The doctor must constantly perform a double task during the analysis: On the one hand, he must observe the patient, scrutinize what he relates, and construct his unconscious from his information and his behavior; on the other hand, he must at the same time consistently control his own attitude toward the patient, and when necessary correct it; this is the mastery of the ~~analytic~~ ~~transference~~. (Freud)

Analytical therapy, therefore, makes claims on the doctor that seem directly self-contradictory. On the one hand, it requires of him the free play of association and phantasy, the full indulgence of his own unconscious; we know from Freud that only in this way is it possible to grasp intuitively the expressions of the patient's unconscious that are concealed in the manifest material of the manner of speech and behavior. On the other hand, the doctor must subject the material submitted by himself and the patient to a logical scrutiny, and in his dealings and communications may only let himself be guided exclusively by the result of this critical effort.

During treatment one must also think of the possibility of larval mania and manicotic equivalents, and, where indications of these are observed, abolish them. These apparently harmless activities can easily become hiding places for the libido which has been driven away from its unconscious excitations by the analysis, and in extreme cases may replace an individual's whole sexual activity.

The doctor should not fix his attention rigidly on any particular intention such as the desire to cure or to understand.

UNIVERSITY OF WISCONSIN - MILWAUKEE

Industrial Research Division,
Employee Relations Development Dept.

Project 3,
Speedwriting.
Date Originated: August 19, 1938.
Date Completed:
Assigned to:

Statement of the Problem

Many members of the staff cannot write rapidly enough to take down everything of importance said by the person interviewed. If they ask him to speak more slowly he may become self-conscious and fail to speak freely. By requesting him to repeat he may become suspicious or he may forget something he is about to say. Their only expedient, therefore, is to write as rapidly as possible and trust their memory for filling in the rest.

We are at present considering the advisability of teaching the staff a system of speedwriting. We feel sure that it will add to the value of the interviews because much important information is lost at present. This problem, then, concerns itself with determining the value of such a system and, if we consider it advisable, some convenient method of teaching it to the staff.

Method of Approach

It is proposed to organize a class of four or five interviewers to study speedwriting and apply it in taking interviews to determine the advisability of teaching the entire interviewing staff. Miss Jensen of the Home Training Division, who has taken a complete course at the Chicago School of Speedwriting, should be available as a teacher on the basis of only one class a day between four and five o'clock.

B.

Project B.

PREVIOUS HISTORY

July 30, 1959

discussed with [redacted] a Department Chief, the question of having her teach such a class. It met with his approval, but he requested that we talk it over with her.

July 31, 1959

conferred with [redacted], and it was found that a trial course could be lined up very easily. However, due to the fact that the text material is copyrighted, it does not seem expedient to start such a proposition without the permission of the copyright holders.

August 5, 1959

visited [redacted] of the Chicago School of Speech-writing, and learned that in order for us to carry out our proposal it would be necessary for him to get permission from the New York office. He agreed to attempt to do this and would then make a proposition to us on the basis of [redacted] teaching the course under his supervision.

August 22, 1959

reports that [redacted] had phoned him, and it would be correct to make any arrangements satisfactory to us as he had secured permission from New York to sell us that material without including the complete course. [redacted] asked [redacted] to draw up a definite proposition and submit it to us, which he agreed to do within a few days.

August 22, 1959

reports that work on the project was postponed temporarily inasmuch as [redacted] is leaving the Company to be moved.

August 22, 1959

had a phone conversation with [redacted] and agreed to call on him the next week in order to talk over the possibility of securing an instructor on an hourly basis.

pages 4 & 5

MISSING

January 6, 1930.

In order to determine whether Speedwriting should be taught to all interviewers, [redacted] requested [redacted] to write up his opinions regarding the value of such training. The following is a reproduction of his paper:

January 13, 1930.

The first question that comes to mind when the word "Speedwriting" is mentioned is: What is Speedwriting? Its author says that it is a scientific condensation of the English language. This has been accomplished by the application of certain principles so that the letters used only suggest words. This course has been designed to enable stenographers to take accurate dictation, and also to aid anyone in writing notes.

Tests given in the class room prove conclusively that Speedwriting is an efficient method of taking notes on lectures or books, but will it ever be possible for an interviewer to obtain a complete story if he uses code in recording a verbatim report? Observations made of stenographers' remembrance of the thoughts embodied in rapid dictation show that there is a relation between the concentration necessary on the outlines and the thought remembered which varies inversely.

Our interviewers must listen to the employee's conversation and take notes, but there are more important objectives. They must help him to say things "which he cannot say without help." They are asked to bring back a complete picture which will show a reason for his reaction to the working environment. If this is to be accomplished, the interviewer must have in mind at all times the significant facts which have been told him so that he can choose remarks which will develop a complete story. His words are the most important part of an interview, and in him alone rests its success or failure. If he is to do this, he must give the thought expressed his entire attention as it is often necessary to refer back to something that has been told at the beginning of the interview.

We believe that most of our incomplete interviews are caused by too much attention on notes. Our best interviewers have developed a system of note taking which preserves the sequence of the story and suggests the thought expressed by only a few words. These require very little attention, and the "verbatim" report must be supplied from memories which are suggested by these words.

These interviews, although they are our best, are not verbatim reports as many of the essential facts which we know to be important have been forgotten. It seems that we have a problem calling for more notes which will require less of the interviewer's active attention. The benefits received by employees from interviewing demand that our first thought be to allow a complete interview, and that the record of this interview is second in importance. But, if we are to give the proper return to the management, our record of these stories must be accurate.

In thinking of note taking, let us assume that the notes must not distract the attention of the interviewer from the story, and let us see if Speedwriting could be of any help in developing more complete notes. The class has had over three months' training in writing rapidly and accurately. They have also learned to abbreviate a great many words automatically. These are real assets in any system of note taking. More than half of each class hour has been spent teaching the students to concentrate on this code so that dictation can be taken rapidly.

It may be possible to outline a method of study which would be of more value if we concentrated on note taking instead of dictation. Such a course should embody the Speedwriting principles that are most valuable for abbreviating words as well as drills in rapid writing. With this as a background, they could have practice reconstructing stories which are read in class. If the idea that the story must be retained in their minds and that the note book needs very little attention was emphasized, it should be possible to develop interviewers who could turn in very accurate reports of their conversations. The value of this type of work to interviewers could be measured accurately by the development of the students, and the time necessary for each individual to become skilled in reconstructing his notes would be very interesting.

January 20, 1939.

It was decided to recommend the extension of Speedwriting to the entire staff. Emphasis is to be placed on note taking rather than ability to take a verbatim report.

January 22, 1939.

The Need for Some Method of Note Taking

One of the greatest difficulties experienced by interviewers

is that of recording the conversation which takes place. It has been their experience that concentration upon note taking very often disrupts the continuity of the interview. Hence, some of them have found it advisable to omit note taking altogether. The danger of this practice may readily be seen. Very often things of importance may be forgotten.

Our problem, then, is that of arriving at some method of recording which will enable the interviewer to give a maximum amount of his attention to the conversation, and at the same time allow him to record the more important topics commented upon. Longhand, being the slowest method of recording, seems to be the least desirable.

Speedwriting as a Solution

It was thought that speedwriting, which is a form of shorthand more readily learned than other more popular systems, would meet our needs.

Accordingly, a group of five interviewers was placed in a class under the instruction of [REDACTED] on the 7th of October, 1939. The progress of that experiment has been recorded in Project III, and may be found in the Project folder. Three of the interviewers dropped out; the other two have all but completed the course.

In talking over the advantages of the course for those who have been fairly well instructed in it we found that their attitude was, on the whole, favorable. After three months training they can now write twice as rapidly as in longhand. This means that an interviewer will be able to record twice as much of the conversation which takes place in the same length of time.

The course is not expensive; it is rather easily learned, and its advantages are such that we feel it practicable to extend it to the entire interviewing staff.

Plan for Extension of the Course

We plan to have two classes in note taking which will meet on alternate days. These groups have been designated "A" and "B". The basis upon which members have been allotted to each is primarily that of education. Group "A" contains the better educated interviewers, and it is planned that they shall meet on Tuesday

and Thursday from 4:00 to 5:00 P.M., and on Saturday from 8:30 to 9:30 A.M. Group "B" shall meet on Monday, Wednesday and Friday from 4:00 to 5:00 P.M.

There will be eleven interviewers in Group "A" and twelve in Group "B", making a total of twenty-three. Inasmuch as we already have five instruction books we shall have to purchase eighteen more. These cost \$5.33 each. The books are all the material needed. The course will extend over a period of approximately twelve weeks.

We have arranged with [REDACTED] for room 433 which will be available for our use at the time designated.

We also think it advisable, and recommend, that interviewers spend at least one hour studying on the days their classes do not meet. This will not only facilitate their instruction but it will also enable them to more readily master the principles.

The exact time of the first meeting has not yet been determined, but it will probably be within the next two weeks.

January 11, 1930.

At a meeting of the Section Chiefs with [REDACTED], it was decided to drop the Speedwriting project for the time being. The instructor is leaving the Company and rather than hire another person for that purpose at this time we thought it better to let the matter rest.

Some question was raised as to the advisability of giving such training to interviewers who are here on a temporary transfer. It is doubtful whether the improvements in the written interviews would justify the expenditure on this group. It may be worth while training the permanent staff in note taking. That is for future consideration.

Industrial Research Division,
Employee Relations Development Dept.

Project 3,
Speedwriting.
Date Originated: July 30, 1929.
Date Completed: January 31, 1930.
Assigned to: [REDACTED]

Statement of the Problem

Many members of the staff cannot write rapidly enough to take down everything of importance said by the person interviewed. If they ask him to speak more slowly he may become self-conscious and fail to speak freely. By requesting him to repeat he may become suspicious or he may forget something he is about to say. Their only expedient, therefore, is to write as rapidly as possible and trust their memory for filling in the rest.

We are at present considering the advisability of teaching the staff a system of speedwriting. We feel sure that it will add to the value of the interviews because much important information is lost at present. This problem, then, centers itself with determining the value of such a system and, if we consider it advisable, some convenient method of teaching it to the staff.

Method of Approach

It is proposed to organize a class of four or five interviewers to study speedwriting and apply it in taking interviews to determine the advisability of teaching the entire interviewing staff. [REDACTED] of the Works Training Division, who has taken a complete course at the Chicago School of Speedwriting, should be available as a teacher on the basis of only one class a day between four and five o'clock.

Summary and Conclusions

Speedwriting was taught to a group of five interviewers with the object in view of determining the advisability of teaching it to the entire staff. It was thought that some such system of shorthand would enable the interviewer to take more accurate notes.

The two men who finished the trial course, of thirteen weeks duration, report that they are materially aided in note-taking. They feel, however, that interviewers might be given an abbreviated course in note-taking which would contain the principles of speedwriting.

The interviewers in the new branches find it difficult to take notes without disrupting the conversation. They also find that by

taking a few notes and dictating immediately after the interview is taken, most of the conversation can be recalled. In view of this, and the time and expense involved in teaching the course, we have decided to let the matter rest for the time being. At a future time it may be worth while teaching the system to those interviewers who are here on a permanent basis.

UNIVERSITY OF WISCONSIN - MILWAUKEE

Industrial Research Division,
Employee Relations Development Dept.

Project 4.
Interviewing Equipment.
Date Originated: August 19, 1939.
Date Completed:
Assigned to:

Statement of the Problem

At present we have no interviewing equipment other than that afforded by the particular department in which we are working. Even our best departments, from an interviewers standpoint, are deficient in some essential respect. Our experience has shown that interviews conducted at the work bench, within hearing of other employees, are not satisfactory. Noise, passing people, and other shop conditions are not conducive to putting a man in the proper state of mind for an interview.

It is generally felt that the employee is entitled to privacy inasmuch as he is asked to impart such confidential information. The average person becomes reticent in the presence of other people making it impossible for him to give us an accurate picture of his experiences and opinions.

In addition to privacy the interviewers' equipment should be convenient, and it should afford a fair degree of quiet and comfort.

We think that our interviews would be greatly improved with aid of such equipment. Our problem is that of finding the most convenient and economical way of meeting these requirements.

Method of Approach

1

5.

Industrial Research Division,
Employee Relations Development Dept.

Project 5.
Form of the Written Interview.
Date Originated: August 19, 1929.
Date Completed:
Assigned to:

Statement of the Problem

At present our interviews are being written up under three headings - Working conditions, the job, and supervision, with a sub-classification of "likes" and "dislikes" under each one. This three fold classification makes for convenience but it does so at the expense of consistency and clarity. Many remarks are thrown into one group or another because they have no logical place in our scheme of things. In this project we are trying to work out a better classification - one which will not be too cumbersome for the interviewers yet detailed enough to materially assist the analysts. We must also remember that it is highly important to get remarks somewhat in the order in which they were given and that any classification, however broad, discuss the continuity of the story.

September 9, 1949.

_____ suggests that a few interviews be written up in every conceivable form in order to see how the data can best be presented.

September 21, 1949.

At our weekly conference this morning _____ read several excerpts from interviews which _____ said he found difficult to analyze. The interviews contain many statements of fact and opinion which are not supported by an explanation as to why the employee believes that. For example, an employee says, "Time goes fast on this job." Unless he tells why time passes rapidly on that particular job his remark does not mean very much. Another difficulty is that sometimes the terms used are too general. The statement, "The control on our equipment is too hard for a girl to handle" means nothing unless we know which piece of equipment she is talking about.

_____ attributes many of the ambiguities in written interviews to our policy of omitting anything which may identify the person. The form we are now using also came in for criticism. Many interviewers believed that it would be improved if the "Like" - "Dislike" classification under each of the major headings could be omitted at times. Likes and dislikes are often so interrelated that they should not be separated if their meaning is to be made clear.

October 5, 1949.

We made a definite step toward changing the form of the written interview to-day. We first studied over a few verbatim interviews in order to see what things of importance will be omitted from our present form. The perfect manner of recording an interview is one which reproduces the exact conversation, including the total inflections of the speakers. We considered the possibility of recording one or two in this way for purposes of training and study, but such a feat is impossible with our present equipment. For the present we must be content with interviews which are approximately verbatim.

As a result of our discussion, we decided that the form of the write-up should be changed entirely so that it be as nearly verbatim as possible. _____ plans to talk the matter over with _____ to see if the changes will hinder or help his work.

October 4, 1959.

_____ says that the biggest difficulty in analysis is finding out exactly what a statement means. Very often it refers to something said previously, but there is no way of telling what was said first or last in our present write-up. The verbatim form overcomes this difficulty. He is not sure whether their other problems will be facilitated or not.

_____ prepared an interview which could be read at the departmental conference Saturday as an illustration of what we want. The form as he prepared it eliminates identifying remarks and a great deal of purely personal conversation. The gist of the latter is indicated by a word or two. Pauses during the interview are also indicated. _____ summarizes our reasons for desiring the change in the following communication which he presented to _____

"We have been studying the possible improvements in the form of the interview write-up and have concluded that an immediate change is desirable so that we can go through the experimental stages of new methods and have the form rather definitely settled before the first of the year.

As we see it, the present form of write-up has the following objections:

1. The questions asked the employee are not shown. We have learned that we cannot place the same evaluation on all comments as the answers to different types of questions vary in importance.
2. Employee's statements are not placed in their natural sequence and, therefore, their relative importance, etc., are lost.
3. The value in noticing repetition is lost.
4. The classification of the comments in our present form tend to influence the trend of the conversation, probably unconsciously on the interviewer's part, so that material for working conditions, job, and supervision will be rather complete, while other valuable information will not be sought.

5. The present form is not pliable and tends to force all of our information into a set mold which tends to exclude the employee as a person, as his interview sounds like many others and, therefore, in analyzing we fail to get a total picture of the employee."

October 8, 1939.

The new form of write-up has been approved and it is to be tried out for a few weeks as an experiment. [redacted] explained the change to the staff this morning. They are to commence the new form of write-up Monday.

October 9 - 11.

Some of the interviewers are having trouble. Some of them report that they are self-conscious; that they spend so much time thinking about what they are going to say, that they overlook some of the important remarks made by the employees. One interviewer also said that he thought the interviews would be shorter under the new method.

October 12, 1939.

The experiences of the staff with the new write-up were the chief topic for discussion in our conference this morning. Three or four remarked that it was a decided stimulus in getting better interviews because it tended to concentrate their attention upon their techniques. That is a healthy sign, and in itself is well worth the change. It was also reported that the stenographers liked the new system much better than the old one.

October 31, 1939.

- 6000-1:

For your request of October 4, 1939, I am showing below a synopsis of the comments received from the stenographers regarding the new way of typing interviews after typing them one week:

It takes much longer to take them and type them.

Do not think the contents of the interviews are as interesting. They feel the employees talk about themselves too much and not about conditions in the plant.

Think some of the questions asked the employees are not pertinent to good interviews.

Do not feel that employees talk as freely when questioned.

I checked the girls again last Saturday and they had the following comments to report:

Most of them liked the new interviews, but it takes more time to take them and to transcribe them.

Easier to write them up.

Interesting and more natural.

More adaptable to this kind of work.

Some still don't like them. Don't think they say as much and there is a great deal of repetition of words and thoughts.

The following figures show the hours of dictation and number of points, by weeks, before we started typing the interviews the new way and after we had typed them the new way for several weeks:

<u>Week Ending</u>	<u>Hrs. of Dictation</u>	<u>Points</u>
9-14-39	86	8804
9-21-39	89	8876
9-28-39	73	8842
10-5-39	70	8801
10-12-39	88	7888
10-19-39	88	8804
10-26-39	98	8887

WPS

- 6000-5.

December 16, 1929.

[redacted] interviewed a shop employee in the Studio. The conversation was conveyed to a conference room and the interviewers listened in. Stenographers recorded the conversation verbatim. When written up, forty typewritten pages were required to record the ninety-minute conversation.

This indicates how nearly verbatim our interviews are when we consider that four or five pages is about all we get from a three-hour interview.

January 1930.

Since [redacted]'s interview there has been a decided tendency to lengthen the reports turned in. The lengthening of the interviews, coupled with the increased time in dictating and transcribing them, has created the problem of reducing the cost per interview.

January 9, 1930.

[redacted] - 6000-12:

I went over the stenographic situation with my stenographer, two other stenographers, and the head of the stenographic section in an effort to find out just what is necessary if we are to keep up to date on interviews and have them typed within a day of the time dictated.

I found the following to be the case:

Average number of interviews per interviewer per day....	5
Average time to take the interview.....	95 Min.
Average number of pages of shorthand per interview.....	18
Average number of typed pages per interview.....	7
Average time to type interview.....	1 1/2 Hrs.
Average daily dictation for two interviewers.....	2 1/2 Hrs.

Assuming two interviewers to a stenographer, or six interviews a day, the dictation time of three and one-quarter hours, plus nine hours to transcribe, would average twelve and one-quarter hours' work a day for each stenographer. At that rate, she would be falling behind four and one-half hours a day; and there is a noticeable tendency toward longer interviews in the future.

The seven-page average length assumed above may seem high, but I am informed that interviews have reached that average length already.

Several possible remedies for the situation have been suggested. One is that each stenographer be assigned to one interviewer and to one or two men from the supervisory training staff. These latter dictate on the average of one-half hour a day, or less, which, together with the interviewer's dictation, would average about two and one-half to two and three-quarters hours' dictation per day.

Another suggested remedy is that the Company employ a higher grade of stenographer, who can take dictation faster and type faster. This seems the most logical and economical remedy when we consider that an efficient stenographer should also help the interviewer develop better dictation methods.

The third remedy is to have typists for the analyzing staff that can take dictation and help out in rush periods. At present, however, the typists are falling behind in their work for the Analyzing Department.

With four more people added to the interviewing staff in addition to the three who have started since the first of the year, it would seem that more than three additional stenographers are necessary to cope with the situation. Three new people are to be added to the analyzing staff, and with four additional typists, they should be about able to keep up with their work. It hardly seems possible, however, that the typists could devote much time to helping out the stenographers. More men will be added to the supervisory training staff, which will necessitate still more dictation.

In view of these factors, it is evident that the stenographic force will be underequipped even with seven additional people. A force the size of the one planned might handle the situation, providing all are high grade stenographers, capable of turning out a greater volume of work.

RMB-RBO

- 6000-15.

January 10, 1930.

- 6086-1:

It has been interesting to note the length of time taken in actually completing an interview from the stenographic standpoint. Certain figures have been obtained from [redacted] such as the number of words per minute that the girls have averaged, and also the number of words per line on an average. I have also checked all of the interviews taken in Section 1B this year and find that the average number of pages is seven pages per interview. I also find that the number of lines per page on the average is thirty-four.

In talking with the fellows in the section, they tell me that it takes them approximately two hours to dictate two interviews which would mean an hour per interview. I feel that this time can be cut down and they will eventually be able to dictate an interview of this length within a forty-five minute period. Recapitulating these figures and also continuing the problem, we find the following:

Average speed in transcribing. (Words per minute - 17)
Average time in dictating each conversation. (Number of minutes - 45)
Average words per line - 13.
Average lines per page - 34.
Average pages to each conversation - 7.

$34 \times 7 \times 200$ - Lines per conversation.
 $200 \times 13 = 2,600$ - Words per conversation.
 $2,600 \div 17 = 153$ - Minutes for typing each conversation.

2 hrs.	2 min.	Typing
$\frac{0}{2}$	$\frac{45}{2}$	Dictation.
		For each conversation.

Under such conditions, all that could humanly be expected from these girls would be for them to take two interviews a day.

Our last weekly report showed that the average length of time for each interview was ninety-three minutes. I know that in Section 1B the interviews average considerably more than this. A number of them have extended beyond the two-hour period, some going as long as two and three-quarters hours. Inasmuch as the above

figures are based on the interviews taken in Section 1B, it would seem reasonable to assume that the interviews taken and written up in the other sections are not as long. Perhaps some solution could be worked out whereby two girls could handle the work of three members of the organization; namely, handle the work of one of [redacted]'s men and one of [redacted]'s women and one of my men.

It might also be well to bear in mind the fact that we have [redacted]'s section and the supervisory training men, whose work is comparatively light, to figure on in assigning work and securing a sufficient number of stenographers. If it is possible to secure the necessary information from [redacted] and [redacted], and also get a definite idea as to the amount of time members of [redacted]'s organization and supervisory training men take up with the stenographers, the number of stenographers necessary to handle the work of the entire organization can be determined.

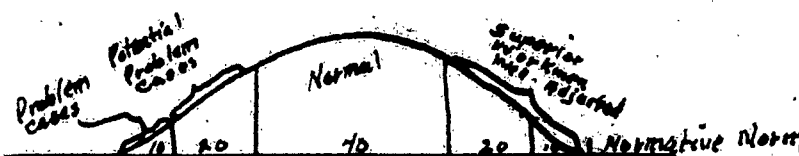
IPL:LA

[redacted] - 6000-1B.

February 5, 1930.

PROPOSED REORGANIZATION OF THE INTERVIEW

Based on the following hypothesis:



namely, a normal distribution curve, it becomes apparent that the great majority of the employees we interview are essentially and fundamentally making satisfactory adjustments to the working situation.

As a basis for this assumption we state, as we feel we have a right to from data gathered, that certain specific types of employees fall in these classes, as:

- (a) Those of limited mentality, who are satisfied with the particular job they may be on and would consider a change of work undesirable.
- (b) Those employees who are increasing in point of usefulness to the Company and are being rewarded proportionately.

- (c) Those employees who have substituted an intense interest in some activity, or activities outside the plant for material progress in their working environment.

In view of the above outlined hypothesis, is it not an inefficient as well as an unscientific procedure to give this large middle class the same attention that we feel we should give the inferior portion? Would it not be sufficient if the interview was condensed or "boiled down" to the essentials, which would be very definitely an illuminating statement or so about each of the following: situation, home, medical, work, and personal history? This is, we say, the information we get in the course of our interviews.

From the viewpoint of our analysts, would it not be infinitely more expedient and efficient to turn over to them, authentic and valid comments, which would be included in the above material, as we get them directly from the employee, rather than have them hidden here and there in a mass of unimportant and very often unauthentic chaff?

The interviews of those employees who definitely give evidences of maladjustment may be recorded verbatim, which would give us ample research data as well as serve as a basis for competent analysis. This analysis could determine whether the dis-equilibrium of the employee in relation to his surroundings warrants further attention, in the form of a continuous interview.

The above outlined procedure would give the interviewer ample opportunity to put into practice the personal benefits we assume. This is apparently impossible when the interviewer is occupied with "Verbatim" notes. On the other hand, is there not some reason to doubt the authenticity of our so-called "reconstructions"?

From the viewpoint taken here, the logical procedure is to interview the employee long enough to assure these personal benefits and garner what spontaneous information or comments that may appear. In this manner, if handled intelligently, it seems safe to assume that the majority of our interviews would run from thirty minutes to an hour. Our write-up of this same type of interview obviously could be handled on one or two pages, and give us at the same time, a clear picture of the individual and abundant "usable" material for analytic work.

The contention here brought forward could undoubtedly be substantiated by taking a group of interviews and comparing verbatim reports with condensed sequential write-ups of that same group. The premise is: that for all intents and purposes, the condensed write-up will prove just as valuable as the long drawn-out form we now affect. Surely one need not interview each and every employee two hours or more and turn in a twelve-page "verbatim" report of the conversation in order to apply the scientific method.

A further possibility appears which may be of interest. In the upper or superior groups we are enabled to observe the "clock works" regulating the superior workman because of our present type of conversational interview. In pushing the employee in the direction he has chosen by successive leads we are in a position to round out our interviews and discover why the superior employee is superior. This could undoubtedly furnish data for further desirable research which obviously would be of value.

February 7, 1939.

We plan to test the proposal mentioned above next week. [redacted] and [redacted] are to experiment. Their procedure, as tentatively outlined, is to dictate a summary of the interview first and then re-dictate it in the ordinary way. This study should prove the advisability of adopting the plan.

UNIVERSITY OF WISCONSIN - MILWAUKEE

Industrial Research Division,
Employee Relations Development Dept.

Project 6,
Interviewing Leaving Employees.
Date Originated: May, 1939.
Date Completed:
Assigned to:

Statement of the Problem

Leaving employees are capable of giving us an interview un-
like any we can get from men who intend to stay here. They are through
with the Company either temporarily or permanently and they need have
no fear of being snafu. An employee may leave because of a grievance
or because of a better opportunity elsewhere, but in either or any case
there is a reason for his action, and it is important that we find out
what those reasons are. When an employee leaves with a grievance he is
a company liability just as much as a dissatisfied customer, and his
grievance may be one that affects the morale of the organization. Not
only does the exit interview afford a chance to learn the reasons for
the employee's leaving, but such information may be obtained regarding
working conditions, foreman's attitudes, company policies, etc. The
interview may also show the reaction of certain types of employees to
certain jobs which helps the Company in determining the types of
individuals suitable for different kinds of work.

As this interviewing is now done the answers to the interview-
er's questions are indicated on a form sheet. When it is over we have
the answers to some questions, but they give us no idea of their relative
importance to the man interviewed. Studied in the light of the man's
personal story, these facts may assume a new significance. As a matter
of interest, the exit interview might be compared with the man's regular
interview.

The question arises, therefore, of applying our interviewing
methods to leaving employees and, if possible, how it can best be done
considering our present equipment and convenience to the leaving
employee.

Method of Approach

We propose to approach this problem by having two of our
interviewers interview leaving employees on Saturday morning, using
our regular method of interviewing to determine just what kind of
stories will be obtained and what value they will be to us.

Progress Report

(The progress reported below is not arranged chronologically because it was done before our present procedure was adopted.)

Beginning some time in May, 1969, two interviewers, [redacted] and [redacted] were sent to the employment office to interview a few leaving employees. These interviews were written up and retained in a special folder. The process was repeated for several weeks until a total of fifteen interviews had been taken.

On August 5, 1969, the folder containing these interviews was referred to [redacted], Employment Manager, by [redacted] with the thought in mind that [redacted] would review the interviews, and we would then hold a conference to talk over the advisability of extending this method of interviewing to all leaving employees. [redacted] agreed to this plan, and said he would notify us as soon as possible.

UNIVERSITY OF WISCONSIN - MILWAUKEE

Industrial Research Division,
Employee Relations Development Dept.

Project 7.
Before and After Picture,
Date Originated: August 28, 1929.
Date Completed:
Assigned to:

Statement of the Problem

Our interviews contain a great deal of information which, if properly sorted out, will give us a fairly reliable picture of the changes which occur in the field of employee relations year after year, together with some of the causes which have brought them about. For example, when the interviews for 1929 are analyzed we will be able to determine within broad limits the morale of the employees and we shall also have quite an accurate picture of the conditions existing in each department. We can also tell what percentage of the complaints are on supervision, the job, or working conditions. The data collected for subsequent years, if analyzed in the same way, may be compared with that for this and other years. In this way we can tell what changes have taken place year after year in such things as morale and employee attitudes. Also, we can tell what new factors in the situation are responsible for the change. From an administrative or from an experimental point of view such information would be as interesting as it is valuable.

The purpose of this project is, therefore, two-fold. First, we must determine just what pictures we wish to have taken - what facts we wish to present; and secondly, we must work out a plan which will present them in such a way that they may be used for comparative purposes.

Method of Approach

Industrial Research Division,
Employee Relations Development Dept.

Project 8.
Effect of Interviewing on Productivity.
Date Originated: August 24, 1929.
Date Completed:
Assigned to:

Statement of the Problem

"As a matter of interest it has been suggested that we try to find out if interviewing has any effect upon the productivity of labor. Some of our interviews indicate that many employees go back to work feeling as though they had rid themselves of a burden and there is the possibility that their production will be affected in some way. This study is not intended to prove that there is a connection between interviewing and productivity but if such a relationship can be established it will throw an interesting sidelight on our program.

Method of Approach

The first step is that of finding a representative group of workmen whose individual production records have been kept over a period of time. Employees on straight piece work who perform highly repetitive jobs are probably the most suitable for this study. The more highly stereotyped the job, the better, because all variable other than the interview itself will have to be eliminated if our study is to mean anything.

It is a simple matter to chart the data after we have it and note any changes. If there are decided changes it might be interesting to check back on the person's interview for an explanation.

9.

Industrial Research Division,
Employee Relations Development Dept.

Project 9.
Rating Scale for Interviewers.
Date Originated: August 29, 1929.
Date Completed: February 12, 1930.
Assigned to: [REDACTED]

Statement of the Problem

Most of our interviewers are drawn from among the employees, the idea being that they will benefit from the experience and increase their chances for promotion. After interviewing for a year most of them will go back to their old departments. When they do go back their supervisors will like to know how they made out in this department and, in all fairness to the employee, some such information should be available.

The problem of rating an interviewer differs from most ratings in that his success cannot be determined by output. An interviewer's success depends upon the degree in which he possesses the qualifications of a good interviewer. We have a general idea of what those characteristics are but no attempt has been made to definitely formulate them. That is the first step of this project.

After having done that some sort of a rating scale will have to be worked out which will best fulfill our purposes.

A reliable rating scale will also aid materially in the selection and retention of interviewers and it also offers a stimulus to self-improvement.

Method of Approach

(Undeveloped.)

Conclusion

Nothing has been done in the way of drawing up a definite rating scale for interviewers. The nature of their work is such that it is exceedingly difficult to rate them at all accurately. In view of the shortcomings of rating scales now being used in rating people who are on a production basis, it hardly seems worth while to attempt the same thing with interviewers. This last year when an interviewer was returned to his department a letter was written to the personnel organization concerned, in which a summary of his activities was given. This may be the best policy to adopt in the future.

Industrial Research Division
Employee Relations Development Dept.

Project 10.
An Experiment to Determine the
Results of Repeatedly Interview-
ing a Shop Group.
Date Originated: September 9, 1929.
Date Completed:
Assigned to:

Statement of the Problem

The work done by [redacted] in the test laboratory suggests that we might obtain valuable information by similar experimentation. At present our interviewing program fulfills a twofold function: fact-finding and emotional release. The latter aspect of our work is essentially psychological, involving the same principles as the impersonal confession. We assume that when a man has had an opportunity to unburden himself - tell some one his troubles - he will have rid himself of what [redacted] calls "morbid preoccupations." Instead of reflecting on petty troubles and imaginary wrongs he will direct his thoughts into healthier channels. The resulting mental attitude will enable him to take more interest in his work and associates. Is it not possible, therefore, that interviewing alone will have a tendency to increase the productivity of labor? We do not know, but theoretically it should in a great many cases. Comments from supervisors and operators substantiate this view. It seems to us that the only way to get accurate data on this subject is by controlled experiment. If we select a group of men in the plant who perform highly repetitive, straight piece work jobs and follow the steps outlined below we should get a wealth of information. As we see it now we hope to receive enlightenment on two important problems.

As mentioned above, we shall, in the first place, find out what effect interviewing has upon productivity, earnings, and the general disposition of the group as revealed by their behavior and their remarks to the interviewer.

Secondly, we shall have conclusive evidence as to the reliability of an interview and it will also be possible to test the validity of our evaluation scheme. The interviewer will first interview the men in the customary way, write the stories up in detail, and evaluate them. If, in the course of subsequent interviews, he receives information which adds to or detracts materially from the first interview he will know that it was inadequate and he can measure its reliability. After concluding the experiment he can re-rate the men using the same scale as before, and compare the latter rating,

8.

based on prolonged acquaintance, with his former snap judgment, by so doing a measure of the reliability of his first impressions may be had. This aspect of the experiment is very important in our developmental work. The experiment conducted on August 21 (see Project 1, Pages 8 - 10) was an attempt to determine the extent to which the different members of the staff agreed in their ratings of a single individual. This experiment will measure the agreement between ratings by the same interviewer at different times.

Method of Approach - (Tentative)

It is desirable that the group to be studied consist of about twenty men who are on a repetitive, straight piece work job. A smaller group may be used but the results will not be as reliable as in the larger group.

The interviewer in charge must be capable of getting the confidence of his men and of understanding the experiment thoroughly. His task requires tact, understanding, critical observation and attention to details. It is planned to place a man new on our interviewing staff in charge of this work. He will need the help and technical advice of some one like [REDACTED].

The first step in the procedure is that of choosing a base period and keeping an accurate record of such things as production, earnings, attendance, transfer requests, supervision and the general working environment.

After having established a base, the men should be interviewed in the ordinary way. Then the proposed project should be explained to the men and inaugurated. The only new element in the situation will be the interviewing procedure. Supervision will probably change somewhat. Accurate records should be kept of all important measurable factors, and everything the men say in being interviewed should be recorded.

Technicalities will have to be worked out later.

Industrial Research Division
Employee Relations Development Department

Project 13,
Special Training Course for
Interviewers.
Date Originated: October, 1920.
Date Completed: January, 1920.
Assigned to: D. D. Davison.

Statement of the Problem.

As its name implies, the special training course was instituted for the purpose of developing the permanent staff. It was thought that they would derive great benefit from a detailed study and discussion of the various phases of the program, and that the program itself would be more clearly stated and further developed as a result of such discussion.

Method of Approach.

1. A tentative outline was made.
2. The people to be included in the group were decided upon.
3. It was decided to use the conference method in conducting the meetings.

Summary and Conclusions.

These meetings were conducted daily over a period of five weeks. Each meeting was planned to allow discussion of current problems of general interest, as well as the discussion and development of specific points essentially of a theoretical nature. A discussion leader was appointed. In addition all of the Department Chiefs in the division spoke upon and showed the interrelation of their activities.

There is no doubt that these meetings were beneficial in accomplishing their purpose. Much interest and appreciation of the opportunity to express their ideas was manifested by the interviewers.

The following list of topics indicate the nature and variety of the subject matter discussed:

1. How data in an interview may be used.
2. Retention of employees through interviewing.
3. Recognition of presupposition in interviewing.
4. Theories and assumptions in interviewing.
5. Outline of Handbook for Interviewers.
6. Methods of interviewing compared.
7. Interviewing compared with employee representation.
8. Interviewing technique.
9. Qualifications of a good interviewer.
10. Discussion of Evaluation Scale.
11. Miscellaneous.

In these meetings our theories and hypotheses were not only developed, but were subjected, for the first time, to intense scrutiny. Some were accepted, e.g. the personal values of the interview, and others were rejected.

The meetings were terminated because of the time and activity demanded from interviewers incident to the expansion of the program at the first of the year. Then, too, we had reached a point in our discussions where the more important problems had been discussed and where our theoretical observations could only be accepted or rejected on the basis of empirical knowledge.

At some future time it may be advisable to use this same method, for a short time, in handling problems similar to those which called this training course into existence.

10-25
-21

Notes

October 28, 1939.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

██████████ acted as Chairman. Before explaining the plan and purpose of the meeting it was announced that in the future they will be carried on in conference style.

The early history and growth of the Industrial Research Department was given in order to show the need for a group of highly specialized technicians or engineers. Into the hands of these men will be placed the future of the organization, its problems and policies.

These daily conferences mark the first step forward in the training of a permanent nucleus staff.

The Plan of the Meetings

The following outline summarizes the general procedure to be followed in future meetings:

1. General discussion.
 - a. Daily problems, criticism of interviews, etc.
2. Special topics - to be announced in advance.
 - a. Background material.
 - (1) Organization of Western Electric to be presented by ██████████.
 - (2) The work of test laboratory to be presented by ██████████.
 - (3) Supervisory Training to be presented by ██████████.
 - (4) Work of the Analyzing Department to be presented by ██████████.
 - b. Developmental problems.
 - (1) Methods and objects of interviewing, etc.
 - (2) See ██████████ for folder of these projects.

October 28, 1929.

3. Related topics of a general nature.

- a. Necessary for group to keep in touch with existing problems and methods in industry.

Amazing results in the test laboratories first aroused in the department a desire to search further for possibilities in this type of work. All members of the Inspection Branch, followed this year by the Operating Branch, were interviewed.

Until [redacted] came along the most important uses for the interviews seemed to be in Supervisory Training and Research work. As we know, he revealed what seems to be the greatest use of all - emotional release. In other words, the employee is given greater freedom to unburden himself and a chance to express his thoughts. Although [redacted] claims that the Western Electric is ahead of everyone else in industrial research work because of this new discovery, the fact-finding element has not depreciated in importance.

These uses for the interviews and the possibilities of uncovering others have made a highly complicated machine in the period of one year. Hence this special training course, the members of which will make a scientific research into the human aspect of various problems in industry.

"Uses of Interviews" was chosen as the topic to be taken up on Tuesday. Four general uses suggested were: Supervisory Training, Emotional Release, Factual Data, and Research Studies. Which of these is our ultimate goal? What are we after, and what are the specific items under each general use?

[redacted] - 6086-1.

RU

October 29, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

The second meeting was led by [REDACTED] who encouraged everyone to take an active part in the discussions, particularly in those fields in which they are interested.

Lists of books for individual reading and study will be typed and presented to the interviewers. These books will not be used for direct reference but merely as collaborative material.

In opening the general discussion on problems which arise from day to day, [REDACTED] stressed the importance of becoming familiar with the Company policies. This is quite essential in getting a complete story from an employee. Very often an interviewer will miss good clues because of ignorance of plant practices as suggested in the interviews.

[REDACTED] remarked that this material will be covered in the background topics.

The next point was brought up by [REDACTED] who stated that a number of employees had suggested to him that an explanation of our program should be given to them before the interviewer visited their department. Their reason was that this plan would give them an opportunity to talk problems over together and have them ready when the interviewer came in.

The possible advantages to such a system are that the employee would know what to talk about. Less questioning would be necessary and less suspicion would be aroused. Less time in interviewing was suggested but crossed off when the group agreed that although the introduction to an interview might be shortened the employee would probably have more to say.

Questions arising in discussion were: "How are you going to present the program to the employee in advance? How will this affect spontaneous convictions?" The first was partially answered in that the employees will know next year that they are to be interviewed at some time. Little headway was made on the second question because definite conclusions had not been reached either on the uses of interviews or on the type of information we are seeking in them.

October 29, 1939.

Before getting deeper into the subject or the advisability of giving employees advance information about the program it was decided to turn to the day's topic, "Uses of Interviews". Monday's outline was revised into a more specific and inclusive form as follows:

How Data in an Interview May Be Used

1. Supervisory Training
2. Improved employee
 - a. Emotional release.
 - b. Participation idea.
3. Research data
 - a. Guide posts for management.
 - b. Principles underlying human relations.

Assuming that no previous decision has been made upon the most important use, each of these topics and the values of each in our program will be discussed. Supervisory Training will not be taken up until [REDACTED] presents that topic to the entire group.

Wednesday the topic will be "Betterment of Employees Through Interviewing."

[REDACTED] - 6088-1.

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October 30, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Betterment of Employees Through Interviewing

In this conference we set out to define emotional release as a use for our interviewing program. The entire hour was spent in defining terms employed under this heading. The following temporary outline was adopted:

Emotional Release

1. Giving employee a chance to express himself and to crystallize his ideas.
 - a. Preoccupation
 - b. Expression of thoughts.
 - c. Autistic thought to real.
 - d. Expression of fancied wrongs.

A satisfactory working definition of "Preoccupation" and "Obsession" could not be agreed upon in this meeting. Everyone suggested seems to possess some flaw. In evaluating emotional release a clear interpretation of these terms was deemed essential. Therefore, it was decided to continue with the matter of definitions on Thursday. Each member present was asked to bring in his own definition of "Preoccupation" and "Obsession".

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October 31, 1939.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Improved Employee Attitude

Continuing the discussion on definitions of terms, [redacted] using Webster as reference, drew up the following outline which thoroughly covers the terms used under "Improved Employee Attitude".

- | | | |
|-----------------------|-----|----------------------------------------------------------------------------------------------------------|
| Emotional release |) | The process of relieving an abnormal |
| Unburdening process |) - | excitement or depression by re-establishing the association of the emotion |
| Catharsis |) | with the memory or idea of the event that first caused it, and of eliminating it by complete expression. |
| | | |
| Abreaction |) - | The discharge of affect either through direct reaction or through substitute action as in speech. |
| | | |
| Morbid preoccupation) | | Aborption in phantasy to the exclusion |
| Obsession |) - | of interest in external reality. |
| Autism |) | |
| | | |
| Reality |) - | That which has objective existence and is not merely an idea. |

Some doubt was expressed in the closing discussion as to how a preoccupation may be recognized in the interview. [redacted] gave a definition of the term as used in the test laboratory in improving the employee's attitude:

Preoccupation - Industry: Those thoughts abstracted or removed from a given occupation which exert an influence on the worker and his work unit.

[redacted] stated a belief that preoccupation in industry may be destructive or constructive, although as yet we cannot classify them. Apparently, the destructive are of a morbid or obsessive nature, while the constructive are buoyant and stimulating.

Terms having been defined satisfactorily for the present, the general topic, "Uses of Interviews", which has been under

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discussion since last Monday, was expanded further. Note new title and 2-b.

How Data in an Interview May Be Used

1. Improved supervisors through Supervisory Training.
2. Improved employee attitude.
 - a. Innate desire for recognition satisfied.
 - b. Relation of artistic thoughts to reality through expression - improvement of mental attitude.
 - c. Emotional release.
3. Improved plant conditions - formerly termed "Factual Data".
4. Research studies.
 - a. Employee opinions serve as guide posts in pointing out where progress has been made in Industrial Relations policies, and where improvements are necessary.
 - b. Principles underlying human relations.

In determining which of the points under "2" is the most important, the interviewers were urged to keep this in mind when interviewing and to think of other possible ways to improve the employee's attitude.

The conference ended with these questions on the table: "How do we recognize preoccupation in the interviews? How do we get them?"

In the next meeting the first part of the hour will again be used for a discussion of daily problems. The above questions will serve as the conference topic.

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November 1, 1939.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

GENERAL DISCUSSION OF DAILY PROBLEMS

Q: What mark should be used on interviews where there is doubt about a man's marital state?

A: Use a question mark.

Q: Should the interviewer put in material concerning the employee's former or present job which may be identifying?

A: In the case of material referring back to a former job, include only when a comparison is drawn. Where present job is concerned omission of such information may take the heart out of the interview. Many identifying statements are made which are of real help. Furthermore, the Analyzers have methods of removing such material when necessary.

How to Recognize Preoccupation

The following points were suggested as possible ways of recognizing the presence of preoccupation:

1. Direct statement.
2. Behavior - crying, nervousness, etc.
3. Verbal expression - hesitancy, etc.
4. Changed attitude toward the interviewer.
5. Repetition or avoidance.
6. Tendency of thoughts to gravitate toward one topic.
7. Physical condition - ?
8. Abnormal desire for sympathy - ?
9. Rationalization - excuses, etc.
 - a. feeling of self preservation.

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Exchange of interviews between interviewers was again suggested. When reading these look for evidences of preoccupation.

In the next conference the remaining points under "Improvement of Employee" will be taken up: "Recognition" and "Relation of Autistic Thought to Reality."

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November 5, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

The Test Laboratory - [REDACTED]

To familiarize the group with the test room and its work, [REDACTED] showed us various pictures and charts which illustrated the physical equipment, recording devices of the laboratory, etc.

The numerous tests applied in the laboratory are as follows:

1. Rest periods - lunches, shorter days, weeks, etc.
2. Hours of sleep in relation to production.
3. Effects of weather conditions.
4. Personal questions on -
 - a. Personal responsibilities.
 - b. Home troubles - environment.
 - c. Home duties.
 - d. Time spent between supper and going to bed.
 - e. Sleeping conditions - quiet, crowded, etc.
 - f. Chief outside interests.
 - g. Discipline at home.
 - h. If given three wishes what would they be?
5. Physical examination every six weeks.
6. Results.

Girls more anxious to work; less absenteeism; better physical conditions; increased earnings; good conditions.

Many plans have been made for future investigation and study such as: -

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1. Whether or not operators control production.
2. Prevent operators from knowing how much work they have done.
3. Effects of small gang.
 - a. Would like to remove walls of test room.
4. Serve hot lunches.
5. Effects of music.
6. Overtime.
7. Occupation during rest periods.
8. Plant tour for operators.
 - a. To show them where their contributions go.

Regardless of tests applied production has increased. The problems and results of work in the test laboratory should serve to give the group an idea as to the work we have to accomplish in our interviewing program. A trip to the test room after the conference adjourned further accentuated the relationship of this research to our program.

Note: See [REDACTED] for his reports and New York Speech on "The Test Laboratory".

[REDACTED] - 6088-1.

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November 6, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

The Work of The Analyzing Dept. -

Analyzing has no background or history. When it was noted that the girls in the test laboratory had definite ideas about their jobs, comments were sought from other workers.

The first type of interview was found incomplete and often too exaggerated to warrant attention. Some complaints were adjusted but when the analyzer turned to the interview for more information he found it lacking. To aid investigation they decided to get the entire story and to look for praise as well as complaints. [redacted] devised the idea of filing each comment on a 3x5 card.

The present job is to get complete interviews with all facts in order to find out what goes on in a certain department or location. Good analysis depends upon a proper training of the interviewers. The analysis of these comments supplies the only concrete return from our program. From them will probably come the material for research work later on.

Thirty-four subjects were finally selected as topics which the employee usually talks about. Out of 2,000 interviews, 9,000 comments were taken. Those on advancement, welfare, social contacts, interest, and placement, will probably be used in research work. Note that there are few comments on these points. The interviewer gets them but they are not well written up. Those comments classified under subjects with asteriks will be sent to the plant department for investigation to see if the complaints are justifiable.

The list of subjects, some of which overlap, and the distribution of the 9,000 comments follow:

Absence	50	Hospital	275
Advancement	200	Hours	225
Aisles	100	Interest (?)	300
Bogey	550	*Light	300
Club Activities	500	Lockers	350
*Dirt	350	Material	125
*Fatigue	275	Monotony	100
*Floor	75	*Noise	12
Furniture & Fixtures	175	Payment	1200

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Placement	900	Thrift	500
Restaurant	100	Tools & Machines	125
*Safety & Health	400	Transportation	50
*Sanitation	125	Vacation	400
*Smoke & flames	150	Welfare	300
Steady Work	35	Working space	150
Social contact	100	Washrooms	250
*Temperature	100	Interviewing Program	50

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November 7, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Results of Rest Periods - [REDACTED]

Rest periods are regular required pauses in production. They are required because when tried in the test room they were found essential for the following reasons:

1. Recuperation from fatigue.
 - a. Physical fatigue.
 - b. Mental fatigue.
2. Relieve monotony.
 - a. Inability of individual to remain continuously adapted to his job.
3. Refreshment.
 - a. Employees come to work without breakfast.
4. Compulsory attention to bodily needs.
5. Change in posture.
6. Break up mental preoccupation.
7. Relieve eye-strain.
8. Relief from gases, etc.
9. Decrease in accident rate.
10. Decrease in labor turnover.
11. Relief from noise.

Application of Rest Periods
To Test Room

1. Two five-minute rests - not long enough.

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2. Six five-minute rests - too many breaks, output reduced.
3. Two ten-minute rests - more satisfactory.
 - a. Outcome - fifteen-minute period in A.M.; ten-minute period in P.M. for both day and night shifts.

To Departments

In each of the first two departments, working under gang and straight piece rates, respectively, earnings decidedly increased despite departmental changes. These results proved to the management the advantages of the plan. At present over 5,500 employees have rest periods, and an equal number are now under consideration.

Factors to be considered in the application of rest periods to departments are:

1. Washroom facilities.
2. Automatic machine departments.
 - a. Great nervous tension.
 - b. Wear on machines.
3. Petty obstacles.
 - a. Not possible for all organizations to have rest periods.

During rest periods, rules observed during lunch hour are followed except that smoking is prohibited and no employee is allowed to enter a department not having a rest period.

The general results of the application of rest periods to the plant have been very favorable. At first a slump in production would be noticed until the novelty wore off. The greatest improvement is noted in the production curve whose variations are less abrupt than they were prior to the introduction of rest periods.

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November 8, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

GENERAL DISCUSSION OF DAILY PROBLEMS

Several questions arose but no definite decisions were made on them. "Should time of an interview be placed on the written copy? Should identifying material, other than proper names, be included in the interviews? What should the interviewer do if asked about next year's program? Should the interviewer dictate the introduction to an interview? Should an interviewer advise an employee to transfer or to go to the Personnel Department?" - (answer to last question - No.)

Continuing last week's discussion on "Improved Employee Attitude" the group talked on "Relating Autistic Thought to Reality". One of the first questions brought up was - "Is it possible that a destructive preoccupation may be increased in intensity by interviewing?" If a man has a preoccupation which assumes abnormal proportions in the interview, this will return to normal if told to a second party. Such is our assumption. By merely thinking, the preoccupation becomes abnormal; by expression it returns to normal. An employee can, after talking, reason for himself so that he will figure that - in case of rates - by going to school he will be worth enough to get higher wages. Whether he does so or not is immaterial.

The discussion ended with this question: "Are the assumptions, upon which the interviewing program is based, valid?" This brings up an excellent topic for discussion upon which a great deal of time may be spent.

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November 13, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

GENERAL DISCUSSION OF DAILY PROBLEMS

- Q. Should employees desiring copies of their interviews be allowed to have them?
- A. No. Employees may be allowed to read over their interviews when complete, if they so desire. Interviewers should point out to employees why it would be impossible to give them all copies of their interviews.

██████████ informed us that it would be necessary to postpone the continuation of our discussion of November 12 because ██████████ had something to tell us. He then turned the meeting over to ██████████

INTERVIEWERS HANDBOOK

Problem of having interviewers handbook has been considered for some time, and the need is keenly felt just at present. The reason for not having one sooner was that no definite interviewing technique had been developed, but now we know about how interviewing should go.

After the first of the year there will be a great many new people in the department to train as interviewers, and the handbook will be invaluable for this training. It was pointed out that the making up of a handbook was a job of this group. ██████████ had outlined the different subjects that would probably be covered and copies of this outline were distributed to all those present. ██████████ explained that the idea was to have each one choose the particular subject he was most interested in, and write a paper on it, or on several subjects if he so desired. These papers would be combined in a folder to make up an interviewers handbook. He pointed out that no lengthy masterpieces were expected, but the topics should be fully covered.

Discussion of the Outline

1. Introduction - pretty well covered already and not much more to be written.
2. History and Development - already done.
3. Mechanics - concerns form of the interview, typing, interviewers' records and etc, and must be developed to give a clear explanation.
4. Comparison of Interviewing Methods - concerns direct and indirect approach, and the relative values of the various methods now in use.

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5. Confidence - must be developed to show clearly its relation to the management and interviewer.
6. General Principles to be Observed in Interviewing - concerns the interviewers own technique and must be developed.
- 7-17. All are subjects that relate to what we have been doing, but must be developed more thoroughly.

[redacted] pointed out that writing a paper was not compulsory but that it offered a wonderful chance to learn something.

Assign as follows:

1-2. Already done.

3. [redacted]
4. [redacted]
5. [redacted]
6. [redacted]
7. [redacted]
8. [redacted]
9. [redacted]
10. [redacted]
11. [redacted]
12. [redacted]
13. [redacted]
14. [redacted]
15. [redacted]
16. [redacted]
17. [redacted]

The following subjects were added to the outline.

18. Analysis - F. Smith
19. Supervisory training - [redacted]
20. Test room studies - [redacted]

It was decided that

1. The paper should be written so as to be easily understood even though it concerned technical subjects.
2. Stenographers would type these papers in preference to their other work.
3. All papers must be finally done by November 23.

R. H. BAUMSEIFER - 6064-1.

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UNIVERSITY OF WISCONSIN - MILWAUKEE

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November 4, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Supervisory Training -

In place of the daily conference, the first of a brief series of talks on background material was given by [redacted] on Supervisory Training and its place in our program.

Education is divided into two classes; cultural and practical. The latter has a marked significance in its application to industry, both in training its employees and in research work. The rapid growth of industry made it imperative that skill be developed, particular information be imparted to employees on certain jobs, and that college graduates be guided in applying their education to their work. The interest and confidence of the employee is also aroused in this way.

To understand just where Supervisory Training, as practiced by the Western Electric Company, fits in the picture, it was necessary to review the history of industrial education.

As far as we know the earliest form of industrial training appeared about 1800 A. D., with the Apprentices System in the craft guilds. The guilds enjoyed a complete monopoly over various trades until the seventeenth century when they began to decline. The Industrial Revolution was responsible for the change. Tradesmen were put out of jobs by the new machines and forced to work hand in hand with the unskilled labor in the factories. There they learned how to run the machines while on the job.

An Apprentices System developed in this country by 1880, a system which increased in strength with the growth of labor unions. Out of this grew our modern training systems in which the worker was also given information on policies, standards, etc., of his Company.

In 1908, the Western Electric, General Electric, and the International Harvester companies introduced Vestibule Training, i.e., "The name applied to the practice of training employees as they enter the Company. The employee is taught Company policies and routines in short intensive periods."

The first General training at the Western Electric Company

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started in 1917. The Works Training Division was organized to teach mathematics, etc., to the men in tool-designing work. These men continued to work in the shops but received instruction on the side for a period of four years. Results were not entirely satisfactory, however, because the employees were more interested in their jobs and earnings. Apprentices Training was substituted.

Four training groups were then organized: Apprentice, Clerical, Plant Apprentice, and College Training. The last named cooperated with the Educational Committee of the A. T. & T. System. Contact representatives returned to their alma maters to secure "College Recruits" who were placed according to requirements of various Bell Branches and trained for four years. Unfortunately, merit could not be adequately recognized; men were kept on the same general salary level during their training; they were not productive during those years. In many cases the more capable men became discouraged and left the Company.

A one-year course was then tried and finally replaced by a one-week training period. The latter was not necessarily restricted to college recruits nor to any other college graduates.

In 1935, supervisors in the Inspection and Operating Branches held Supervisory Training Conferences wherein they discussed the mechanics and details of their jobs on such subjects as "Benefits, Labor Turnover, Records, etc."

Later the supervisors were asked for a list of supervisory problems in which they were interested and about which they wanted more information. Thirty-eight subjects were selected but were finally reduced to seventeen. These seventeen subjects represented the most important problems handled by supervisors.

led conferences of Division Chiefs who in turn became conference leaders for their own Department and Section Chiefs. Some of these were not good leaders and their men did not dare disagree with them in the meetings.

When morale was discussed everyone was stumped because they could neither define it nor discover what influenced it. In 1937, [redacted], who was largely influential in organizing the test laboratory, realized the possibility of reaching an understanding of morale through the comments of the girls under test. The interviewing in the Operating and Inspection Branches was inaugurated for further study.

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Although the conference plan did not originally include a use for the comments from the interview, these were later brought in. The supervisors became interested because they liked to criticize someone else's methods; often they wondered if the interview came from their own men. Sometimes one supervisor's problems would be answered by another's. They tired of this after several months because all the ground seemed to have been covered.

However, these discussions had served to give the groups a good idea as to what a supervisor should be. To actually reach this goal the next step was to give them tools to work with. They are in need of more detailed information on Company policies, Benefit plans, etc., before they can be presented with the psychological aspects of the interviewing program as revealed in the new style interviews.

The supervisors are now (12-1-29) in this stage of their training.

Note: See E. L. Rasmussen's thesis on "Industrial Training at Hawthorne" for detailed information. Mr. Hewart has a copy of this book.

D. D. DAVISSON - 6088-1.

11

November 11, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

GENERAL DISCUSSION OF DAILY PROBLEMS

As far as possible the group will attempt to arrive at definite conclusions in regard to points brought up in the general discussion.

Is it Advisable to Write the Time of Interviewing on the Interview?

Although this information could be used in determining the actual time spent on various conversational topics, there would also be a tendency to evaluate the interview before reading it. Furthermore, the time typed on an interview would tend to check up on the interviewer. This plan was not deemed advisable.

Should The Interviewer Include Identifying Material in his Written Interview Other Than Proper Names? - Discussion.

If copies are still circulated, the interviewer could fill out blanks in long hand on the analyzer's copy. Analyzers will then have complete information which could be removed without causing them any unnecessary trouble.

Following the original plan of circulating copies for the purpose of selling the interviewing program to the management and for use in Supervisory Training work, the omission of identifying material was essential. However, copies have not been in circulation for some time and the plan of Supervisory Training Courses has also changed.

A definite step will be taken around January 1, as to whether identifying material will be included in the interview.

If an Employee Asks Whether or not he will be Re-interviewed Next Year, What Reply Should be Given?

Yes.

Should an Evaluation of The Program, as Given to The Employees, be Written in the Interviews?

No.

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How Much of an Employee's Personal Experience Should Be Included
in an Interview?

Although we do not know just what material may be of value in the future, irrelevant subjects which do not have a bearing on the employee's life, job, interests, etc., or do not lead to further discussion, may be omitted. Rather than a brief statement such as, "Conversation for five minutes on baseball, etc.", interviewers are urged to expand their interviews by summarizing this material so that the analysts will have a more complete picture of what actually took place.

The advisability of changing the conference hour was discussed. If possible, a more convenient time will be selected in the future.

Interviewers are also requested to see [redacted] for names of employees to be interviewed instead of going to other interviewers. In this way a great deal of confusion will be avoided.

ASSUMPTIONS IN THE INTERVIEWING PROGRAM

Because the program is built upon assumptions a thorough understanding of these is necessary. After an analysis of our assumptions, we will be better prepared to alter or discard them. For instance: Can we prove that emotional release has value? If we cannot, are we on the wrong track? The following assumptions were suggested in this conference:

1. Environmental factors affect people differently.
2. Only the individual knows how he is affected.
3. Best way to get individual opinions is by talking to him.
4. Emotional release has value.
5. Conversational method superior to the Questionnaire.

Point "5" brought up the question - "What results would the written Questionnaire bring?"

1. Opinions - liberated, suggested, limited.
 - a. Advantages.

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1. More economical.
2. More adaptable to statistical treatment.
3. Simultaneous pictures.
4. Repeated offender.

b. Disadvantages

1. Wrong interpretations.
2. Incomplete returns.
3. Fear of identification.
4. Can't tell which are liberated.
5. Company too inquisitive.
6. More distortion - inability of employee to form own decision.

- | | |
|----------------------------------|------------------------------------------------|
| 2. Participation and management) | } - Very little if such processes
do exist. |
| 3. Emotional release | |
| 4. Artistic thought to reality) | |

For the next conference each member of the group will bring in an individual list of assumptions. The analysis of these will be continued.

- 6088-1.

November 12, 1926.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

ASSUMPTIONS IN THE INTERVIEWING PROGRAM (cont'd)

Continuing with the discussion on the validity of our assumptions, we can best reach conclusions by following the three steps used by scientists: 1-Gather statistics. 2-Classify statistics. 3-Get conclusions. At present we are interested in steps 1 and 2.

Assumptions submitted in the last meeting were revised and expanded as follows:

1. Catharsis has value so far as a person is preoccupied. The amount of catharsis depends upon the interviewer. (Note that catharsis has been substituted for "Emotional Release").
2. Artistic thought to reality.
 - a. Artistic thoughts may work to a disadvantage if not connected or related to reality.
 - b. Artistic thoughts are related to reality by expression (^{and} action).
3. Conversational method is best.
4. That the ordinary individual has reflective thoughts.
5. Participation in management.
6. Elimination of conflict by verbal expression and ultimate survival at a conclusion.
7. Reflective thought related to action - by expression (^{and} action).

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November 14, 1939.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

ASSUMPTIONS IN THE INTERVIEWING PROGRAM (cont'd)

The discussion of November 13 was continued with the following revisions and conclusions:

1. The interviewer has evidence of catharsis when the employee is known to be preoccupied and shows evidence of relief by the end of the interview.
2. We can assume that autistic thoughts consist of imaginative thought and phantasy. Sometimes these thoughts work to the detriment of the individual, and by expression to the interviewer these thoughts are, or may be, related to reality or action.
3. Ordinary people have reflective thoughts which may create a conflict, and this conflict may be eliminated by expression or action (i.e., arrive at a decision).
4. There may also be incorrect decisions corrected by expression or action.
5. The interview may also promote action on a decision or substitute action.

- 5033-1.

November 15, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

GENERAL DISCUSSION OF DAILY PROBLEMS

Q: Topics 6, 9 and 10, for the Interviewers handbook overlap.
Where should the writer draw the line between them?

A: Make paper complete and if necessary let the material run
over into the next topic.

ASSUMPTIONS IN THE INTERVIEWING PROGRAM (cont'd)

This list of assumptions derived from previous discussions
was placed on the board:

1. Catharsis has value so far as a person is preoccupied.
2. That there is autistic thought.
 - a. That autistic thought sometimes works to the detriment
of the individual mind.
 - b. That autistic thought may be related to reality by action
or expression.
3. That the ordinary person has reflective thoughts which may
create a conflict. This conflict may be eliminated by
expression or action.
4. Incorrect decisions may be corrected by expression and action.
5. That the interview may promote action on a decision.
6. That we get a feeling of participation and recognition.
7. That the conversational method is best.

Returning to autistic thought it has practically been
proven that on a repetitive job, people are constantly engaged in
reverie, or day-dreaming. Where the situation is unpleasant the
reverie becomes depressive. Our aim is to create a buoyant, rather
than depressive, atmosphere.

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██████████ assumes that the adjustment of home and working conditions may bring about a pleasant change. Artistic thought is not confined to abnormal people, nor can interviewing eliminate it. The problem lies in making it of value rather than detrimental. Even now, the depressive aspects are being eliminated in the test room; production increases accordingly.

We do not know just what things are responsible for this elimination, nor where the interviews fit in. Later we will look for the solution when we have done more reading.

Leading to a discussion on how efficiently the interviews bring our assumptions out we then set out to define "Conversational Method". Two points apparently covered the term:

1. Employee leads the conversation - topics selected by him.
2. Continuity of thought.

Three advantages were submitted:

1. Relative importance of subject to interviewers.
2. Complete development of each thought.
3. Free expression.
 - a. Impossible to capitalize on other points unless we get free expression.

Topics for conversation are taken from what the employee has in mind, and they may be selected by either the employee or the interviewer. In most of our interviews the interviewer has selected these topics although it is more desirable to have the employee choose them. When the employee does this he is actually leading the conversation.

Next week the discussion of the "Conversational Method" will be continued with further expansion on definition and advantages. The elements in the "Conversational Method", which bring out our assumptions, will also be discussed.

██████████ - 6088-1.

MS

November 18, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

CONVERSATIONAL VS. QUESTIONNAIRE
METHOD OF INTERVIEWING

The principal difference between the "Conversational" and "Questionnaire" methods of interviewing is that the former consists of a purely conversational makeup with no apparent object in view, while the latter is built around a fixed topic or a group of topics. The first is indirect; the second direct.

A comparison of advantages and disadvantages under the two methods was then made.

CONVERSATIONAL

Advantages

1. Feeling of participation.
2. Employee selects topic.
3. Possibility of further development of topic.
4. Free expression.
5. Catharsis
6. More opportunity for developing confidence.
7. More opportunity for relating reflective thoughts to action.
8. Can determine relative importance of topics to employee.
9. Employee prefers it. (?)
10. Avoids suggesting wrongs of which employee is not aware.
11. Creates more good will and cooperation.

Disadvantages

1. More skill required
2. Greater cost
3. Don't get opinion on any group of definite topics.
4. Not as good for statistical purposes.
5. Influence of interviewer and environment.
6. Time

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QUESTIONSNAIRE

Advantages

- 1-6. Same as disadvantages under "Conventional" method.
7. Participation in management.
8. Possibility of getting picture at any one time.

Disadvantages

1. Employee does not select topic.
2. Impossible to develop topic fully.
3. Inability to fully develop confidence.
4. Impossible to determine relative importance of topic to the employee.
5. Less opportunity for catharsis.
6. Possibility of group decisions.
7. Influence of interviewer.
8. Less possibility of determining value of comments.
9. More impersonal.

Some attempt was made to evaluate and draw conclusions from this outline as to which method is the best. When the program was started, both spontaneous and liberated convictions appeared in the interviews, but we could not tell them apart. By the new method the spontaneous convictions can be seen. On the other hand, the old style of interviewing got us certain definite answers, whereas in the new we do not know what material we will get; neither do we know all the uses we will have for it.

- 4033-1.

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November 19, 1939.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

A bibliography of reference books, organized by [REDACTED] was given to each member of the group. These books were suggested primarily to supply a thorough knowledge of the type of work which we are now discussing.

Although no conclusions were reached in contrasting the "Questionnaire" and "Conversational" methods of interviewing, we gained a better knowledge of the latter. Recalling that the object of our program is to get employee opinions and attitudes, the second method appears the better of the two.

Several questions arose which, although only partially answered, paved the way to a new topic: "What is the difference between participation and recognition? Can recognition be brought out without interviewing? Do employees get a feeling of participation when the interviewer dwells on outside topics rather than on the job, etc.?"

It was generally agreed that in our case participation consists of a part in governing the policies of the Company. A feeling of recognition, on the other hand, is attained by satisfying the primary desire for having people show interest in one another's merits, job, etc. Recognition may be brought out by the written "Questionnaire" method as well as by the "Conversational".

[REDACTED] remarked that in the test laboratory recognition was a stimulus to ambition for sharing in management. When recognition ceased to develop the employees began to rebel. After a few months they wanted to run the laboratory themselves. Being an unusual case where employees received constant attention, recognition turned into familiarity and it became necessary to re-win the employee's confidence.

Therefore, when it is possible that this one assumption may be upset by the employee, how important are the others from his point of view? Would our program appeal to him as a labor plan in place of any other industrial relations idea? As far as the employee is concerned there actually seems to be only two benefits of which he is aware in the interview: 1-Action on his comments. 2-Participation in management.

November 19, 1929.

To bring out more distinctly the relative advantages and disadvantages of the interviewing program and employee representation schemes it was decided to have a debate on the following subject: "Resolved: That the interviewing program will accomplish more than employee representation."

This debate will be held on Friday, [REDACTED] and [REDACTED] taking the affirmative; [REDACTED] and [REDACTED] the negative.

[REDACTED] - 6083-1.

November 20, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Resolved: That the interviewing program will accomplish more than the employee representation plan.

(This debate was given for the sole purpose of bringing out a direct comparison between the two plans and the true values of each. Although scheduled for November 21, the debate was held today instead).

NEGATIVE

A: Introduction - considering industry in general.

1. Definition - employee representation plan affords a means whereby the Company and employees work together, giving the employee a voice in ironing out problems which arise on the job. It does not prohibit membership in trade or labor unions. Based on theory that Company also has problems. Wants employee's viewpoint on trade situations, etc.

B: The Plan

1. Representatives elected by employees in rotating order to solve problems of employee importance.
2. Problems and suggestions submitted to representative or committee of representatives who decide on importance of the problem.
3. Submitted to a general committee made up of employee representatives and management for action.

C: Arguments

1. Channel for airing employees' grievances and preoccupations.
2. International Harvester System satisfactory to employees.
3. Emerson Electric Company decided 1,000 important cases in eight years.

November 20, 1929.

A: Introduction - comparison of empire and democracy with interviewing program and employee representation plan.

B: Arguments

1. Example of successful employee representation plans.

a) Columbia Conserve Company - committee of employees has a great deal of authority; even decide on salary for Company President. In periods of depression, voluntarily cut own salaries to keep company going.

b) Hawthorne Club - employees elect officers, determine policies, etc.

c) List of other successful plans cited.

2. Obtains catharsis - opportunity to voice grievances at any time. Complaints adjusted.

3. Participation - employee sees value of his contribution when action has been taken on own problem or suggestion. Employee feels that he is part of management.

4. Suggestions - easier to make under this plan.

5. Employee more than a cog.

a) Understands Company and employee problems.

b) Realizes his part must be played.

C: Conclusion

1. Employee representation plan thoroughly tried; interviewing program still in experimental stage.

2. Early mistakes adjusted.

a) For example: Where Company refused to grant complete freedom in working out plan.

3. Why not adopt the plan which has already been proven successful?

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AFFIRMATIVE

[REDACTED]

A: Introduction - affirmative also considering industry in general. Each debater to discuss five major points.

B: Arguments.

1. Eliminates chance for corrupt politics.
 - a) Leaders sway group mind in elections. In employee representation plan, individual influenced against own better judgment.
2. Wins employee's confidence more easily.
 - a) Through friendly contact with interviewer.
3. Affords greater recognition.
 - a) The individual is considered rather than the group.
4. Instills greater feeling of participation.
 - a) In other plan, employee would take attitude of the negligent voter.
 - b) In representation plan there is tendency for the Company to allow employees to merely go through motions.
5. Makes possible relating complaints to home and outside conditions, factors which may govern his actions and opinions.

[REDACTED]

A: Arguments

1. Brings out points which employee would not put before a group or representatives of a company.
 - a) Less red tape in interviewing program.
2. Eliminates tendency of employee to lean toward management for favoritism.

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- a) Employee won't complain if he wants promotion under employee representation plan.
- 3. Is not subject to spathy.
- a) Interviewers have difficulty in securing information from employee. How can Company expect to get them under employee representation plan?
- 4. Makes possible an over-all picture of plant.
- 5. Permits certain use of psychological factors.
 - a) Antiatic thoughts to reality.
 - b) Preoccupation.
 - 1) Opportunity to replace depressive with buoyant preoccupation.

Most of the rebuttal was filled with rejections, strengthening or weakening points presented by the opponents. Only those of importance are included here:

NEGATIVE

- 1. Employee representation plan has worked, is working, and will continue to work.
- 2. Columbia Conserve System proves that corruption has no effect in elections.
 - a) Representatives help employees to earn more money.
- 3. As for free conversation, employee can talk to a fellow worker who represents him with more ease than he could talk to anyone else.
 - a) Management does not participate.
- 4. Why should employee bring up outside conditions?
 - a) Wages will not be increased.
- 5. Employee brings out problems of his own volition.

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6. Complete picture secured - every employee represented.

AFFIRMATIVE

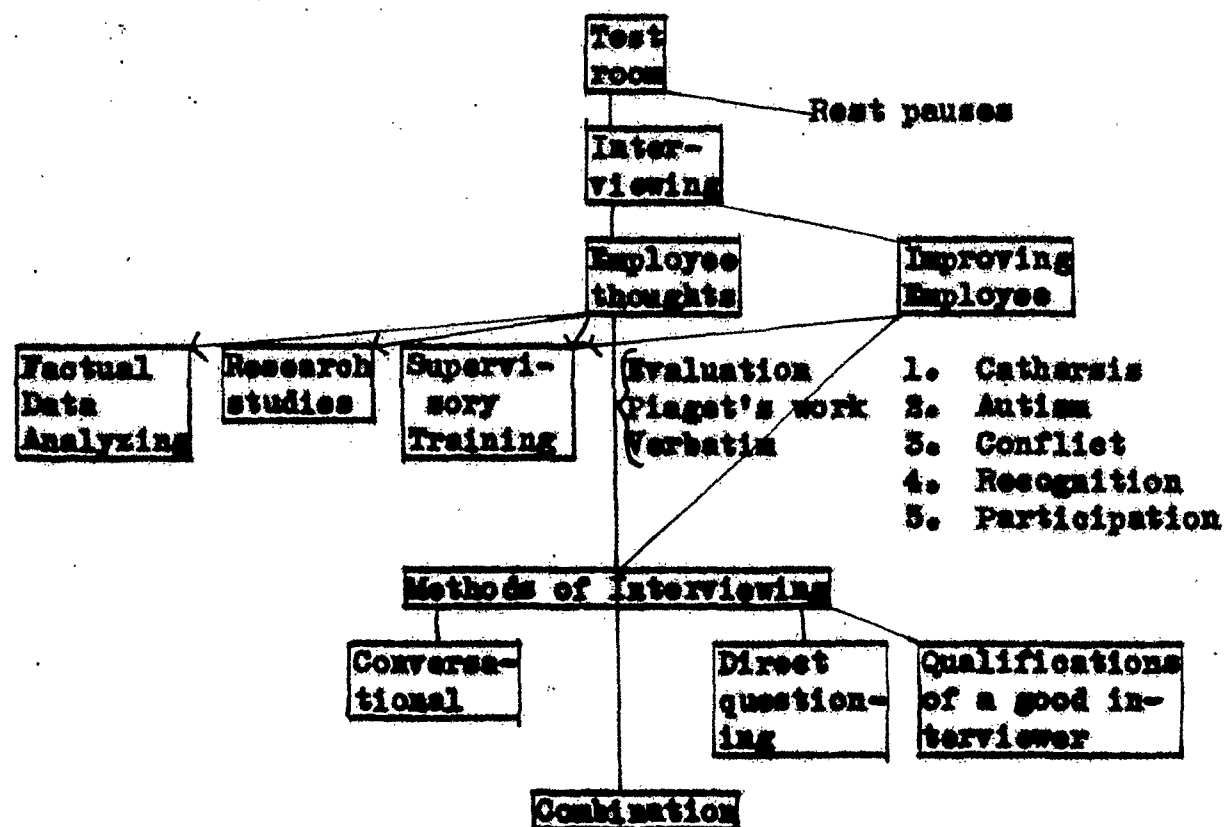
1. Every individual represented.
 - a) Interviewers go out to them.
2. Where has interviewing program been a failure?
3. Employees do not vote 100% in employee representation plan.
 - a) Example: At Illinois Steel Company only 25% voted.
4. More cases can be handled under interviewing program.
5. Management is concerned with employees' outside life.
 - a) Outside problems may have effect on employees' production.
 - b) Proof: Benefits, hospitals, etc.
6. No chance for distortion of problems.
7. Employee representation is a Company policy and hence governed by the management.

- 6033-1.

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SPECIAL TRAINING COURSE FOR INTERVIEWERS

In order that the group might better be able to visualize the past, present, and future of our conference work, [REDACTED] made a chart which clearly shows the history, accomplishments, and potentialities of our program. Of even more interest is the relationship between the various phases of our work.



Obviously, the discussion on employee representation plan was brought in too soon. Some day, when we are better prepared to answer questions concerning the interviewing program, we will have to explain why the Western Electric doesn't use a more simple plan, such as employee representation.

We have been talking more or less at random about interviewing technique. Realizing that all individuals differ, what technique will we use to get the maximum return? Our problem is to devise such a method.

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November 21, 1929.

On Friday we will discuss the "Conversational" method of interviewing and the best technique to be used.

[REDACTED] - 6088-1.

November 22, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

INTERVIEWING SEQUENCE

Originally, the topic for discussion in this meeting was on "Conversational" method technique. However, in order to develop a theoretically good technique we decided that it was first necessary to map out our interviewing sequences. This task has to do with the chronological order rather than with the details; with what we are doing rather than with what we should do.

When the sequence has been outlined satisfactorily we can analyze the results, extract apparent fallacies and revise the actual technique to obtain the maximum return from the interview. The technique will always remain subject to alteration, whereas the sequence will vary somewhat with the individual interview.

The following outline was then drawn up:

Interviewing Sequence

1. Friendly contact.
2. Location for interviewing.

(Question arises as to whether the interviewer sizes the employee up when he meets him. The general belief was that the process of judging a man's character is a continual one. If an early estimate is made how do the conclusions guide the trend of the conversation? If this step exists we will discuss it later.

3. Introductory conversation.
 - a) Explanation of program and, or,
 - b) General conversation
4. Interview proper.
 - a) Employee leads in general introductory conversation.
 - b) Spur for leads when not given in introductory conversation.

November 22, 1929.

(One member of the group remarked that the introduction was like the trunk of a tree and the interview proper like the branches. There are so many possibilities in the order of an interview after the introductory conversation that no definite decisions were reached.

5. Conclusion.

[REDACTED] - 6089-1.

November 25, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

INTERVIEWING TECHNIQUE

The outline on interviewing sequence was expanded in this meeting to include the details of technique under three major headings: Friendly Contact, Location, and Introductory Conversation.

I. Friendly Contact

1. Free manner - handshake, smile, voice, etc.

II. Location

1. Quiet
2. Privacy - where conversation cannot be overheard.
(Discussion followed on the advantages of talking to an employee in an environment which is familiar or unfamiliar to him. The general consensus of opinion was that the first is most desirable.)
3. Minimum of distraction - breaks desirable at times to change conversation.
4. Informal - tends to put both parties at ease.

III. Introductory Conversation.

1. Explanation of program - assuming that neither a complete nor partial explanation is always necessary. Assumptions based on dissimilarity of interviews.
 - a) Company wants employees' ideas, comments, and criticisms. Avoid using term "management" which may make employee feel ill at ease.
 - b) Employee is paid average earnings - this applies particularly to men on piece work and will dispel fear of time wasted.
 - c) Interview is confidential - will give employee confidence and freedom of speech.

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- a) What Interviews are used for
 - (1) To uncover general complaints.
 - (2) What has been done.
 - (3) Infer that immediate action on complaints is impossible because of difficulty in assessing thousands of comments.
- e) No time limit.
- f) Interviews to be repeated next year.
- g) Interviewer takes notes for sake of accuracy.

NOTE: Points A and B should be included in every explanation of program. The rest may be used voluntarily, depending upon the individual employee, his knowledge of the program, his intelligence, and his questions. A complete explanation of how each point functions may also be necessary. Above all else satisfy the employee; remove any doubts in his mind which may check the flow of his conversation.

- 9088-1.

November 26, 1939.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Qualifications of a Good Interviewer

Our discussion on interviewing technique will be resumed at a later meeting. In order to get good results in an interview the interviewer must have certain qualifications. Points I and II in the outline may be attained after the interviewer gets into the swing of the job.

I. Interest - interviewer must be sold on the job.

II. Education

1. Not necessarily formal; experience valuable.
2. Familiar with vernacular - lingo, rates, etc.
3. Familiar with Company policies and practices.

III. Open-mindedness

1. Quick to grasp subjects of interest to employee.
2. Ability to meet employee on common ground.
3. Good judgment in handling employee.
4. Ability to remain open-minded or to keep equilibrium.

IV. Personality

1. Sincerity
2. Friendliness
3. Interest in human beings and their problems.
4. Sympathetic in conformity to circumstances.
5. Health and appearance.
6. Manners in conformity to situation.
 - a) Always courteous.

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7. Self confidence.

8. Patience.

9. Open-mindedness.

V. Good listener.

VI. Good observer of facial expression and general behavior.

a) Assuming that any listener reacts consciously or unconsciously to these things, some ability to interpret the observations without becoming biased is desirable.

VII. Good conversationalist.

VIII. Pleasant voice.

- 6068-1.

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1 section of Antismine handbook

November 23, 1929.

TEST ROOM STUDIES - HISTORY AND DEVELOPMENT

Studies made in the past regarding the improvement of working conditions, reduction in cost of manufacture, and the establishment of piece rates have shown large variation in output over different periods of the day and between different individuals and different working groups. The answers to such questions as the following are of great importance to industry and the individual worker:

1. Do operators actually get tired out?
2. Are rest pauses desirable?
3. How important are changes in working equipment?
4. What is the attitude of the operator?
5. What are the likes and dislikes of the operator regarding: Supervisors, working conditions, home and social conditions.

It was decided to conduct certain tests in order to determine the answers to such questions; and in order to investigate these conditions it was proposed to select and segregate certain groups of operators for study.

The first test undertaken was begun on April 25, 1927, to determine what effect rest pauses and various hours of work would have in increasing the efficiency of the operator. As the test developed, factors other than the rest pauses were found to be of outstanding importance and the study naturally broadened into a consideration of the various conditions which affect output, speed, efficiency, health and contentment. Many additional questions have arisen relating to such problems as basis of pay, overtime, measurement of fatigue, and

the relation of working environment on output.

This group of operators have been through a series of periods of experiment. During the first period, known as the base period, the operators continued with their large gang under the accustomed conditions while their production data was taken to serve as a comparison with production in the test room. The second period duplicated the first except for the fact that the operators were removed from the large room occupied by the main gang and placed in the test room. This gave basis for judging the effect of change in environment alone. The first major variation was introduced in the third period. The operators segregated for the test were formed into a new gang and placed upon a gang piece rate independent of the main gang. In the fourth period, two five minute rest pauses were introduced, one in the morning, and one in the afternoon. In the fifth period, the length of these rest periods was increased to ten minutes. The sixth period introduced six five minutes rest pauses, three in the morning and three in the afternoon. In the seventh period, a morning lunch furnished by the Company was introduced. A rest pause of fifteen minutes was provided for this, and in addition a pause of ten minutes was allowed in the afternoon. The eighth and ninth periods duplicated the seventh except that the working day was ended at half past four and four o'clock respectively. The tenth period reverted to a duplication of the seventh period. The eleventh period was the same as the seventh with the exception of Saturday morning off, or a five day week. The twelfth was a duplication of period three, that is, a return to regular factory working hours

without morning lunch or rest periods. The thirteenth period was the same as the seventh period except that the operators furnished their own lunches while the Company furnished a beverage. The fourteenth period was a duplication of period thirteen with the exception of Saturday morning off, or a five day week.

Now we will attempt to summarize the results of our investigations as influential in the development of the interviewing program. Before starting the tests we had several talks with the girls outlining as far as possible what we were proposing to do, with the thought that as the test progressed, we would make the girls familiar with our intentions in the hope that they would confide in us also. We have succeeded in establishing a relationship of confidence and friendship with these operators to such an extent that practically no supervision is required, and we can depend upon them to do their part in the absence of any drive or urge whatsoever. In other words, we have been able to lead them far beyond the point they could be driven to.

While an increase in output was not one of the objects of the test, and in fact the girls were told not to try to make a race of the test, a remarkable increase in output has resulted, amounting to approximately thirty per cent, and the operators tell us that this has been accomplished without any conscious effort on their part; in other words, they have no sensation of working faster now than they did under the old regime.

Naturally, since we have established an extremely satisfactory relationship with these operators they have told us many things about the conditions under which they worked previously, and it is this information which has convinced us that there is a great deal to be done in connection with our supervisory methods and working conditions. Frankly, we were somewhat surprised to find that the so-called little things that seem very trivial will cause an operator worry and loss of output.

Perhaps unconsciously, industry may have made a fallacious assumption: it seems to be a general assumption by people everywhere that emotional reactions are of minor importance among those of limited mental scope. The parent thoughtlessly denies the child some harmless thing which seems unimportant to the parent, but which is all-important to the child. There is a difference in values. The parent rebukes the child in the presence of playmates and social equals. It is an unimportant incident to the parent, but the child may always carry the personality scar. The gang boss often tries to live up to his title, when he ought to be a group supervisor. He assumes that the employees in his gang are thick-skinned and that his thrusts must go deep. It is characteristic for people to feel the importance of severity and discipline when they first assume authority.

As a matter of fact, emotions are stronger, and minor matters of greater importance among these people whose horizons are limited and whose interests are few. Recognition by one's supervisor, a minor

success, and a word of encouragement, means much more to such people than to the self-reliant mental giant.

The whole point is that the average employee at the bottom of industry is keenly sensitive in matters of human relationship and working environment. Why is there failure to recognize this? Perhaps the attitude inherited from the beginning of the factory period, which was surrounded by class distinctions and a lack of understanding of the human mind, has not been outgrown. Moreover, the emotion of fear - fear that we may be laughed at for consideration of things so intangible as the human emotions - often keeps us from giving due consideration to this problem. Emotions exist and business management must be unemotional enough to consider with coolness and candor their place in the organization of working conditions.

Our studies in the test room, through their confidential and friendly nature, have brought forth comments from the operators which indicate the preoccupations with which these operators are engaged. We are finding that a correlation exists between these preoccupations, whether concerning working environment or life outside of the plant, and the emotions of the individuals while engaged in their factory routine. An analysis of the effects of these emotions has proven rather conclusively that they have a definite bearing on the work of the employee. With the findings of the test room as a basis for further study, a group was organized in the Personnel Organization of the Inspection Branch to enable the management to establish a thorough

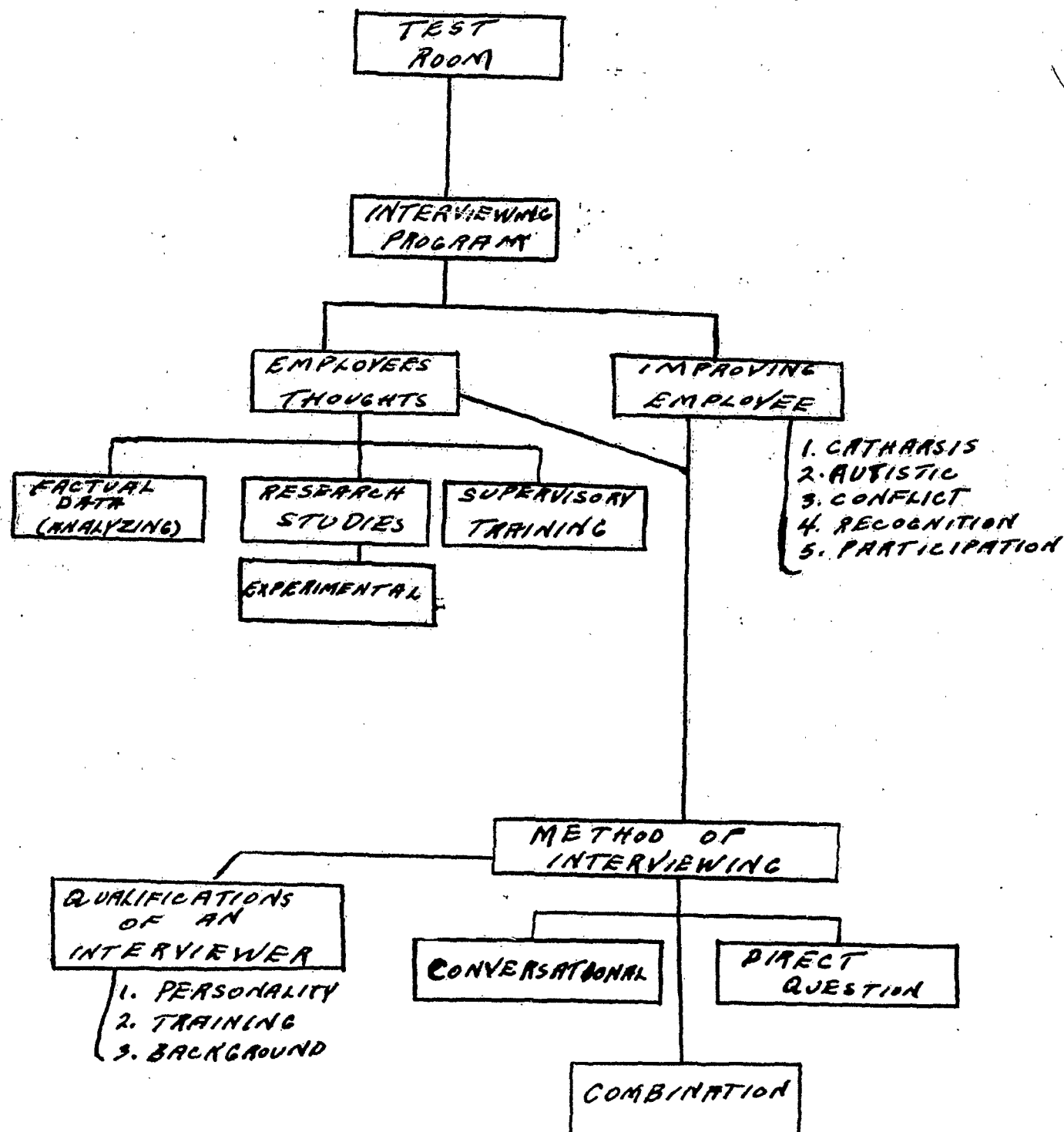
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acquaintanceship with the employees, and sell them the idea that serious effort is going to be put forth to correct as many of the objectionable conditions as possible, and, therefore, that we must know what those objectionable conditions or practices are. This practice of interviewing employees expanded until it became a program applicable to the personnel of the entire works, and is now to be carried on by the Employees Relations Development Department in the Industrial Relations Branch.

[REDACTED] - 6088-3.

Nov 21, 1929

IDEA OF THE DIVISION'S PROGRAM
ESTABLISHMENTS AND FUTURE DEVELOPMENT



1. EMP. REPRESENTATION
2. PROFIT SHARING
3. CO. UNIONS
4. WHITNEY COUNCILS
5. TRADE UNIONS
6. QUESTIONNAIRE