

INFORMATION REGARDING
PERSONNEL COUNSELING ACTIVITY
HAWTHORNE WORKS
November, 1949

5

112

INFORMATION REGARDING PERSONNEL COUNSELING ACTIVITY
HAWTHORNE WORKS
November, 1949

- I. Counseling Coverage, Activity and Cost.
 - A. Trends in Counseling Coverage 1939 - Present.
 - B. Present Coverage by Branches.
 - C. Counseling Coverage and Cost - First Three Quarters 1949.
 - D. Counseling Activity - First Three Quarters 1949.
- II. Studies in the Use Made of Counseling by Employees and Supervisors.
 - A. Purpose and Nature of Use Charts.
 - B. Charts and Comments.
 - 1. Employee Use Chart.
 - 2. Supervisory Use Chart.
 - C. Description and Examples of Use Categories.
- III. Case Material Pertaining to Current Problems.
 - A. Demoted Supervisors.
 - B. Downgraded Employees.
 - C. Lay-off.
 - D. Group Situations.
- IV. Individual Cases.
 - A. Condensation of a Series of Interviews Involving an Employee with a History of Marital Difficulties.
 - B. Counseling in Relation to a Grievance About a Supervisor.
 - C. Interview Involving Marital Difficulties.
 - D. Summary of a Series of Interviews with an Employee Who Was Disturbed.
 - E. Interview Involving Personal Situation Affecting Job Attitude.
 - F. Interview Concerning Family Relations.
- V. Material Pertaining to the Counseling Job Itself.
 - A. Skills and Qualifications of a Counselor.
 - B. Interview Portraying Counselor Participation.

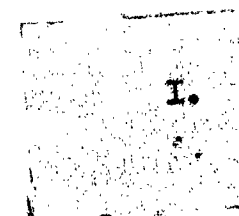
DEMOTED SUPERVISORS

Since January 1, 1949, the counselors have interviewed and contacted 491 supervisors who were demoted. This group is made up of 12 department chiefs, 98 section chiefs, and 381 group chiefs.

In general, demoted supervisors make an adjustment to their new status rather quickly, but this seems to be a surface adjustment to show their associates that they can "take it." The real or personal adjustment is taking considerable time. The counselor's function generally during the period when supervisors are anticipating the demotion and immediately afterward is one of listening to the discussion of their emotion and feeling. Following this period, the counselor makes an effort to continue listening as the demoted supervisor makes the deeper adjustment which is in the area of his new status and way of thinking in it.

The following cases illustrate some typical interviews and summaries of contacts the counselors had with demoted supervisors.

SUMMARY OF INTERVIEWS WITH
A DEMOTED DEPARTMENT CHIEF





UNIVERSITY OF WISCONSIN - MILWAUKEE

	<u>No. of Counselors</u>	<u>No. of Couns. Sups.</u>	<u>No. Ediphone Opers. and Secretaries</u>	<u>Total on Counseling</u>	<u>Total on Roll</u>	<u>Total Req. Coverage</u>	<u>Total Covered</u>	<u>Employees per Couns.</u>	<u>% of Works Covered</u>	<u>% Requested Coverage Covered</u>
1940 (1/01/40)	20	4-1/3	7-1/3	31-2/3	11341	6789	6162	308	54.	91.
1941*	22	4-1/3	7-1/2	33-5/6	14613	8659	6333	287	43.	73.
1942*	30	10	7-1/2	47-1/2	18342	16018	10654	355	58.	67.
1943*	32	11	7-1/2	50-1/2	21327	20113	12826	400	60.	64.
1944*	36	10	8	54	26257	25618	16200	450	62.	63.
1945*	42	10	8	60	22569	20352	15549	370	69.	76.
1946*	40	11	8	59	27106	25340	17770	426	66.	70.
1947*	52	12	8	76	35807	32852	21007	403	59.	64.
1948*	55	14	8	77	32076**	28303	21078	383	66.	74.
Aug. 26, 1949	41	11	6	58	22968**	18846	14785	361	64.	78.
9/24/49	39	10	5	54***	21398**	18072	13513	347	63.	75.
10/29/49	39	10	4	53***	20333**	17237	15051	385	74.	87.

*At end of 1st quarter.

**Excludes E. of M.

***Does not include 2 Personnel Investigators.

10/29/49

UNIVERSITY OF WISCONSIN - MILWAUKEE

PERSONNEL COUNSELING AUTHORIZED COVERAGE
OCTOBER 29, 1949

	(1)	(2)	(3)	(4)	(5)	(6)		(7)	(8)
	Total			Actual	% of	Emps. in Open Territories		No. of	Emps. per
Branch	Employees in Branch	Should Cover	% of Branch	Coverage	"Should Cover"	Repl.	Never Covered	Counselors	Counselor
990	25	25	100%	25	100%	-	-	-	-
1000	7799								
1100	607	232	38%	232	100%	-	-	-	-
1200	1367	-	-	-	-	-	-	-	-
1300	952	952	100%	952	100%	-	-	3	-
1500	1306	1306	100%	1140	87%	54	112	4	-
1600	1533	1533	100%	1323	86%	150	60	4	-
1700	1986	1986	100%	1986	100%	-	-	6	-
2000	6622								
1400*	610	610	100%	610	100%	-	-	2	-
2100	822	822	100%	475	58%	347	-	1	-
2200	3474	3474	100%	3474	100%	-	-	5	-
2300	1268	1268	100%	808	63%	460	-	3	-
2600	437	437	100%	224	51%	213	-	1	-
3000	3820								
3100	697	697	100%	500	72%	197	-	2	-
3300	391	391	100%	391	100%	-	-	1	-
5100	2343	2343	100%	1750	75%	480	113	4	-
5300	389	389	100%	389	100%	-	-	1	-
4000	1213								
4600	179	-	-	-	-	-	-	-	-
4700	136	36	27%	36	100%	-	-	-	-
4800**	898	375	43%	375	100%	-	-	1	-
7000	1945								
5240)	879	325	37%	325	100%	-	-	1	-
5250)									
6700		36	-	36	100%	-	-	-	-
Total	21399	17237	81%	15051	87%	1901	285	39	385 (Inc. Archer)
Total	17925	13763	77%	11577	84%	1901	285	34	340 (Exc. Archer)

* Includes 2410

** Includes 5230

(Some of these figures are approximate)



UNIVERSITY OF WISCONSIN - MILWAUKEE

$$\begin{array}{r}
 107 \\
 43 \overline{) 462} \\
 \underline{43} \\
 320
 \end{array}$$

$$\begin{array}{r}
 686 \\
 12 \\
 \hline
 1372 \\
 696 \\
 \hline
 8232
 \end{array}$$

EMPLOYEE COVERAGE AND COST

<u>Personnel</u> (As of 8-20-49)	<u>Works</u>	<u>Satellites</u>	<u>Total</u>
Employees on Roll	23,978	2,713	26,691
Employees in Territories Where Counseling is Available	14,785	1,906	16,691
<u>Coverage</u>			
% of Works Population	62%	70%	63%
<u>Employees in Counseling</u>			
Individuals:			
Counselors	41	4	45
Secretaries, typists, etc.	7	0	7
Supervisors	<u>10</u>	<u>1*</u>	<u>11*</u>
Total	58	5*	63*
Average Number of Employees Covered per Counselor	361	477	371
<u>Annual Cost</u> (Based on first 8 months actual, last 4 estimated)			
Salaries	\$238,818	\$24,784	\$263,602
Supplies	785	80	865
Cost of Employees' Time During Interviews (A)	<u>86,083</u>	<u>5,647</u>	<u>91,730</u>
Total	\$325,686	\$30,511	\$356,197

Note: (A) Estimated labor cost based on an average of about 30 minutes per interview. Of this amount, approximately \$38,000 was covered by "time tickets." The remainder is accounted for by interviews with weekly and monthly-rated employees as well as some on-the-job interviews with hourly-rated employees for which no "time tickets" were issued. It is estimated that the cost of casual contacts which averaged three minutes would be approximately \$14,000. This is not included in the figures shown.

* Includes part time of two supervisors.



COUNSELING ACTIVITY

Monthly Average for First Nine Months - 1949
(Corrected for Vacations and Holidays)

Number of Employees Contacted	10,301
Number of Individual Contacts (other than Interviews)	15,208
Number of Interviews	
On-the-job	7,958
Off-the-job	<u>1,960</u>
Total	9,918

Responsibility for Initiation of Interviews -Monthly Average (Corrected) for First Nine Months - 1949

<u>Type of Interview</u>	<u>Initiation of Interview</u>				<u>Total</u>	
	<u>by Supervisor</u>	<u>by Employee</u>	<u>by Counselor</u>	<u>by Other*</u>		
On-the-job	293	1,640	5,829	196	7,958	80%
Off-the-job	160	682	1,016	102	1,960	20%
Total	453 - 5%	2,322 - 23%	6,845 - 69%	298 - 3%	9,918	- 100%

* - Other employees, personnel people, Union Stewards, etc.

Note: In this table, all interviews subsequent to initial interview are credited to whoever was responsible for the initiation of the first interview.

II.

Introduction

This section deals with the Employee and Supervisory Use Charts by means of which we assess the effectiveness of our Counseling Organization. These charts will be more meaningful if it is remembered that the figures in each column of the report are representative of many actual counseling experiences. We have included a section of illustrative material to indicate the type of experiences included under each column. You will find the symbols at the right of each category (as listed below) helpful in referring back and forth between the columns of the chart and the descriptive examples.

Table of Contents

II. Studies in the Use Made of Counseling by Employees and Supervisors.

A. Purpose and Nature of Use Charts

B. Use Charts and Comments

1. Employee Use Chart
2. Supervisory Use Chart

C. Description and Examples of Use Categories

1. Not Interested - (a)
2. Insufficient Contacts - (b)
3. Expression of Attitudes, Opinions, and Interests - (c)
4. Expression of Concern - About Personal Attitude - (d)
5. Expression of Concern - About Situation or Circumstance - (e)
6. Adjustment of Concern - Acknowledged - (f)
7. Adjustment of Concern - Not Acknowledged - (g)
8. Individual Referrals made to Counselor - (x)
(Supervisory Chart Only)
9. Group Referrals made to Counselor - (y)
(Supervisory Chart Only)

UNIVERSITY OF WISCONSIN - MILWAUKEE

The Purpose and Nature of the Employee and Supervisory Assessment Charts

The Assessment of Employee Use of Counseling; and The Assessment of Supervisory Use of Counseling provide data concerning the kind of use as well as the distribution of use which all of the employees and supervisors in our territories have made of Counseling for any given quarter. The data is supplied by each Counselor and is summarized according to Sub-Branch 4730, Departments 4731 and 4733, and their Sections.

Purpose of Assessment Charts

The Assessment Charts are useful to our Counselors as well as to those in Management. Because the Counselor supplies the original data, he necessarily takes a quarterly inventory of the kind of responses he is receiving from each of the people in his territory. Through considering these employees' reactions, he is able to weigh the effectiveness of his activity as well as discover the "weak spots" in his territory. If he finds, for example, that he has an increasing number of people whom he could not assess because of too limited contact, he knows that he must concentrate more fully on coverage for the following months. If he discovers that he has an increasing number of people who are "not interested" in talking to him, he can question his own activity, his own interest, and his Counseling skills.

Management, on the other hand, has further use for the Assessment Charts. As a means of control, those in Management can see how the Counseling organization has been effective. The distribution of the use of Counseling gives an indication of what per cent of our employees seem to have concerns. The data also reveal what per cent of those people have made some sort of adjustment to those concerns. Finally, the distribution of our effectiveness can be considered as an overall practical "result" of the combined efforts of all of our Counselors who are working daily in their territories.

Collection of Data

The data for both of the Assessments are collected from the Counselors. At the end of every quarter each Counselor examines his Activity Record in which he has marked his daily activity and retains in his mind his experience with each employee and supervisor for the past quarter. Some Counselors do this by means of symbol systems which they use daily in marking their activity, others use notes written after their contacts.

The Counselors are asked to "assess" the furthest extent of use which each employee and supervisor has made of the Counseling services. These assessments are limited to only the three months of the preceding quarter. Each person is accounted for only once. It is done so that a distribution of the number of people whom the service may be achieved. Moreover, as far as it is possible, each employee and supervisor is accounted for in the assessments. Often, however, due to changes in the force we are unable to fully account for all our people.

Organization of the Data

The data prices of the charts are divided into two major divisions: "limited use" and "active use."

"limited use" is defined as "... the talk between the Counselor and the employee or supervisor is restricted to social exchanges. The initiative of the conversation is not taken by the employee or supervisor."

"active use" is defined as "... the employee or supervisor takes the initiative of the conversation."

At first glance, one may wonder why initiative should be the significant factor for viewing our activity. The initiative of a participant of a conversation demonstrates to a great extent the amount of interest which stimulates the individual to talk with the Counselor. In addition, there is often a relation between this interest and the benefit which the individual is able to receive from his contact with the Counselor. It is this initiative and interest which the Counselor must try to uncover when he builds his relationship with the individual during his initial contacts with him.

Appraisal of Assessment Charts

In using the Assessment Charts, it is well to keep in mind a number of limitations of their use which are inherent in the nature of the data.

First, it must be noted that the information is presented in a quantitative manner. While this is a clear, concise type of presentation, it is limited by virtue of the fact that the Counselor's assessments are forced into one of six or eight categories. He must recognize that every experience which an employee or supervisor has with the Counselor is different. The personalities are different, the degree of feeling is different, the timing is different and the expression is different. As such, it is most difficult to present statistically the kind of material which is subject to so many variables that a complete description of the experiences that each Counselor has with each employee would be a more accurate means of demonstrating our activity. Since this would be an extremely cumbersome means, however, the statistics are probably the most practical and convenient means.

Secondly, as in any field of social science, we have no scientifically accurate means of measuring our employees' use of counseling. Since the Counselor and the employee are the only two people sharing the experience, the Counselor is the only one who is in a position to assess the value of the experience. He is trained and skilled in non-directive counseling; therefore, he can observe and judge the benefits. He could not gain information from the employees because our counseling process is non-directive. This means that the Counselor's aim is to help the

employee help himself. It is an employee-centered (not a Counselor-centered) type of attention. In many cases the employee is not at all aware of the Counseling process and in most cases when an employee makes an adjustment, he does not attribute the change to the Counselor because he has actually done the thinking himself. In regarding the results of our Assessments, we must remember that our data are not taken from an extremely accurate measuring-stick.

Thirdly, since we recognize that we must use the Counselors as our source of data, we must realize the variability of experience, skill, and judgment on their part. Our data is, therefore, subject to human judgment and individual differences of skill. There is a compensation for this, however, in that the majority of our staff of Counselors have had enough experience as Western Electric Counselors to be quite competent to judge the effects of their activity.

Fourthly, the Assessment Charts are designed to show only the furthest extent of use which is made of Counseling. Many supervisors and employees can be listed in many combinations of categories. Information based on a complex listing, however, would not indicate variances of use from quarter to quarter, nor would it provide a distribution of use which can be related to the number of people assessed.

UNIVERSITY OF WISCONSIN - MILWAUKEE

ASSESSMENT OF EMPLOYEE USE OF COUNSELING

Quarterly
Average for Three Quarters - 1949

Hawthorne Works

No. of Empl. Assessed	LIMITED USE		ACTIVE USE					
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	
	Employees Not Interested	Insufficient Contacts to Assess Relationship	Expression of Attitudes, Opinions and Interests	About Personal Attitude	About Situation or Circumstances	% of These Cases Where Adjustment is Made		
						Ask.	No Ask.	
11,081*	934 8%	1,386 13%	5,263 48%	1,568 14%	1,930 17%	435 13%	710 20%	
				3,498 31% of Total		33% of Expression of Concern		
21% of Total		79% of Total						
Redistribution of Percentages Related to Total								
11,081	8%	13%	48%	9%	12%	4%	6%	

The figures which appear in black give a picture of how our services are distributed from those employees who are "not interested" to those who are concerned about "situation or circumstance." The last two columns contain data which relate to the two preceding columns only. In other words, in addition to the regular distribution, the figures in black indicate how many people of those who expressed "concern" made an adjustment. (33%)

The figures in red are a percentage distribution of the same data which shows what percentage of the total number of people assessed were placed in each of the categories. All of the categories add to one hundred per cent. In this case the total percentage for the last two columns becomes 10% of those assessed.

ASSESSMENT OF EMPLOYEE USE OF COUNSELING

Description of Significant Factors of Chart

- Notes:
1. In viewing the above chart, it must be remembered that the employees listed in any one category were placed there to represent the furthest extent of use which they have made of Counseling for an average quarter. Employees shift to and from different categories from quarter to quarter according to the kind of use they have made of Counseling for that quarter.
 2. Approximately 8% of our activity with employees is directed toward those who do not generally respond. We have found that this deviates only 1% from the average of 1948. Generally, about 8% of the employees in our territories evidence no interest in talking with the Counselor from time to time.
 3. It is significant that 79% of our activity is categorized as the employees having made "Active Use."
 4. Almost half of our activity (48%) is focused on those who express "Attitudes, Opinions and Interests." The expression of attitudes, opinions and interests often results in the prevention of the growth of negativism as well as the development of relationships which will facilitate future Counseling work.
 5. Including those who made adjustments, almost one third of our employees (31%) expressed some concerns which varied, of course, in degree of intensity. An average of two thirds of these people (3,498) have expressed concerns but as yet have made little noticeable progress toward an adjustment. The Counselors continue to work with these individuals in an effort to hasten adjustment. In the remaining one third of the cases, however, we feel that some adjustment has been made. This means that we have been able to see practical results of Counseling on the average of 10% of the people we assess.

* - Only those employees and supervisors known by the Counselor are assessed each quarter; consequently, this figure does not correspond to the total number of people in the Counseling territories.

ASSESSMENT OF SUPERVISORY USE OF COUNSELING

Quarterly

Average for Three Quarters - 1949

Hawthorne Works

No. of Supv. Assessed	LIMITED USE		ACTIVE USE							
	(a)	(b)	(x)	(y)	(c)	(d)	(e)		(f)	(g)
	Supervisors Not Interested	Insufficient Contacts to Assess Relationship	Referrals of Others Made to Counselors		Expression of Attitudes, Opinions and Interests	About Personal Attitude	About Situation or Circumstances	Expression of Concern Where Adjustment is Made		
			Ind.	Group					% of These Cases Where Adjustment is Made	
									Ask.	No Ask.
1,369	54 4%	197 14%	66 5%	37 3%	340 25%	288 21%	387 28%	138 20%	219 32%	
						675 49% of Total		52% of Expression of Concern		
18% of Total			82% of Total							
Redistribution of Percentages Related to Total										
1,369	4%	14%	5%	3%	25%	8%	15%	10%	16%	

The figures which appear in black give a picture of how our services are distributed from those employees who are "not interested" to those who are concerned about "situation or circumstance." The last two columns contain data which relate to the two preceding columns only. In other words, in addition to the regular distribution, the figures in black indicate how many people of those who expressed "concern" made an adjustment. (52%)

The figures in red are a percentage distribution of the same data which shows what percentage of the total number of people assessed were placed in each of the categories. All of the categories add to one hundred per cent. In this case the total percentage for the last two columns becomes 26% of those assessed.

ASSESSMENT OF SUPERVISORY USE OF COUNSELING

Description of Significant Factors of Chart

- Notes:
1. As noted in the previous chart, the Supervisory Chart also represents an average quarter based on the furthest extent of use which the supervisors have made of Counseling. From quarter to quarter, therefore, supervisors shift from one category to another depending upon their use for the preceding period.
 2. In comparing the Supervisory Assessment Chart to the Employee Assessment Chart, we find that the percentages of "Active Use" and "Adjustment" of the former are higher. These major differences may be accounted for by the following reasons: (1) the Counselor's first concern in entering a new territory is to build counseling relationships with the supervisors in order to know them, be accepted by them and become a part of the management group as well as the employee group; (2) in general, the supervisors are less likely to be transferred, loaned out, or leave the company - they are a more stable group and are with the Counselor for an extended period of time; (3) there are fewer supervisors to contact in each territory, therefore the coverage is more frequent and more complete; (4) and, finally, the Counselor must contact the supervisor frequently to ask permission to talk with an employee off-the-job, issue time tickets, etc., which gives the Counselor more cause for frequent contact of the supervisor.
 3. An average of only 4% of the supervisors evidence little interest in talking to the Counselors. This is one-half of the percentage of employees who are not interested (8%).
 4. 82% of our supervisory activity is categorized as "Active." This is 3% above the average for the employees.
 5. While the chart indicates that approximately 8% of the assessed supervisors made referrals of others to the Counselor, we must consider that this is a chart indicating furthest extent of use. As such, many of the supervisors who made referrals made additional use of Counseling and were listed under other headings. The 8% listed, therefore, are those supervisors whose activity with the Counselors was limited to that of a referral basis.
 6. The average of almost one-half (49%) of the supervisors in our territories express concerns and approximately an average of 48% of these people (23% of the total) express concerns and are talking them over with the Counselor but as yet have not reached an adjustment. The remaining 52% of these people made some observable adjustment to the concerns. As the red figures indicate, Counseling seems to have been effective for 26% of the supervisors assessed.

UNIVERSITY OF WISCONSIN - MILWAUKEE

"Not Interested" - (a)

This category refers to those employees and supervisors who have made limited response to the Counselor's attempts to build a relationship. Often the individual indicates an acceptance of the Counselor but does not wish to talk about his own interests. It is interesting to note that the number of employees who are listed in this category varies from quarter to quarter because some individuals may be quite responsive to the Counselor during some periods but, for a variety of reasons, may become unresponsive during other periods.

Example (Employee):

While the counselor has in the past had a very good relationship with this girl, this quarter the counselor contacted her six times and each time though polite, she merely responded with the briefest possible comment to the counselor's comments and showed no inclination to prolong the conversation nor to talk spontaneously about anything - staring straight ahead of her most of the time. She has recently been moved to a new group and the counselor feels there may be something underlying this attitude about which she is not yet ready or able to talk. The physical setup itself may be a factor.

Example (Supervisor):

■ a supervisor with about thirty-seven years' service, spoke to the Counselor only when spoken to and was even reluctant to speak of anything concerning himself. He often abruptly terminated conversations with the Counselor by indicating that he was busy, had an appointment or a rush job.

UNIVERSITY OF WISCONSIN - MILWAUKEE

"Insufficient Contacts" - (b)

Often a Counselor must concentrate his time and attention on a particular part of his territory so that his coverage of the number of employees in his territory is decreased. At the end of the quarter he may find that although he has contacted these employees, the contacts may not have been long enough or frequent enough for him to determine what the individual's use of Counseling might have been. In addition, the Counselor's contacts may be limited with an individual because he is not available to the Counselor. He may be on loan to another department, absent from work, on a night shift, etc.

UNIVERSITY OF WISCONSIN - MILWAUKEE

"Expression of Attitudes, Opinions and Interests" - (c)

The employees and supervisors listed in this category talk of their attitudes, opinions, and interests but they show no concern over them. This type of response to the Counselor indicates that a relationship has been established and that the individual feels quite free to express himself. An individual who is listed in this category may be listed under "Expression of Concern" during other quarters depending upon whether or not he has indicated concern. In general, those who are placed in this category have probably received the kind of benefits from Counseling which result in better morale because of having received individual attention from the Counselor and having been recognized as an individual whose ideas and attitudes are important. This category is important because it represents free talk which the Counselor hears. It is through this talk that a great deal of possible discontent is prevented because the employees and supervisors have an opportunity to view and modify their feelings and attitudes before they become extremely negative.

Example (Employee):

This employee began the conversation by explaining that he expects to be laid off in the near future but that he is not concerned about it, since he has always wanted a job other than factory work and perhaps, a business of his own. He elaborated on this interest at some length relating it in terms of his aspirations for himself and his family, but particularly his son. His hopes with respect to his son's future were a recurring theme throughout the interview. It is clear that he is attempting to project his own frustrated ambitions onto the boy but not without some insight into the matter. In discussing his desire to provide his family with a desirable home and community environment, and the means for his son's education, he discussed his financial affairs and living arrangements in some detail. Here the talk entered the area of his situation as affected by membership in a minority racial group. He discussed, for example, his feeling that it is necessary to buy a house in a predominantly white neighborhood in order to secure a good investment for a long term residence. Also he touched on the matter of the difficulties involved in securing higher education for Negroes in general.

At this point he entered into a consideration of race relations in the work place. He recounted his experiences making friends with a white co-worker who had been considered strongly prejudiced and derived obvious satisfaction in telling the counselor about the change that had come in the other man's attitude. He went on to discuss his feelings at being one of the first Negroes in the work group and described what he feels is the good acceptance he and others of his race have been accorded within his department and the Company.

He seemed to derive considerable satisfaction from this interview and, in addition, during the course of the conversation mentioned his contacts with a previous counselor as having been very enjoyable. The Counselor felt that this acknowledgment was borne out by his lack of inhibition in talking in so many obviously meaningful areas.

"Expression of Attitudes, Opinions and Interests" - (c)Example (Supervisor):

The counselor had contacted this supervisor about nine times during the quarter. With each contact the supervisor has taken the initiative of the conversation. He has many interests and hobbies and is continually talking about them. He goes back to his college days and has shared his college and fraternity activities with the counselor. This supervisor has talked about his present interests in terms of football, squash, and the Army Reserves. He has expressed his attitudes and opinions regarding his bachelorhood versus marriage and in his talk of his present dating activities. This supervisor has also talked about his present night school activities and has expressed many of his values and has tied them in with the daily operations of his supervisory job.

Throughout all these contacts and interviews, this supervisor has never expressed any worry or concern.

"Expression of Concern - About Personal Attitude" - (d)

Often an individual may become concerned about himself as a person. He may question his own behavior, how he is affected by others, how he reacts to others, why he is the kind of person he is, etc. This consideration may be prompted by some situation in which he finds himself or it may be something which he wishes to consider further in order to make some fundamental changes within himself.

Example (Employee):

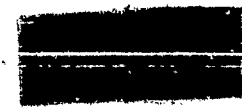
The employee in a number of interviews expressed as her main concern her own attitudes and feelings regarding herself. She related these to various experiences and gave examples showing her awareness of how these feelings influenced her behavior.

Her concerns were evidenced through statements such as the following: "I can see so much difference in myself. Nothing people said used to bother me; now it seems that all I do is worry about it.....I'm so mixed up. I get to feeling there is probably no one as mixed up as I am.....I never feel equal to other people. I don't feel that I am as good - even my work. I do my best but I just don't feel sure of myself.....I've gotten to where I'm afraid to talk to people for fear of what they will think of me."

Example (Supervisor):

This supervisor talked about his attitude toward his job. Some of his talking was general but most of it related specifically to the current situation. In discussing this he outlined his feelings in regard to himself as a supervisor.

1. I would like to retire as soon as possible in order to get some enjoyment out of life.
2. The way things look right now I can't be sure that my job is very secure.
3. I have always tried to be fair and square with my people.
4. Sometimes I can't really tell them what the reasons are for some particular action because I don't know. I can only tell them what I see in the picture as of the present and make no promises for the future. This is an uncomfortable position.
5. It is very important to me that others regard what I do with approval.



"Expression of Concern - About Situation or Circumstance" - (e)

The individuals listed under this heading have expressed concern to the Counselor regarding a set of circumstances in which they find themselves. Rather than expressing this worry in terms of themselves and their own personalities, they express their dissatisfaction chiefly in terms of some outside demands which they feel have been made upon them.

Example (Employee):

This employee has looked to the counselor as the one person with whom she could freely discuss her extreme concern over her coming marriage. She has talked about her family's opposition and also some of her own misgivings as to whether or not she and her boyfriend will be able to get along after marriage. At the same time she expresses a fondness for her boyfriend and also a desire to be the next one in the family to be married. This is important to her because she does not want to be the one left with the responsibility for taking care of her parents. She also talks of her desire to stand up for herself in spite of her family's attempts to discourage her from marrying this particular man. An immediate concern which this girl has discussed is the matter of announcing definitely to her family that she plans to be married. This is something which she talks of dreading, and yet she wants to be able to tell them and somehow face their criticism with self-assurance.

This employee has stated that a great part of her attention while she is working is given over to these acute personal worries and preoccupations. She says that she feels under more or less constant tension and is extremely apprehensive at present for fear she may "crack" under the strain, as she has done on at least one occasion in the past. At that time, she was absent from work for a period of several weeks with a "nervous breakdown." She talks now of feeling that she must avoid a recurrence of this. On another occasion she broke out with a "nervous rash" and while she continued to report for work she "did not seem like herself" and did not talk to other people in her group as she had previously done. She has been absent for short periods on several occasions, but the counselor is not in a position to state how much relation these absences may have had to any disturbance in her emotional equilibrium.

The counselor is attempting to help alleviate the pressure of these worries upon the individual and assist her in working out the conflicting feelings associated with her marriage plans.

Example (Supervisor):

This department chief talked a great deal about downgrading highly rated employees to make room for other people. He expressed a great deal of concern over the loss of earnings of these individuals and the resultant effect on their morale. He also talked about downgrading a man with over thirty years of service because his physical condition was preventing him from doing the work assigned for his present grade. He talked, also, about the problem of being able to lay-off people in a way that would be fair and equitable to them as well as rendering the least damage to the production line.

UNIVERSITY OF WISCONSIN - MILWAUKEE

"Expression of Concern - Adjustment - Acknowledged" - (f)

These employees and supervisors have felt a change in their thinking, feeling, or behavior and have acknowledged the change to the Counselor.

Concern about Personal Attitude

Example (Employee):

This employee discussed at great length and very completely an extremely unhappy home situation. The first interviews were like a dam that has finally broken under prolonged and extreme pressure. When this flow of talk slackened somewhat, she spent considerable time in questioning her own part in the situation.

1. What have I done that should precipitate this behavior from them?
2. I know that I have an ability to use words and sometimes I can reduce someone to nothing with one sentence. I guess that's not good.
3. I have tried and tried to understand my family.
4. I feel that my standards are important and that I can not do anything which is not in keeping with these standards.
5. This situation is intolerable but I have hung on because I can't face the thought of walking out on my mother when she needs me.
6. Why, why am I so different from the rest of my family?

The employee's situation and the length of time it had gone on were such that the adjustment process was long and has not yet been fully accomplished.

She reached the point where she was able to take positive action which she felt would help her to attain a state of balance. She stated her appreciation to the counselor.

1. I'm sure I needed to talk this over with someone. I've kept it to myself too long.
2. It was good for me to talk it over because it was like not seeing the woods for the trees.
3. You can't do anything for me, but I guess I'm crying because it is so good to be understood.
4. I'm glad you came today because I'm bitter and I needed to talk to you.

"Expression of Concern - Adjustment - Acknowledged" - (f)

Concern about Personal Attitude (Continued)

Example (Supervisor):

This supervisor began to feel that a considerable barrier existed between himself and some of his people. In talking about his situation in a series of interviews with the counselor he talked about his childhood and adolescent background. He talked about his strict rearing - how his father would tolerate no deviation from his standards - how he, the supervisor rebelled against it and how he finally left home. He said that he never felt very close to anyone and that he didn't seem to like people very well.

Finally he came to see that in dealing with his people he was unconsciously expecting the same kind of unquestioning obedience from them that his father expected from him. Once this kind of insight was gained the change in his behavior toward his people was almost immediate. Some of his people remarked about the change that had taken place in him. He told the counselor that never before had he taken such a delight in working with people. He said that it was hard for him to understand why it was that he did not see what he was doing before he started talking with the counselor.

When he was told that he was to be demoted, he talked about how much he would miss the contacts with his people. He decided to have a talk with his assistant superintendent who made it possible for him to be transferred, upon his demotion, to a job that would involve considerable contact with people. The employee seems well satisfied with the new arrangement.

"Expression of Concern - Adjustment - Acknowledged" - (f)

Concern About Situation or Circumstance

Example (Employee):

This employee has used the counselor in working through situations in the past. This particular day the employee approached the counselor with the remark, "How about going out and sit down, there are a few things I'd like to talk to you about."

The employee proceeded to relate to the counselor the "mess" that his home life was in. He has been married a short time and feels that his wife is not going out of her way to try to please him. They have been arguing back and forth and can't seem to agree on anything. The employee went on and in talking the situation over with the counselor, reevaluated his feelings toward his wife and married life.

The following day the counselor had scheduled another interview with this employee. The employee began by saying, "_____, I had a long talk with my wife last night. I thought it was the best thing to do. I told her that I had talked it over with my counselor during the day, that the counselor and I just sat down and talked it over. Then I decided to sit down and talk it over with her to decide how we felt about this whole thing."

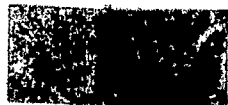
After telling the counselor how he and his wife worked out this problem, the employee concluded the interview with, "_____, say, _____, I want to thank you for all you've done for me, you sure helped me an awful lot by sitting down and talking this over with me."

Example (Supervisor):

The supervisor was disturbed and invited the counselor to sit down and go over a group situation that had evidenced itself in his group.

The situation involved a group of colored employees that the supervisor felt had formed a clique and as such had become very difficult to deal with - the ring leaders bringing about a slow-down of work, ostracizing by ridicule and exclusion those who attempted to keep up with the job. This affected the entire group and job and caused the supervisor to be concerned about his own position - the possibility of his being judged by unsatisfactory work results.

During the interview, the supervisor illustrated by words and diagrams moves he had made to alleviate the situation. He also verbalized other possible means of action. In one instance the supervisor stopped and said, "You really give me a chance to put everything in words, to sit down and go over the entire situation. It's something I've been wanting to do, but I haven't had the chance till you stopped by." While considering various approaches to the problem, the supervisor reached a conclusion as to the underlying cause and the action he could take to relieve the situation. As the interview drew to a close the supervisor said, "You see, this is what can come out of counseling. I've reached a conclusion."



"Expression of Concern - Adjustment - Not Acknowledged" - (g)

Often the Counselor can observe a change of thinking, attitude, feeling or behavior of the individual. Although the individual may not acknowledge this change, there are obvious indications for the Counselor to see an adjustment to the concern.

Concern about Personal Attitude

Example (Employee):

When the counselor first met [REDACTED], it was rather difficult to strike up any kind of a relationship because of the employee's inability to express himself adequately. [REDACTED] was in his early thirties, but had never learned how to relax and be comfortable in a face to face relationship. He felt that his inability to converse freely and easily had prevented him from advancing on the job, was responsible for his being single, and limited the number of friends he had to just a few people. The feeling of uneasiness he displayed when talking to people made him shy away instead of seeking their company. As time went on and the counselor had subsequent interviews with [REDACTED] the employee reduced the number of questions he had been asking the counselor and not only began to think things out for himself but also began to carry on a more intelligent conversation. This was not only apparent to the counselor, but also to his fellow workers, who remarked about the change they could see in [REDACTED]. [REDACTED] was transferred to one of our other outlying plants in the Chicago area, and he left with the anticipation of meeting new people and making new friends.

Example (Supervisor):

Each time the group chief discussed his dilemma, it was felt by the Counselor that the tone of his conversation changed considerably from one of despair and discouragement to one of optimism. His ideas changed from:

"They really hate me over here. If you listened to them you would think I was the worst supervisor in Western Electric. I've even wondered if I'm as bad as they say. Maybe I do drive them too hard. Maybe I should act differently. Maybe I'm letting this bother me too much."

to:

"I suppose it's only natural for them to resent a change, especially when it means they have to work harder. Maybe soon they'll find out I'm not so bad after all. [REDACTED] even asked if she could work for me on this line. She wouldn't have done that if I were so bad. All of these girls really must be nice."

He seemed less concerned about himself and the uncomfortable position he was in and more confident about his ability to deal successfully with the situation. As he became more understanding of his group, the hostility decreased considerably.

"Expression of Concern - Adjustment - Not Acknowledged" - (g)

Concern About Situation or Circumstance

Example (Employee):

Shortly before the counselor began interviewing [REDACTED], this employee's wife had been placed in a T.B. sanitarium for the second time. There had been approximately a ten year period in between the time she was pronounced cured of T.B. and the time she suffered a relapse. As her condition grew worse, [REDACTED] became more and more concerned, and as he did, his daily output on the job decreased. His supervisor could not understand how a man could put so much effort into his work, and still produce so little. What the supervisor did not know was how terribly preoccupied [REDACTED] was, and that the effort he was putting into his work was somewhat of an escape mechanism he was using in an attempt to keep his mind free from the knowledge of his wife's condition. After many interviews which covered a span of several months, the counselor could note a general attitude of resignation to the situation on the part of the employee. When he was talking about his wife even at a time when she was hovering between life and death he seemed to accept the situation more fully. It is interesting to note that when [REDACTED] began to accept the idea that his wife would not survive and to make some adjustment in his thinking to it, his supervisor told the Counselor that [REDACTED] production had increased.

Example (Supervisor):

Supervisor "X" indicated to the counselor through questions like, "Do my people seem happy?" "How is their morale compared with that in other departments?" that he was concerned with how things were going in his own department. In addition he expressed concern with his inability to know or talk with his people. He could only approach them if he had "something special" on his mind.

Through experiencing counseling and gaining some understanding of the counseling process, this supervisor formed a more satisfactory way of working with people himself. He now indicates confidence that he is in touch with things himself. He says he is able to visit with his people whether or not he has "something special" on his mind. He talks with increasing understanding about what is going on in his outfit, explaining in detail how he has dealt with many individuals.



UNIVERSITY OF WISCONSIN - MILWAUKEE

"Individual Referral" - (x)

This refers to the supervisor who has observed some signs of disturbance in an employee and has referred him to the Counselor so that he may be of help to him.

Example:

This employee asked his supervisor for a layoff, claiming dissatisfaction with the job. The supervisor felt that there was more to the situation than job dissatisfaction, for the employee had always appeared content in his job. The supervisor, therefore, asked the counselor to work with this employee. Off the job the employee told the counselor that he was asking for a layoff because he wasn't suited to the job. He recently had developed back pains while working which he attributed to the fact that he was too tall for the job. As a result, he disliked coming to work. He then shifted his talk to domestic difficulties. He and his wife weren't getting along well at all. These troubles he would broadcast to the fellows in his group. He realized that he had made a mistake in doing that for he soon became the butt for numerous jokes about him and his wife. One employee was exceptionally annoying in his remarks. This employee asked him to refrain from such remarks, but rather than desist from such remarks he wanted to fight this employee. The employee in question refused to fight. He was called yellow by the other employee. The employee said it was about that time he dreaded coming to work. "In fact," he said, "I began to get backaches around that time." It was this employee who made his job so miserable, he said. The employee said he would like a transfer out of the group rather than a layoff, but didn't know whether it would do any good. A little later in the interview: "I don't know. I don't suppose it would hurt anything. I'd like to talk to _____ the way I've been talking to you here. Maybe if I can sit down and talk to him he can help get the thing straightened out with me." Again, "After talking it over with you like this I think it'll be a little easier for me to tell _____ about it and sort of break the ice anyway."

The following day this employee's supervisor told the counselor that he had talked with the employee and he understood that one of the fellows in the group had been giving him a bad time. The supervisor said he would place the employee in a different group. This was done. Today the employee appears content with his job.

"Group Referral" - (v)

This refers to the supervisor who has observed signs of disturbance, low morale, etc., in a group of employees and has referred them to the Counselor.

Example:

Early in 1948, [REDACTED] a group chief, was transferred into this Counselor's territory. He had not been back very long when he noticed things were not going along as smoothly in his group as he had anticipated. He called the Counselor and described the situation:

He had been reassigned to a group which he had formerly supervised, but now there were several noticeable differences. First, there had been numerous personnel changes. Secondly, the volume of work had dropped off sharply. And last, and probably the most important, he noted that morale seemed at low ebb. He felt this was largely due to cut-back in production and the subsequent lay-offs and threats thereof, but he also felt that there was one man in his group who seemed to be spreading discontent by his speech and general attitude. [REDACTED] was particularly concerned about this employee because he was unable to establish any relationship with him. He gave the Counselor this information and asked him to work in the group.

The Counselor had been aware of the difficulty in this group through his daily activity and he felt that the low morale was directly connected to the short service of the employees involved, who, with a few exceptions, fit into the five to ten year service bracket. He stepped up his activity in the group and concentrated on the referred employee a bit more than the rest of the employees.

The Counselor and the supervisor checked with one another periodically during the few months this activity covered and the supervisor was aware of the confusion washing out. The men figured out their own explanation and set about adjusting to it. The supervisor, because of his close and interested observance of the situation, was able to see the part the Counselor had played and stated that the program had contributed much to the stabilization of his situation. He saw his relationships with his people improve, even with the employee who had previously been antagonistic. He said he felt that the men no longer blamed him as a representative of management for their insecure positions, but came to accept him as one of them because they realized that his status as a supervisor was being threatened by the same forces which had made them uneasy.

III.

UNIVERSITY OF WISCONSIN - MILWAUKEE

SUMMARY OF INTERVIEWS WITH
A DEVOTED GROUP CHIEF

COUNSELING WITH DEMOTED SUPERVISORS

I

COUNSELING ACTIVITY WITH
A DOWNGRADED EMPLOYEE

OUTLINE

I. Introduction:

- 1.1 Need for a counselor to review the talk, regarding layoffs and downgradings, resulting from his activity.

II. Comments:

- 2.1 Actual expressions of feelings from employees and supervisors regarding present conditions.

III. Conclusion:

- 3.1 Values and benefits of counseling to the Company in this period of layoffs.
 - 3.11 Position of counselor. (Page 2)
 - 3.12 Positive results accomplished by counseling. (Page 2)
 - 3.13 Prevention of criticism of the Company through counseling. (Page 2)
 - 3.14 Effect on remaining work force of counseling activity. (Page 3)
 - 3.15 Public relations value of counseling. (Page 3)
 - 3.16 Transfer value of counselor's example to supervisors. (Page 3)
 - 3.17 Effect on quality of work, accident proneness, and production. (Page 4)
 - 3.18 Stabilizing effect of counseling on employee-management relations. (Page 4)

IV. Appendix:

- 4.1 More complete expression of the attitudes and feelings of supervisors and employees stated in Part II.

COUNSELING WITH A DOWN-
GRADED PRODUCTION MAN

1

REPORT ON THE VALUE OF COUNSELING ACTIVITY
IN RELATION TO THE LAYOFF SITUATION

UNIVERSITY OF WISCONSIN - MILWAUKEE

INTERVIEW WITH AN EMPLOYEE

WHO WAS TO BE LAID OFF

Interview with Laid-off Employee

This is an account of an off-the-job interview held with [REDACTED]. He is 32 years old and has been employed with the Company for about four years. All of his work has been as a molding press operator. He is married and has one son, aged twelve.

Emp. As I was saying, since when I came here I expected to only work for a year or two. The fact that I am being laid off after more than three years with the Company does not bother me much. There's one thing that I'm certain about and that is that I don't want any more dirty jobs.

Int. You'd like to try something a little different, eh?

Emp. Yes, I certainly would. I think I'd like to get into social service work. I did pretty well in social science in school and I think that I would enjoy working in that field. If I can't get in there I would like to try my own business for a change. That's something I wanted to do for a long time.

Int. I see. You'd like to try one or the other, eh?

Emp. Yes, I would. I've been thinking about doing something on my own for a long time but my wife hasn't quite seen it. She hasn't seen the light. She hasn't been too anxious to take any chances running any risks but I know a year or so ago I was talking about opening an ice cream business in the neighborhood, you know, a soda place where people could come and get sodas and so forth when they were out walking. Well, I didn't do it but a couple of other fellows did and now they have three places. They started out with an investment of \$8,000 in this one place and now they have six girls waiting on the trade there and one of the boys is driving around in a big Cadillac. I'd say that was really doing all right and I had the idea first but I'm 32 now and as far as I can see nobody ever makes any money just working on an ordinary job and trying to save. Then if you get a little money saved up why, something comes up that you have to spend it for. You never get ahead. What I'd like to do is to get into something where I could make enough money in the next few years to have a nice home, a car, and a few things of that sort and still have a pretty fair bank account. If possible I'd like to have my money invested in something where I'd have a little income. Most important though I want to have a nice home for my family, particularly for my son, that is. I really like children and he's the only one I have. He's twelve now and while my wife is working he's being cared for by her mother. Last year he got out in the street and was hit by a car. He suffered a concussion but I think he's okay now. Because of that I would like to have my wife quit work and be around home to look after him. You know how grandmothers are. (Pause) Of course, the place I

have now is not so bad, there's four rooms there. We're living in a housing project, the _____ project near _____ and _____ Street. I don't know, it's just too crowded in there. There are too many kids around and too much confusion. I would like to have a place of my own though, besides the fact that when you're paying rent you have nothing to show for it, it gives you a good feeling if you own your own place. Then you have something that seems really permanent. Beyond that I don't want my family to make the same mistake that I did. When I was young my mother wanted me to go on in school and study to be a doctor but I just couldn't see it that way. It wasn't that my folks were wealthy or anything of that sort but if I had wanted it they would have been able to give me a good deal of help to get through school. Since I didn't want it here I am today.

Int. You'd really like to see your son choose more then?

Emp. Yes. Of course, I can't be sure that he would want the opportunity if he has it but I keep telling him, for example, when I'm on the 11 to 7 shift, he goes to bed about 10:00 and I'd be just getting up to go to work and I keep telling him, 'You don't want to be doing this when you get to be my age, do you?' I give all the encouragement along those lines that I can and at the same time I want to be sure to provide the money so that that's no drawback for him. I know some fellows would like to go to school and don't have the money and never get there and others will try to work their way in but that's pretty hard and I don't want to see him do that, so I'm going to try to fix it so that the money would be there when the time comes and then if he wants it, fine.

Int. I see. (Pause) And you think the way you might better do that is by getting into something on your own.

Emp. Yes, I think so. You can't get anywhere in a big organization like this. They just won't let you.

Int. It just doesn't seem as if the situation is very promising in any case.

Emp. No, it doesn't. I'm not doing too badly though. My wife works off and on. We've been able to save some money. My mother recently bought a six flat building and we own it together. That is, I gave her \$500 to invest as my share. That isn't much of course but I have an interest in it anyhow and it's something. Lately I've been looking at places here and there. I found one the other day, a two flat for \$10,000 but after looking at the place I could see that it was worth only \$7,000 and I'm not much interested in investing \$10,000 in a place that might be worth only \$5,000 in a few years. What I'd like to get is a place

where I could have my mother come live with us. That is, a two flat and then she could have the flat upstairs. That way the families wouldn't be too mixed and she'd have someone to look after her. She's getting pretty old and is living all alone now. As it is I have to call her up almost every day and go over to see her pretty frequently. She has a ten room house and we lived with her for the first seven years when we were married and that worked out pretty well. My mother and my wife had never had an argument. They really get on as well as anyone could expect.

Int. So you're really anxious to get into a place of your own.
(Pause) You live on the South Side, [REDACTED]

Emp. No, I don't. I've been in Chicago since I was nine years old but almost all of that time I've lived on the West Side, only about four years down on the South Side.

Int. You're planning to buy a place on the West Side then?

Emp. Yes, I'd like to get in some of the neighborhoods out west. The place I've been looking at is near Central Park. The neighborhood is mostly white but I want a place which is in good condition and will not have to be demolished in another fifteen years. The kind of home you provide for children is important, too. You know, you hear so much about environment as the big factor in juvenile delinquency and that sort of thing. Well, I don't think that that's too much the case. Actually it's the home training that the child receives that is important. The things he learns at home are the things he takes out in the street with him and if he does happen to run into bad companions there and he knows the right things they don't have much influence on him. But I think the kind of opportunities you're able to provide are important, too. For example, the matter of education. The majority of colored people just don't have the money to send their children to college. I think if they did it might make a big difference. There are a lot of angles to that. I like children a lot and I'd like to have two or three but I think that's about enough. There's a fellow who lives across the street from me and he has ten kids. He's been married only eleven or twelve years, too. I think his oldest child is eleven. A guy in that position just can't do anything for his kids, especially when he's working on a job that pays say \$50 a week. It takes more than a week's pay to buy shoes alone for his children. It's bad for the kids and it's bad for him because he has nothing at all to look forward to. I know. Not long ago he was so broke he couldn't pay his rent. A few other people and I who live in the neighborhood got together and loaned him the money. But it's things like rent money that he has to worry about all the time. The same thing is true even if

you have more than two or three kids. Now, take [REDACTED] the fellow working next to me, only a week or so ago he was talking about buying a second hand car and at that time I told him to save his money, that he might be having a tough time if he were laid off here and yesterday they told him. A guy even in a situation like that is in a tough spot. I don't know, I like kids but I think when people have too many of them I don't think it's very good. (Pause) You know, I guess my interest in my kid is something that's always coming up. Before I worked here I worked in a foundry, that was pretty tough work by the way, but I was working with a guy there, he is a white fellow. When I went to work there there seemed to be a lot of prejudice around so I always kept pretty much to myself. This particular guy is one of the most prejudiced of the bunch, too, so I never said much to him but I just did my work the way I was supposed to, but this one day he got to talking about his children and he asked me if I had any. I told him I had one and after that we talked quite a lot about our kids. Well, I worked with him for two years and we got pretty well acquainted and you know, finally one time he asked me if I were going to be at home and said that he'd like to come over and see me and see this kid of mine. Well, a few days later while I was out he showed up with his wife and his two kids. When I got back there they were and we all got along fine. I was rather surprised at the way things turned out but we got to be pretty friendly after that.

Int. You were surprised but after you got to know each other it turned out that you had some things in common.

Emp. Yes, he seemed to be entirely different sort of guy. I know when I had first gone to work there none of the boys liked to work with him and I said that I never would work with him but somehow after we got acquainted he changed a lot. He seemed to be an entirely different guy and wasn't at all prejudiced.

Int. It seemed as if just being associated with him so much had the effect of breaking down any barriers of feelings that he might have had.

Emp. Yes, I think that's true. I think that's the way it works a lot of the time. (Pause)

Int. How did you find it when you first came to work here, [REDACTED]

Emp. Well, I was one of the first four or five colored fellows to start working in the molding room and the situation seemed a little strange at first. I don't think they had had any Negroes before that but after we had been around for a while and we did our work and we got a little acquainted here and there why, people began to think nothing of it. I would say that people

5.

around here get along very well, everybody seems pretty nice.
(Pause) Well, I suppose I'd better be getting back to the
job.

Int. Okay, [REDACTED] I'll be seeing you later then.

UNIVERSITY OF WISCONSIN - MILWAUKEE

SUMMARY OF INTERVIEWS HELD WITH A GROUP OF EMPLOYEES

WHO WERE HAVING PRODUCTION DIFFICULTIES

A GROUP STUDY

Resume of 7 Months' Counseling Activity
in a Shop Territory

This is a description of the experience of seven months of Counseling in a territory where the supervisors in two departments were antagonistic toward starting Counseling in their departments.

The study shows how the counselor, by interviewing the supervisors as well as the employees, was able to see a reduction of the tensions and general unrest in the departments as well as a general acceptance of the Counseling program by the supervisors.

A GROUP STUDY

Resume of 7 Months' Counseling Activity in a Shop Territory

When we started Counseling in this Sub-Branch, we noted that two of the three departments were antagonistic toward Counseling while the third appeared to welcome the program. It is interesting that in the two departments which were antagonistic, one had no experience with Counseling, while the other had rejected it after a short experience. The department chief seemed to be somewhat insecure and resented an outside influence in his department. He would ignore the counselors - criticize very severely his section and group chiefs when he saw counselors in their work groups. The employees were afraid to talk to the counselor but indicated a need - as a result the Counseling Organization withdrew. The following is an outline of our latest experience which involves seven months work in this Sub-Branch.

1. Attitudes of supervisors in the two antagonistic departments at the time Counseling was introduced.
 - 1.1 Antagonism expressed: "Don't believe it will work." "Don't need it."
 - 1.2 Feeling that Counseling was being "Rammed down their throat." Expressed "If you want to work in my department, see me, not my boss."
 - 1.3 Feeling that even though tension existed the Counselor could do nothing about it. Expressed: "The old timers aren't going to talk to a Counselor. Besides, you can't do anything for them."
 - 1.4 Work in these departments was said to be of such a dangerous nature that the Counselor could not operate in the normal way.
2. Conditions among employees in the two antagonistic departments.
 - 2.1 A lot of tension between employees as well as between supervision and employees. A tendency to blow up over small disturbances. Example: Employee was an old-timer who had worked at his own speed for a number of years and felt that he was doing a good job. A system of keeping a bogey was introduced in the group. The group reacted unfavorably to this bogey, but finally accepted it, while this one employee flatly refused to keep the necessary records. He raised one issue and was finally taken to the sub-branch chief who told him flatly he should keep the records. The counselor arrived on the scene and was asked to work with the employee. The counselor found that the employee considered this record a check on his honesty and which reflected on his personal integrity. After discussing this at great length he could see the purpose of the record and willingly cooperated.

Refused
to keep
records

He was
not

2.2 Difficulties with earnings. *Insufficient*

2.3 Resentment of treatment accorded by supervision. Example: This employee was an old timer who was striving to retain his place as No. 1 man in the group of craftsmen in which he worked. He resented any criticism that might reflect upon his ability. His supervisor was in the habit of criticizing very sharply and loudly at the least excuse. In one instance the employee "blew his top" all out of proportion to the criticism. The counselor was asked to work in the case. The employee talked at great length about his feelings, toward the supervisor and toward others in the group. After the first interview the supervisor contacted the counselor and told his story. After several contacts with both people each modified his attitude and the situation was again in balance.

3. Conditions existing and attitudes of supervision in third department where Counseling had been active and good understanding and use had been made for a long period of time.

3.1 Supervision welcomed new Counselor. Were very cooperative. Used Counseling by referring people. Talking over own problems.

3.2 Department appeared to be fairly stable. Employees reacted to crisis situations by looking, listening, and talking before acting.

4. Counseling Activity.

4.1 With supervision: Our main problem was to work with supervision so that they would permit us to contact employees. We first had a series of meetings in which we explained our program and invited questions about how we intended to work, what good the program would do, etc. We next went into the departments and contacted each supervisor and tried to show him that we intended to work the way we said we would. At the same time we encouraged him to talk over his thinking about any subject with us. We next invited any suggestions as to how we could be more helpful to the department within the framework of our job.

4.2 Employees: Got acquainted with them first and in process were welcome because they could talk to us about their troubles, etc.

5. Present attitudes of supervisor in Sub-Branch.

5.1 Majority use Counseling for employees and for self. Example:

Department chief in antagonistic department discussed a difficult problem in downgrading with the counselor and made a decision as to how he was going to handle it, then asked the counselor to work with the employee after the downgrade took place.

- 5.2 Both antagonistic department chiefs say that Counselor has helped stabilize the departments, as well as being helpful in several individual situations. Examples: Recently a demand was made upon all members of this department. The entire group reacted unfavorably to the manner in which the demand was made rather than the demand in itself. One small group seemed to be the focal point of the unrest. The Counselor spent an entire day with this small group listening to and talking with the group together and later as individuals. He found that the group responded to this activity by thinking out loud, as it were, and resolving that the demand was right and the manner in which it was made was really not too important. After this discussion the entire group responded favorably and settled down to work.

An employee who was crippled had a serious injury and was further incapacitated. There was a great deal of resentment toward management among the other members of the group for permitting this employee to work on the dangerous type of work in which he was engaged. The Counselor started working in the group and a noticeable improvement in attitude toward management resulted in two days.

6. Present conditions in two antagonistic departments.

- 6.1 Earnings are up.
- 6.2 Employees' relations with supervisors are better. Seem to be closer look by the supervisor at the employees and employees take problems to supervisors. Example: An employee with a handicap was to be transferred into the department because he could no longer work at his old job. The department chief called the counselor in and discussed very fully what he thought about the case. He then talked over his proposed plan and finally asked the counselor to keep in close touch with the employee to try to aid him in establishing himself in the department. We felt that the department chief was not pleased at having to take this man and after talking it through he accepted the situation more objectively and was better prepared to deal with the individual.
- 6.3 Employees have gone through the several force adjustments with a minimum of crises.

7. Comment:

It is not intended to allege that the departments in this instance are perfect. Neither is it fair to infer that the supervision is inferior to our usual high Western Electric standards. Job pressures, piece work earnings difficulties, and drastic force adjustments have all been contributing factors to the state of confusion and unrest which did exist and still exists to some extent.

In general the over-all attitudes have stabilized and we feel that this indication coupled with the number of individual problems in which we have been of assistance indicate that counseling has been very valuable in this situation.

COUNSELING IN A GROUP SITUATION

INVOLVING AN ACCIDENT

COUNSELING IN A GROUP SITUATION
INVOLVING AN ACCIDENT

During the first hour or so of work one morning, a woman working on a machine suffered a minor injury when her thumb came in contact with a moving part of the machine. Her thumb nail was torn off and one of the bones in her thumb was fractured.

The girl was given prompt medical care and was then able to return to her department, where she was assigned to "light work." While her injury was not a serious one, the incident had a disturbing effect on a number of individuals.

Upon learning of the accident, the counselor took the initiative in contacting members of the group while the injured employee was at the company hospital. Later, when the employee returned to the department, the counselor spent some time with her.

The counselor found that the attention of other members of the group was strongly directed at what had happened to their fellow employee. In talking with them individually, the counselor found each one thinking about it in a somewhat different way. Some talked about feeling sickened at the sight of blood. Some expressed a fear that they might be similarly hurt. Some expressed curiosity regarding the injured girl, or sympathy for her. A number of the girls discussed possible reasons for the accident and tended to blame pressure for output. They expressed opinions as to what should be done: the injured girl should be encouraged to return as soon as possible to her machine so that she would not "lose her nerve;" or she should be kept from her machine until she recovered from the shock of the accident and had herself under control; or something should be done to relieve the pressure for output which was making everyone feel "jumpy and nervous." The counselor found that in most instances, following rather excited talk about the accident, the individual seemed to quiet down and begin talking about everyday matters.

In conversation with the injured girl, it appeared to the counselor that she was less concerned about her injury than about certain aspects of her home life, which she talked over at length with the counselor.

The supervisor in charge of this group expressed his own concerns about the accident in terms of the responsibility which he felt. His relationship with the counselor was such that he was able to talk very openly about this matter and admit certain feelings of guilt which he would find it hard to discuss freely with other people.

Following up the day after the accident occurred, the counselor felt that for the most part the group had recovered its equilibrium. However, the injured girl was still doing "light work," and the girl who had taken her place on the machine was experiencing some apprehension. The counselor talked with her for a time in an effort to help her feel more comfortable and at ease about working on the machine.

The counselor felt that in the various aspects of this situation she was able to function as a stabilizing factor, facilitating the restoration of equilibrium in the whole group.

COUNSELING IN RELATION TO ACCIDENTS

The following account deals with a relatively minor accident which occurred in the shop one morning and indicates, through the experience of the woman counselor assigned to that shop, how the equilibrium of the group was disturbed temporarily. It suggests how the counselor functioned in the group in an effort to facilitate restoration of equilibrium.

The counselor first learned of the accident through one of the women employees. The counselor had met this employee a short time before and the employee indicated that she would like to go off the job with the counselor some time and it had been agreed that an interview would be arranged as soon as it was convenient from the standpoint of the job. The counselor approached the employee on this particular morning and the conversation began as follows:

Int. Good morning, _____. Your supervisor tells me that he can spare you from your job today. Would you like to go off the job at this time:

Emp: Oh, (giggling). Oh, I'd just love to go. Do I have to take my purse?

Int. That's entirely up to you.

Emp. I'd really like to go off the job this morning. You know, we've had quite an accident down here.

Int. Oh, is that so!

Emp: One of the girls stuck her finger into her machine. Everybody down here is upset about it. The whole department is in an uproar this morning. We're all worrying about it. You really have to have a strong mind to see something like that and not faint. Oh, the blood was running all over, I saw it.

Int. Pretty upsetting sight.

Emp. It was terrible. You should have seen it, _____. Her fingernail was just pulled out from the root. They had to send her over to the hospital right away. I don't know whether she'll be able to work or not. She's been over at the hospital ever since. She came back once and then they sent her back again to have it redressed. Everybody was pretty worried about it. She didn't have the guards on the machine and her fingernails were much too long. You can't have long fingernails and work on that. I don't know what was the matter with her this morning. I guess she wasn't paying attention or something, probably just sitting there thinking of something else. You can't do that when you're working on one of those machines. You've got to keep your mind on it every minute. I used to work on one of those machines myself and I know you've got to really pay attention to your job or you'll find yourself getting hurt. It's the person's own fault when they do.

Int. You feel that she was responsible for the accident?

Emp. Well, she must have been thinking about something else. It's really too bad that it happened. Just think how painful that must have been. I just shudder now even to think about it.

At this point the employee and the counselor reached the counseling room. The employee had not seen the new counseling rooms before and as soon as they entered the room she began commenting on them. Her attention seemed to be rather quickly diverted from the accident which was very much on her mind at the time the counselor had approached her. During the course of the interview the employee talked quite spontaneously, in a somewhat rambling fashion. She touched on such things as her relationship with her mother, new styles in clothes, her self-consciousness over being extremely tall, her hopes and ambitions in regard to marriage, etc. She made no further reference to the accident until the end of the interview when she made the following comment:

Emp. It really was good to get off the job this morning, to get away for awhile. I was getting awfully nervous on the job. It seems when something like that happens, well, it kind of made me sick to my stomach. I just shudder now thinking how it would feel having your whole nail torn off your finger. Her nail was just lying there right on the table, you know. I'm glad it didn't happen to me. I'm going to be watching more carefully every time I work now, so that I don't get my hand into it.

(At this point it was time for the employee to go to lunch and the interview was terminated.)

Upon returning to the department the counselor had contacted two other women employees from this same group. One of these employees happened to be a person whom the counselor had not yet met and the other employee immediately introduced her. A three way conversation followed on the job. After a short exchange of conversation, the subject of the accident was brought up by Employee A. The following conversation occurred:

Emp. Boy, did you hear about the accident this morning?
A.

Int. It was quite an accident, wasn't it?

Emp. Boy, I'll say it was. You know you've got to be careful when you're working on these machines. You can't afford to slow down or anything because you lose your rate, but on the other hand you've got to watch every minute. You can't put your hands where they don't belong. They'd better get her back on the machine, though, as fast as they possibly can before she loses her nerve. You've got to keep your courage up or otherwise you're going to get scared

pages 3+4

MISSING

there this morning?

Sup. Yeah, I suppose she wasn't thinking about what she was doing. The funny thing about it is that she's one of those people who has kind of poor attendance anyway and when she does come in why, sometimes she works pretty well and there are other times when she doesn't seem to care about her job at all. This morning was one of the mornings she came in and got to business right away. She didn't do any talking, she sat right down and she seemed to be working all morning long. Then this had to happen. Of course it happens all at once. It threw the whole department into an uproar. We sent her down to the First Aid station and there was a lot of blood around and everything. They sent her over to the hospital where she had it bandaged up. She was over there for about an hour. She came back, well, she's out to lunch right now, ____.

Int. The girl is back on the job, then.

Sup. No, not exactly. I don't have her working on the job. I have her over here in the office. I had her do some boy sheets and a few things like that.

At this point the counselor felt that the supervisor was very much upset about this situation. And she also felt that he was not talking as freely as he might like to talk. The counselor suggested to him that they go to the counseling room. The supervisor seemed to be quite receptive to this idea. This temporarily interrupted the supervisor's talk about the accident, but after some initial comments about the furnishings in the counseling room and so forth, the supervisor resumed what he had been saying and the conversation was as follows:

Sup. Do you mind if I smoke my pipe, I feel like I need it? You know, I got kind of upset about that thing that happened this morning. The funny thing about it is that it's sort of a rat race around there anyway in lots of ways. I don't know, I'm the kind of guy that can't quite put myself in a position of dictating to the girls about how fast they ought to work. I just can't do that sort of thing. I'd rather coax the girls to get a good job out then to have to force them to do it. I'm just not made that way, ____.

Int. You find it rather difficult to be dictatorial about the job or should I say 'cracking the whip over their heads'.

Sup. I can't do it, _____. I'm just not made that way. I'm a girl doesn't do a good job for me, why, I give her enough chances and then I get her transferred so I don't have to be bothered with her. Most of the girls are pretty good. Oh, they kid around quite a bit sometimes and maybe it gets a little bit noisy, but I try to make it pretty easy for them, as easy as I can. I don't know how this thing happened this morning. I can't see where the girl was being put under any kind of pressure.

Int. You felt there was no strain as far as you were concerned in relation to her.

Sup. No, I can't see what in the world she was worried about this morning or why she wasn't keeping her mind on her job. I don't know, maybe she had something on her mind. Maybe it would be a good idea if you talked to her.

Int. You'd like to have me contact her, ____?

Sup. I think it would be a pretty good idea, _____. Maybe if you had a chance to talk to her a while that would sort of help me out a little, too. You see I'm sort of on the carpet right now and as I told you before I'm behind the eight ball on this deal. Of course I don't want anything of this mentioned to anybody, you know that, don't you? I mean I'm not saying these things for publication to you this morning. I feel as though I could tell you some of those things but I wouldn't want it nosed around here what the real cause for it was. You see, if I can keep down the time loss, why, it'll be all right. So I sat down and I told the girl that I was behind the eight ball on the deal and I told her that it would be a good idea if she came in to work tomorrow. I checked up and found that she was to report back to the hospital in the morning anyway, so that may be one reason for her coming in. If I can just get her over here to the department and have her show up for work, why, I'll be covered all right. It looks pretty bad on the records if you have an accident in the department and then the person stays home. That's going to look pretty bad for this department. I don't know, I hate to criticize girls on things like that. Her fingernails were probably too long and she didn't have any business putting her fingers in there, but I suppose it all happened so fast that they don't know just what happened. I really would appreciate it though, if you'd take her off the job this afternoon. Say if you were to come down at 1:00 and take her off, you could have her for as long as you want. She checks out at 3:00 and that way you can get a chance to talk with her and maybe help the situation out a little bit.

Int. You think it would be wise for me to talk with the girl this afternoon, then?

Sup. Yeah, she's out to lunch right now but she'll be back again. You have your lunch from twelve to one, don't you?

Int. Yes, that's the regular period.

Sup. Well, if you were to come down at one o'clock I could let you have her at that time. Right now I've got her working at the desk and she's making out some graphs and charts for me, and making out some of the tickets. If I can persuade her to come in the morning, that will keep the department covered. I want you to know that I don't want this told around my place.

Int. Well, you realize that in our job we keep everything very confidential. We're not permitted to tell anything that's said to us either by employees or supervisors, so you won't have to worry about that _____.

Sup. It's probably a good thing that you have to keep it that way. I probably wouldn't be able to tell you some of these things otherwise. These things do happen and it isn't that they don't happen in any other department, it isn't that I'm not willing to take my share of blame for it when I've been responsible. And I said this before that I was responsible in this case. I hated like hell to see it happen to the girl. She probably had quite a bit of pain but I think she's able to come in to work. I'm kind of worried whether she'll show up in the morning or not because she hasn't been too regular in her attendance anyway. So I'm afraid she'll call in and say she isn't going to report in in the morning and then I'll be stuck.

Lost
page
200000

Int. A lot depends upon her showing up in the morning, then, doesn't it?

Sup. Boy, I'll say it does. Say, those girls will be getting back now. It's about time for you to go anyway, isn't it? So maybe we'd better be shoving off for the department.

Int. Yeah, I guess it's about ten minutes of twelve, isn't it?

Sup. These rooms are pretty nice. Yep, pretty big layout. I'll see you at 1:00 then. Say, do you want me to introduce you to the girl.

Int. Well, I may know the girl by sight but I don't associate the name with any particular face right at this time, so maybe it will be well for you to introduce me to her.

Sup. You'll handle it from that point on, won't you?

Int. Yes, I'll give the girl a chance to go off the job if she wants to. You realize of course that we don't compel them to go off. But in view of what happened this morning perhaps she'll feel like going off the job. Anyway we'll give it a try. I'll give her a chance to talk about it if she wants to talk about it or anything else that she might care to talk about as far as that goes. You see, we don't force them to talk about anything that they don't want to.

Sup. Well, I sort of think it would be good for her to get away from the department for a while. It'll give the rest of the girls a chance to settle down a little bit, too.

Int. It's sort of affecting everybody down here, huh?

Sup. Well, those things do you know. I mean it shouldn't make too much

noise but there was quite a bit of blood around and everybody got pretty excited. They'll calm down in a day or so and everything will be going along pretty smoothly again. Everything has been going along pretty smoothly here lately and we haven't really been put under too much of a pressure as far as our work is concerned, so I haven't been having to do anything as far as the girls go. I can let them go along pretty much at their own pace. Well, so it goes. I'll see you at 1:00 then, _____.

The counselor contacted the supervisor, as previously arranged, at one o'clock and he introduced the counselor to the employee. The conversation went as follows:

Sup. Well, _____, this is _____. She's the counselor in our department. She'd like to talk with you.

Emp. I don't want to talk to nobody.

Sup. Well, (starting to walk away) I'll just leave the two of you together.

Int. You can just call me _____, _____. Mr. _____ tells me that he can spare you at this time so that I can show you our new counseling room. I've been trying to take the girls off the job whenever it's convenient and since I was able to see _____ this morning I thought perhaps you'd like to go this afternoon. If you don't wish to go of course it's entirely up to you.

(The employee slammed her papers together, drawing a crooked line on one graph and seemed to be very much upset. Her hands were shaking when the counselor spoke about going off the job but she gathered her purse and started to stand up from her desk.)

Int. Have you known a counselor before, _____?

Emp. Yeah, I chased one away from me once. She never came back again either. I guess I scared her for good. Then I knew another one over at _____. She was nice though, she was very sweet. All the girls liked her. She was real tall and skinny and sort of had blonde hair. She was a real sweet girl. I've seen her around here since. Maybe you know her. I can't remember her name now, though. I don't know where she'd be working. I don't know if she's counseling anymore or not.

Int. Then you've had a chance to meet a counselor before this.

Emp. Yeah, but I guess I gave them a pretty rough time.

(As the counselor and the employee were leaving the department, the employee turned around and stuck out her tongue at one of the employees working on the bench. She then walked very briskly out of the department with the counselor following her.)

Exp. I suppose you're taking me in one of those interviewing rooms.

Int. Yes, if you wish, _____. We have some new furniture in them and I thought you might be interested in seeing them. It's a little difficult to meet the girls when they're working on machines and I've been trying to take the girls off the job whenever it's convenient. I always check with the supervisor first to find out if it is convenient to take the girl off the job. We have some counseling rooms on the fifth floor but they're quite cold today and I thought if it's all right with you we'd go over to the sixth floor. The rooms are very much the same as they are on the fifth so it'll give you a chance to see what the rooms are like. Perhaps I'm noticing the cold a little more than usual today because I have a cold.

Exp. I do too. In fact, I've been out with a cold for three weeks. I've been very sick and I still have symptoms of it. Perhaps you can tell it in my voice.

Int. I did notice that your voice was rather husky.

Exp. Yeah, I'm having a terrible time getting over it. I've been wearing this sweater all day. I hurt my finger today.

Int. I notice that you have a man-sized thumb there with all that bandage.

Exp. Yeah, I put it in one of the machines. I don't know how it happened. All at once I looked down and I saw my fingernail laying there. Laying right there on the bench it was but I didn't see it or anything, I was in a daze. Everything went black.

Int. You were stunned by the accident.

Exp. Imagine, I looked down and seen my fingernail laying there, blood all over the place and I felt kind o' dizzy and funny like I was going to faint. I made up my mind I couldn't do that right there and scare all the girls so I hung on to myself.

Int. You were afraid of frightening the girls.

Exp. I guess I was sort of stunned or something. I sat there and everything went completely blank, just like I had no feeling. It was just like I was dull or something. I looked down and saw that fingernail laying there and the next thing I knew I was looking at my hand and the blood was squirting all over the place. One of the fellows there gave me his handkerchief so I wrapped that around it and then they rushed me down to first aid. They sent me down to the hospital where they had it bandaged up. They told me over there that it's fractured. It seems as though I fractured the end of my thumb, too.

Int. It took off the whole nail?

Emp. No, it cut it down to here. (The employee indicated the half moon part of her nail was still on but the other had been pulled away) It still throbs a lot but I don't seem to have any pain otherwise.

At this point the employee changed the subject and began talking about her experience with other counselors and what she had thought in the past of the counseling program. As the interview progressed she seemed to warm up considerably as far as the counselor was concerned and very soon she began talking a good deal about herself, especially her marriage, the death of her husband, the responsibility which she was assuming at the present time so far as her little boy is concerned. There was no further reference to the accident during the entire interview. The relationship between this employee and the counselor developed at a rapid pace during the interview and at the conclusion it was very apparent that the employee's experience with counseling this time had been a definitely positive one which left her with a very cordial feeling toward the counselor. There was a decided change in her whole emotional tone when the interview was over.

The counselor followed up this situation the day after the accident had occurred and found the group still referring to what had happened. However, there was no longer the same air of excitement that the counselor had found the day previous. The employee who had had the accident returned to work and seemed to give relatively little thought to her injured thumb. She was temporarily placed on a different job and the counselor discovered that perhaps the greatest anxiety in the group was on the part of the employee who was operating the machine where the accident had occurred. This was the employee first described in this summary. When the counselor approached her, the employee made the following comment:

Emp: Look, _____. They got me on the job that they had _____ doing yesterday and boy, am I watching out for it. Look, (the employee held up her left hand) I count them every time I take my hand away from there to see if I've got all my fingers on. They've got this old guard here around the handle but I don't know, I suppose she must have put her finger all the way through like this. (The employee indicated how the accident may have happened.) I don't see how in the world she could do it though with this little disc here. She must have put her hand way around or something like that. They still don't have the guards on this thing, I don't know I suppose they don't have them or something. I'm sort of watching out for ever thing today though. It kind of bothered me in a way. Of course I'll get used to it after a while. I'm sort of taking it slow. I don't see how in the world anything can happen anyway if you're careful.

Int. You're sort of watching every move that you're making.

Emp. Yeah, As I said, I watch my fingers, count them after each one

and count them to see if there's no nails missing. _____ came to work today though. They got her over there in the office doing some kind of work, so I guess she can't be in too much pain.

Int. You figure that her being here is a pretty good sign.

Emp. Yeah, at least she showed up. That's probably more than I'd be able to do after the same thing. I'd be scared to death.

Int. You feel that you wouldn't be able to take it the same way that she's taking it.

Emp. Gosh, no.

The counselor contacted the group chief and found him feeling considerably less anxious about the situation than he had previously felt. He acknowledged feeling relieved that the girl who had been injured had reported for work. He thanked the counselor profusely for the help she had given him. While he did not state specifically what he felt the nature of her "help" had been, he seemed to feel well satisfied that her efforts had contributed in a constructive way to the situation.

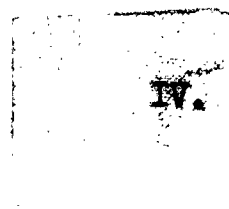
While there were occasional references during the following days to the accident, the counselor found that the tension in the group disappeared after a few days. She felt however, that she had been able to play a definite part in facilitating this process during the time immediately following the accident.

ds:

A GROUP STUDY

Supervision and Working Conditions

This is a description of the participation of a Counselor in a situation in which a group of employees were extremely critical of their work situation and their supervision.



UNIVERSITY OF WISCONSIN - MILWAUKEE

CONDENSATION OF A SERIES OF INTERVIEWS
INVOLVING AN EMPLOYEE WITH A HISTORY
OF MARITAL DIFFICULTIES

The counselor's first contact with this employee occurred a considerable time ago. During the first two years the counselor saw him regularly, and eventually built up a good relationship. The following year the employee was not in the counselor's territory, but the counselor kept up the relationship with infrequent contacts. On being transferred back into the counselor's territory, the employee began to use counseling quite extensively.

Personal
Counselor builds relationship

The first indication to the counselor that the employee was having difficulty at home came in an interview in which the employee talked about having an argument with his wife over the time he was spending with his parents. His wife felt that he was tied to his mother's apron strings. Following several talks with the counselor the employee felt that he had worked things out in such a way that his wife would be reasonably happy, and he could continue to see his parents several times during the week.

Argues with wife over his tie with parents

Still later he eventually arrived at the conclusion that a basic incompatibility existed between them and that a separation was the only satisfactory solution. This led to divorce proceedings.

Finds wife incompatible - starts divorce proceedings

During the days prior to his appearance in divorce court, there were numerous flare-ups of physical violence when his wife threw things at the employee. On one occasion the employee came to work with both eyes blackened. During the divorce period the employee came to the counselor's desk on many occasions and asked to be taken off the job. Much of the talk during such interviews centered around the employee's fear of not getting to see his children as often as he wished, or the possibility of losing them altogether. When the decree was finally handed down, he was pleased in that he would be permitted to see his children quite often. He often voiced the feeling that they meant more to him than anything else in the world.

Worries about chances of seeing children after divorce

Expresses the importance of his children in his life.

For a number of months after the divorce was settled, things went along rather smoothly. The employee began to date another girl and before long became quite interested in a second try at marriage. After several talks with the counselor, in which he weighed the pros and cons, the employee married.

Considers the pros and cons of a second marriage

Soon after the wedding the first wife found out about it and became very angry and set about agitating his children against their father. At first the children would only make sarcastic remarks when in his presence. However, as time went on, the

Suspected wife of influencing children against him

children began to throw their toys and finally stones. On the last occasion the employee was unable to fend off a thrown toy. As a result he came to work with a black eye. He came to the counselor's desk in a visibly depressed mood.

Hurt by rejection of children

During this interview, the employee talked in terms of discouragement.

"I can't begin to tell you how terrible it makes me feel to be told by my own children that they hate me."

Completely discouraged over children's behavior

He told the counselor that he didn't know how long he was going to be able to stand up under that kind of treatment from his children, whom he in no way held responsible for their actions. He expressed strong feelings against his former wife as shown by his statement:

Blames wife for children's behavior

"By God, I would get a lot of satisfaction out of beating her and beating her, and beating her until she's dead! I'd like to kill her! I know that that would mean the wrecking of my own life as well as hers but it would be better to wreck two lives instead of the lives of all four of my children, especially in view of the fact that my life and hers are already half spent."

Feels doing away with wife would save children

The interview was interrupted by the employee's supervisor, and a date for later in the day was set up.

Interview interrupted

During the later talk the employee said very little about his former wife. Instead, he spoke at length about his own "perfectionist tendencies." The following statement is representative:

Talk shifts to his own shortcomings

"I guess some people would call me a psycho. I'm beginning to see that in so many things. I don't seem to be able to settle for anything less than perfection. I don't seem to give a good goddam about how much anyone else is inconvenienced as long as I can have my way. That's true at home as well as here at work. At home I kept the children out of the basement playroom for over a year until I had every last detail just the way I wanted it. Here at work I spend a lot of time putting in a lot of unnecessary operations, just because I want the job perfect."

Realizes that he is a selfish person

Recognizes how he has been influenced by his desires for perfection and selfish interests

The employee began to realize that much of his former domestic trouble might have stemmed from this. Apparently this kind of insight served to keep the employee from committing any overt act of violence against his former wife.

Gains insight into effect on domestic difficulties.

UNIVERSITY OF WISCONSIN - MILWAUKEE

COUNSELING IN RELATION TO A GRIEVANCE

ABOUT A SUPERVISOR

Counseling in Relation to Grievance
about Supervisor

This interview took place after a heated group discussion in which five or six employees took part. Upon approaching the area in which the group works, the counselor was approached by one of the workmen and his helper. They both greeted the counselor and immediately began telling him of the argument they had with the union officials. The counselor expressed his interest briefly and they spoke on. It wasn't very long before other workmen in the area joined the conversation. The counselor became concerned in having too many people taking part in the discussion and expressed his desire to hear more about the subject only in a place where they would not cause too much distraction among the rest of the group. He directed his question of going to a conference room for privacy to the individual who had made the opening remarks. The man accepted the suggestion very willingly. After the counselor got permission to take the employee off the job they proceeded to the conference room. On the way there the counselor described the rooms somewhat and explained to the employee that they were places where discussions of a confidential nature could take place. They reached the conference room and the following interview took place:

Emp. Say, this is a pretty good layout you have here.

Int. Yes, we like it, too.

Emp. Well, what'll we talk about?

Int. Anything we care to.

Emp. Well, I started my griping so I might as well go on.

Int. Go right ahead.

Emp. I'm not generally a griper but us fellows have plenty to gripe about.

Int. You have?

Emp. In the first place we think that our labor grade is too low. We have to be mechanics, electricians and hydraulic experts to do our job and we don't get credit for doing it. Some of the things we do the average 39 grade electrician would be stumped with and we're only 38 grade. Take one case, for instance, the other day we had to go to the main garage to show one of the mechanics how to fix the hoist trucks. That's not our job. When I worked at the _____ plant every man had a job to do. His job was rated at so much an hour. We had the proper equipment and tools to work with, too. Here you get a job and no tools. We have to borrow or steal our tools to do a job. I asked my boss for tools and all I get is the

promise. All he knows is to stand over you and drive you. In the first place he doesn't know anything about the job himself. When we had _____ for a boss it was different. He would give you a job, suggest how to do it, and walk away. If you had to do it some other way it was all right with him, just so you got it done. But not this guy, he is a know-it-all and most of the time he's wrong.

Int. You thought a lot of _____, didn't you?

Emp. Sure, everybody did, he was a good egg. Now we have to put up with this _____ and a no good union, too. They agree with a contract doing away with merit raises for two years. Now the raise in dues - for what? If they would get us a higher grade on the job it would be something, but they won't, so none of us signed up this time. That's what the officials were here about today. We all said, "To hell with them." We told them our troubles more than once and they don't do a damn thing about it. I understand that we're supposed to get more room around here pretty soon so that will be some relief.

Int. You mean they're going to enlarge your work shop?

Emp. Yes. We're going to get two more bays. Then at least we'll have room to turn around in. Yes, and another thing, we won't have our boss breathing down our necks all the time either. You know, sometimes _____ isn't such a bad guy, at times he acts almost human, but he has his troubles, too. He's got a sick wife and I suppose that's on his mind a lot. He comes back from her folks' place in the country - that's where she is I guess - crabby as hell and he takes it out on us. Another thing, I had a number of suggestions that he wouldn't sign off on just because he didn't like them. I had one some time ago that I got ten bucks for and if I didn't have to listen to him I'd have got a hell of a lot more on it. He told me that part of it was already being considered. My partner had one that he wanted to turn in and _____ told him to wait with it. Some engineer saw the sample job in the meantime and before you knew it he took credit for thinking of it. If we didn't have to have the bosses sign off on our suggestions, it would be a hell of a lot better.

Int. Then your boss must sign off on all suggestions.

Emp. Sure.

Int. I'll have to take a look at one of those forms, I've never known that.

Emp. I like the way they handled it at the _____ plant. There you get credit that you deserve. I think in general though that

the Western is a pretty good place to work. I suppose you have your troubles just like anyone else, it's just that when things bunch up on you like this it kind of gets you down in the dumps.

Int. You think in general then the Western is a good place to work - they mean well.

Emp. Sure, I suppose we'd overlook a lot of things that we didn't like around here if we had a good guy for a boss. You know what he pulled on us last Christmas?

Int. No, tell me about it.

Emp. Well, you see the outfit that makes these jitneys has a man out here pretty often and when he comes in we get to talk to him. He arranges for each of us to get a turkey from his company each Christmas. Last year they notified _____ to send the gang over a couple days before Christmas. Of course, he didn't tell us until the next day, but he went over that same day and picked a twenty-two pounder. By the time we got there only the small ones were left. I think that's a lousy thing for a boss to do. It didn't bother me so much but look at _____, he's got ten kids and a wife at home and a nice big one would have come in handy to him. I suppose by this time you're about fed up with me doing all the griping, but it does a fella some good to get the wind out of his sails once in a while. I hope you don't think I'm a cry baby, or the cry baby of the bunch because they all feel the same way about this thing.

Int. It does feel good to let go occasionally, doesn't it? We'll have to get together more often.

Emp. Well, have you heard enough for one day?

Int. I'm never through until you are. We can stay longer if you like.

Emp. What time is it?

Int. Three-thirty.

Emp. We've been out over two hours, I'd better get back.

Int. Okay.

Emp. (On the way out) This sure is a nice setup.

Int. Yes, it is.

Emp. (On the way back) Do you think there's a chance for a change to the better in our outfit some day?

Int. We see changes all over the plant from time to time.

Emp. I know you guys don't deal with the union but if you can straighten out our boss for us it would help a lot.

Int. You really think there's plenty of room for improvement, don't you?

Emp. You bet your life there is.

Int. Time will tell.

Emp. I hope so.

Int. Well, I'll be leaving you here, it's been nice talking with you.

Emp. So long, _____, I enjoyed it, too.

Int. So long. See you again.

Note: The counselor is of the opinion that the employee in this case is swayed greatly by the people in his group. Apparently all is not well in the group and the supervisor who may have personal difficulties on his mind is too preoccupied to do much about it. It is evident that the man likes his work and has no serious complaint to offer concerning the company and its policies.



UNIVERSITY OF WISCONSIN - MILWAUKEE

INTERVIEW INVOLVING MARITAL DIFFICULTIES

Personal

Counselor had met this employee about two years ago and had had a number of interviews with her over a period of about a year. At that time this employee was transferred out of counselor's territory. Recently counselor was assigned additional territory where this employee happened to be located. Employee took the initiative in contacting the counselor and asked that she be taken off the job.

The counselor has been working with this employee for approximately one month. The employee has been attempting to make up her mind whether or not she should get a divorce from her husband. Employee stated in a previous interview that she felt as though she were caught between loyalty to her husband and loyalty to her mother. (Bitter antagonism had existed from the beginning of their courtship between her mother and her husband and she talked as if this could not be expected to change.)

The employee had asked counselor to keep in touch with her until she had made up her mind whether to go through with the divorce or not. The counselor had attempted to contact employee several times the previous week but had been informed by her immediate supervisor that she was off sick.

Coun. Hi, there, _____, how you doing?

Emp. Just fine, _____, I bet you've been here and couldn't find me a couple of times because this is my first day back. I was off sick for a little over a week.

Coun. Not feeling so pretty good for a while, huh?

Emp. Yeah, you're not kidding. I don't know quite what my trouble was but I still don't feel too sharp. Say, would you mind asking my boss if I could go off this morning, I'd kind of like to talk to you again. Will you try?

Coun. Sure thing, _____, I'll be back in just a little bit. (Permission is obtained from _____'s immediate supervisor for her to go off the job with the counselor.)

Emp. Well any time you're ready, hey as I glad! You know I haven't been feeling so well lately. (Counselor and employee proceed to interviewing room.) I don't know exactly what's wrong with me but hey I sure feel kind of rocky. Maybe it's some kind of virus or something I don't know, but I've been kind of aching all over and just not feeling so hot, a headache and not much energy or ambition and I don't know, nothing seems to be wrong with me, I can't quite figure it out. But mostly I guess it's some kind of flu that's going around. I've heard that there's been quite a bit of it, kind of a virus I or something. Well finally I got so pooped I had to stay home. I stayed around the house and took it easy and now I feel a lot better and I thought I should come back today, but maybe I shouldn't have, I don't know. If I make it through the day, though, I guess it'll be all right. (Counselor and employee enter interviewing room.)

Emp. Boy, is it nice in here. Kind of quiet and just real nice. Shall we go in here?

Coun. Sure thing, _____.

Emp. You know I think one of my troubles, too, in addition to this little infection I've had, has been nervousness. I'm so nervous that I'll cry over anything now and I never used to be that way, but any little thing upsets me, I just can't seem to keep my mind on things like I used to. Sometimes my stomach kind of hurts. I can't sleep as well or anything, I know it's just nerves. I've got to get control of myself, if I could only make up my mind what to do then I know I'd be all right.

Coun. If you were able to come to a decision you feel as though your nervousness would improve.

Emp. Oh, I know it would. That's just it. I've got to make up my mind but I don't know what I want to do yet. I'm so confused, my husband has called so many times. I know he still loves me or he wouldn't bother. You know how most men would be if you initiated divorce proceedings. They'd try a while and if you wouldn't talk or anything they'd have a fit. They just wouldn't bother with you anymore; but he's not that way. I guess he never says die. He calls up over the weekend sometimes twenty or thirty times, that's a fact. He must live in a phone booth all the time. You know if my mother gets to the phone then I don't get to speak to him at all. She just finds out who it is and bangs down the receiver; but if I get to him we talk awhile. Oh, she gets so mad! She'll be sitting over there while I'm talking to him and she'll make faces and every other thing. She can't figure out what we're talking about anyway. He says something to me and then I'll say "Yes" or "No," something like that; or maybe he'll think about meeting me someplace and he'll say, "Ten o'clock?" I'll say "No." He'll say "Eleven" and I'll say "No," and maybe then we hit on five o'clock and I say "Yes." Well she can't figure out what all the no, no, no, yes, yes is for, but that's the way it is. He calls all the time and every time it's an excuse for something else. He's kind of cute about it anyway. He never seems to run out of excuses and then when he talks he'll talk for a half an hour at least. Yeah, he wanted to take me to the movie the other night. That's not like him, one time he swore off going to movies with me. (laughs)

Coun. Really?

Emp. Yeah, you know it makes me so damn mad! We'd go in the movies and sit down and try and see the show, and all of a sudden there were kids' heads in front. They were munching on popcorn and tearing off candy wrappers and chewing on the candy and everything, and I was so mad. I bent over once and told them, "Would you please be quiet, we're trying to hear the picture," but that didn't make a bit of difference. They kept on and on and on, and pretty soon I

look at my husband and I get so damn mad at everything that I just knocked these two kids' heads together. Boy, was my husband embarrassed! He thought it was just terrible what I had done and yet he had to laugh. He took me out of there and said, "you little _____, I didn't think you'd do anything like that," but what the heck, I wasn't going to take that stuff and I'd taken about all I could. So he said he'd never take me to another movie again, if I wanted to go I had to go by myself. Yeah, when he called up the other weekend he even wanted to take me to the movie, which is unusual for him. I was supposed to meet him and, I don't know, I thought about it and somehow I just couldn't make the break, I don't know. Oh, I was going to come in and pack all my stuff and go on and go back to him but I guess I kind of chickened out.

Coun. Something kind of held you back.

Exp. Yeah, sure did, I told you before how something kind of held me back, I can't quite make the break, I don't know why, but it's that way. Well, I tried to make up my mind and I went to a rollerskating rink, just a couple of blocks down from where my mother lives, and while I was talking to one of my girlfriends there, telling her everything and discussing things with her and pretty soon it was too late to catch the train anyway, so I just never made it. Well I thought about it before that but I just couldn't get up enough gumption or something to go, I don't know why, so I didn't make it down. I talked over the stuff with my girlfriend and I don't know, I was even worse off after I left her than I was before.

Coun: In talking with your girlfriend you become more confused.

Exp. After talking with her, though, I was more really confused, it seemed to me it was worse than before I did, I don't know why. (pauses) You know a lot of my not knowing what to do comes from the problem of drinking. That's just exactly where it goes back to. My father gets drunk every weekend. But maybe he does it for a reason, I don't know, I think he does after I've been home and watched him for a while. When he's sober he's the nicest guy you'd want to see. Gee, he's really grand. You know my father was never accepted by his mother-in-law either. They ran away and got married. Because he was the wrong nationality. That's all her mother ever had against him, but they ran away when they were kids and my grandmother never came over to see the kids until we were real old. She stayed away twenty years I guess. But maybe my father can be excused for his drinking. He must do it for some reason. I don't believe people who really do things like that do them just for drink's sake, I can't believe that. I think it's probably because there's something lacking. They do it to forget. I think on my father's part that's what happened because he wasn't accepted within the family. He isn't now and he never will be. I think he realized that. Perhaps that's why he does as much drinking as he does, I don't know. And yet my mother probably doesn't realize why he does so much drinking. Maybe she wants to protect me from the same thing.

I don't think my dad drinks just for the sake of drinking, it's for a reason. That's just like my husband. I don't think he drank just to be drinking, I think there was a reason there. There must have been a lack of some kind in his life. I know a lot of times he'd come home and we'd talk things over. He'd tell me that he didn't like the stuff, but it was a form of forgetting.

Coun. In a way, you can partly excuse him for drinking.

Emp. Yeah, that's right. When things didn't go so well, why off he'd go to the tavern, have a beer and maybe meet somebody and that would be it, one more, you know, and so forth and he'd try to get away from things. He wasn't the kind that sat down and talked things over with you at all. He'd kind of say a few things and off he'd go. Kind of a quiet guy. If things wouldn't go right why he'd kind of keep it to himself and he often said, "Well, that's one way of my forgetting things." And he knew all the time that after he did get good and drunk he'd come home and things would be worse than they were before. I found out since we've been separated that my mother would want me to come and see her. She wouldn't invite my husband, though, and I wouldn't want to go alone and so pretty soon he'd go out and get drunk and that would make me mad and I'd get tired of waiting around for him so I'd go. He did those things just so I'd go see my mother. I can see a lot of things now. It wasn't all his fault. A lot of it was mine. We were just kids and if something came up he'd shut up and I would too and pretty soon he'd up and leave and the tavern would be the first place he'd go to. Both of us now realize that we did the wrong thing. We acted just like kids.

Coun. You feel now that both you and your husband were immature when things came up.

Emp. Yeah, that's just it. Both he and I realize it now, but at the time we couldn't see it at all. I guess we were too far involved in the situation.

Coun. You couldn't see the trees for the forest.

Emp. Yeah, that's right, but we've both learned a lesson now. I don't know whether I'll go back to him or not. I want to. I know I could never love any other man, he's the only man I'll ever love. I never had to worry about any other women or anything like that, but really it was just drinking; but I've discussed that with you many times before, that subject, but I know he still loves me and I love him. I know one thing, _____, if we go back together again I'm quitting my job. I'm not going to work because I think what my husband needs is responsibility. He used to feel that if he didn't bring his paycheck home, so what, I was bringing one home. He even mentioned that fact to me since we've been separated. He's the kind of a guy that wants to do it all or none at all; so if

we did go back together, that's one thing I'd do, I wouldn't work. I'd be home and have all the meals ready and have things done like they should be, wouldn't have to work in the evening and so forth, wouldn't have to ask him to help and wouldn't be crabby all the time.

Coun. If you went back together you think it best that you quit work so that your husband would feel more responsibility. Also you can see the advantages for both of you in getting the housework done during the day.

Exp. Yes, that's exactly it. Really if I stayed home I'd be serving a two-fold purpose. He'd feel more responsibility and I'd have things done so that we'd have our evenings together and we'd be in a little better disposition toward each other, I think. I never quite thought about it that way before. It just hadn't been so clear to me that there were two good reasons for me staying home, but now I can see them. Isn't it funny, when you talk things over sometimes they come out rather clear, and before they'd been kind of muddled, a thought here and a thought there, but never anything really clear? I don't know, sometimes when I'm thinking I even like to write things down on a piece of paper, one, two, three and so forth, and you can see them so much plainer that way. Or even when you talk them over with somebody they come out plainer. But when you think about them over and over again it becomes muddled in your mind. You don't really know what you are thinking, you have so many thoughts that are not connected or something. I know one thing, if we go back together again we're going to do things differently. I'm not going to take any crappy advice from my mother, for one thing. If my mother was just like his, everything would be fine. She's just a wonderful person. She lets you strictly alone. She feels you're adults and you've made your own bed and you're going to have to lie in it; but not my mother, she wants to butt in all the time. But now we can see all these things. Before we couldn't. Well, I guess maybe I'd better get back. I was out a while off sick and I know my boss has been real nice about letting me go off with you but I just don't want to over do it, that's all.

Coun. Just a minute while I make out a time slip for you.

Exp. Well, _____, I'm still still not exactly sure of what I'm going to do but I feel a little bit better anyway. I think my husband is going to come out and meet me. For some reason he's not been working, he's not going to work for a week or so. Not any fault of his, I don't quite understand it; but I imagine he'll be outside the gate ready to meet me. Would you come back in a couple of days again and maybe we can talk. Anyway, I think I'm kind of coming out of the haze and I do understand myself a little bit better and I do understand these things more, but as I say I'm still not ready to really make up my mind but I guess I can't express myself very well. I don't really know exactly what I'm going to do but somehow things are beginning to look a little clearer to me now.

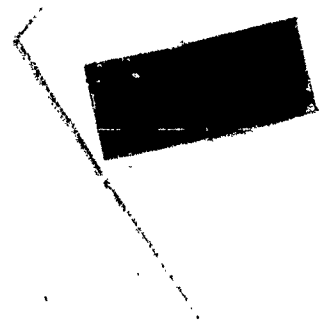
6.

Coun. I think I know what you mean, things are still in a confused state for you, but you're seeing things a bit clearer anyway.

Emp. Yeah, that's it, it sounds kind of funny but that's what I mean. But maybe if you come back in a couple of days I can talk to you again and I don't know-it certainly does help anyway. Will you do that, _____?

Coun. I sure will, _____. I'd better be going now. Bye.

Emp. Bye.

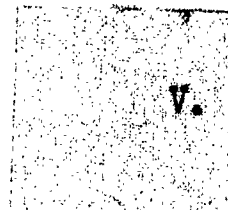


SUMMARY OF A SERIES OF INTERVIEWS WITH
AN EMPLOYEE WHO WAS DISTURBED



MISSING

MISSING





REQUIREMENTS FOR PERSONNEL COUNSELORS

In discussing the requirements for personnel counselors, we can best proceed by first outlining the skills required of a counselor and then as a second step, briefly describing the personal qualifications which we have found to be necessary for the successful application of these skills.

GENERAL REQUIREMENTS

(Note: Included in the following paragraphs will be found certain symbols in parenthesis. These refer to statements made by employee and counselor, as shown on the chart, What Does The Counselor do in The Interview? The following discussion may be more meaningful if you use the symbols to refer to the statements on the chart which illustrate the ideas being presented.) (C refers to Counselor statement; E refers to Employee statement)

1. Skill in Understanding

The term "understanding" is not commonly thought of as a skill and it is used here only for lack of a better term. In the field of counseling, we are said to understand another person when we can discern the factors underlying the person's present behavior, his motives, goals, and customary ways of reacting to his life's situations. In order to "understand" therefore, a counselor must have a body of theoretical knowledge which enables him to see significance in what he sees and hears. This theoretical knowledge enables him to understand the personal and social contexts out of which all behavior arises.

2. Skill in Listening

The kind of listening a counselor does in an interview situation requires constant mental activity on his part. Not only is he attentive to what the other person is saying, but he is also making discriminations about what is said. These discriminations are of the following order:

- 2.1 How much of what I understand this person to be saying is due to my own personal interpretation of his statements and how much of it is what he is really trying to say? This involves the factor which we call objectivity on the part of the counselor. The counselor can readily read in his own values, standards, convictions and beliefs into what the other person is saying and in so far as he does this, he is failing to understand the other person. In effect, he relates what he hears to his own situation rather than to the situation of the speaker. (B1)
- 2.2 To what extent does the employee's talk reflect a misunderstanding of the counselor's function? Does he attempt to impress the counselor favorably or does he appear to be arguing a case in the expectation that the counselor will act in

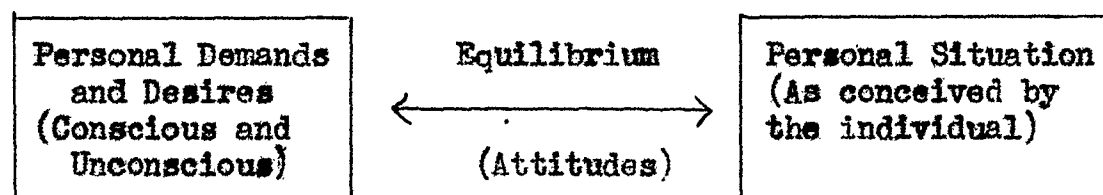
his behalf? Sometimes this is difficult to detect and becomes apparent only when the talk is analyzed for significant omissions or general patterns.

- 2.3 Assuming that the counselor is competent and that the employee understands and accepts his function, the counselor is constantly on the alert for the personal referent of what is said. (C3) This is to say, he analyzes what the employee says in an effort to understand the underlying demands finding expression in the employee's talk. (C2) These demands (needs the employee wishes to have fulfilled) are not often apparent to either the counselor or the employee and are more readily detected by the counselor through an analysis of the employee's expressions of judgments, evaluations, and appraisals. (C1,2,3) In order for the employee to ascertain the significance of his expectations, his judgments and evaluations must be broken down into their component parts, or feelings. (C1,2,3) Then they must be reassembled to see whether they add up to the demands the employee has been making. (E4) The employee needs to follow the same process through on his own volition, but with the help of the counselor. Therefore, one of the contributions of counseling is that this analysis having once been made by the counselor, is presented to the employee in such a way as to bring the personal feelings involved before him. (C3) vs (B2) The employee may then use these personal factors as a means of modification of his demands or needs. (E4)

The analysis of the evaluations and judgments mentioned above is carried out by the counselor in a spontaneous fashion and the result then restated in terms of the underlying feeling to the employee. (C1) vs (B3) The process of analyzing which the counselor goes through consists of determining and distinguishing the types of hidden feelings the employee talks about. Suppose the employee is concerned over the death of his father. An unskilled person's first reaction might be in relation to a similar experience which would be recalled to the person's mind. The feelings which he had at that time might serve as a means of understanding the other's present situation and sympathy would follow. (C1) vs (A1) The counselor, however, goes further than this. He is continually drawing upon his theoretical knowledge. That is, he is constantly aware of the many things that cause people to react differently in the death of a parent. He is aware that in some instances a person is relieved at the death of his parent. The counselor is listening for expressions of such feelings and often recognizes these concealed factors in his talk. (C3) vs (A3) Should the employee be indicating that in his particular case, a feeling of independence is being realized through the death of the parent, but does not want to admit it because of the social customs involved, the counselor endeavors to restate the conflict of feelings in terms which he believes will be acceptable to the employee. The employee hearing his own underlying feeling being expressed may more fully realize just what the situation really means to him. (E3 and C3) The counselor must be

skilled in making this restatement so that it will carry the feeling and yet sound socially acceptable to the mind of the employee. (C3) The employee, more fully realizing what the death of the parent means to him, and also realizing that someone else can understand the feelings involved, is often better able to modify his demands or needs in relation to his experience and adjust his behavior accordingly. (5) vs (5A)

One of the skills in counseling then is to encourage the individual in this kind of a reassessment without questioning his integrity or prompting him in a predetermined direction. Actually, at all times the counselor's thinking runs ahead of what has actually been said. As he listens, he is continually restating in his own mind all that the employee says so as to constantly keep before himself the following simple framework indicating the variables involved and the possible relationships among them:



This diagram tells the counselor that what he is listening to reflects the kind of equilibrium which exists between the employee's personal demands and desires on the one hand and the possibility for their fulfillment provided by his personal situation on the other. (E2)

3. Skill in Observing

- 3.1 At a simple level, a counselor must be sensitive to mannerisms, unconscious gestures, postures and carriage as indicative of habitual attitudes and changes in them.
- 3.2 At a more advanced level, the counselor must have some awareness of physical symptoms of personal maladjustment and psychopathology. These range from simple ticks and grimaces to indications of incapacity to fix and sustain the attention, lack of coherence, lack of responsiveness and indications of deterioration of emotional capacity.
- 3.3 The counselor is also aware of the individual's social interaction in his work group and he needs to assess this habitual interaction pattern from the standpoint of its possible bearing on any difficulties the employee is encountering.

4. Skill in Talking

A counselor's skill in listening is reflected in his verbal participation in the interview. Thus, the talking he does is of first

importance. This talking consists of:

- 4.1 Relating himself to the other person so that his function will be understood and accepted. In order to do this, the counselor must be sure of himself. He must have a pretty full awareness of what he is supposed to do backed by conviction that his function is valid from the standpoint of the Company and socially useful. Backed with this kind of solid foundation, the counselor can instill confidence. Confidence cannot be gained merely by the guarantee of personal anonymity.
- 4.2 The talking a counselor does in an interview is aimed at what at first glance appears to be two contradictory objectives. On the one hand it encourages an ever broadening area of talk and once having obtained it, he is then interested in narrowing it down again. He is interested in broadening the circle because people habitually pinpoint their difficulties. (E1) That is, they tend to narrow them down to an oversimplified statement of the situation. At this level, the possible relevant areas bearing upon the problem are excluded from the employee's thinking. Thus the counselor encourages talk in many areas and he likes to listen to seemingly irrelevant, inconsistent and sometimes silly chatter. All of this is designed to help the individual bring himself fully into the picture. All the time this is going on as described previously, the counselor is listening attentively and observing the patterns of feelings being expressed. When the situation seems appropriate, he includes these feelings in his response to the employee. These responses must be so designed that the employee not only accepts them but is stimulated by them to proceed further in his thinking. Thus the employee is able to acquire a new point of focus which may lead to a new type of motivation.
(The left side of chart illustrates this process.)

PERSONNEL REQUIREMENTS

1. Appearance and Behavior

His appearance, general behavior and the quality of his thinking should be such that he will be regarded as someone worth while talking to and also as someone who possesses sincerity, warmth and sensitivity.

2. Age

The most desirable age range for applicants seems to be between twenty-two and forty, although chronological age is not the deciding factor in itself. A more youthful applicant should, of course, demonstrate that he will approach his work in a serious and responsible manner. Also he should demonstrate an ability to recognize and act upon the realities of his surroundings rather than as he feels they should be. An older applicant should, on the other hand, demonstrate an ability to remain flexible in his evaluations and not to be dependent upon evaluations of a static or pre-determined nature.

3. Company Service

Previous service in the Company is not essential, but it can be of value in providing a background for ready integration with employees, and also for providing a basis for his use in determining his personal conduct in the Company.

4. Education

A college education is desirable, but can be waived as a requirement if the applicant is sufficiently outstanding in other respects. His field of specialization in college need not be limited to the social sciences. The important question is whether or not the college experience helped to equip the applicant with an ability for nature observation, thinking and action. Training in the social sciences can be useful, but its importance lies chiefly in its being an indication of a direction of interest.

5. Other Work Experience

Previous work experience is not a requirement. However, where there has been other work experience, it might be profitable to observe the skill which the applicant demonstrates, in his discussing his integration with those with whom he previously worked and also to note whether the applicant tended to be in a field of work which tended either to isolate him from, or involve him with other people. It might also be well to examine whether the applicant seemed chiefly interested in acting upon others for his own personal gain or whether this was balanced with a recognition and concern about the impression and effect he was having on others.