

**UNIVERSITY OF WISCONSIN - MILWAUKEE**

EXCERPTS FROM THE MINUTES OF

THE SPECIAL TRAINING COURSE

FOR INTERVIEWERS. - 1929

## DON'T DISCLOSE IDENTITIES

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

### TRAINING PROGRAM FOR INTERVIEWERS

#### 1. History of Interviewing Program

- a) Test Room
- b) Interviewing
- c) Supervisory Training
- d) Analyzing

##### Reading Material:

A Plan for Improving Employee Relations.

Selling Yourself to Your Subordinates.

Research Studies in Employee Effectiveness and Industrial Relations.

Growth of Employee Relations Research Study.

#### 2. Organization.

Functions and supervisors of departments in Division 6088 and Sections in Dept. 6088-1.

#### 3. Values of Interview.

- a) Impersonal
- b) Personal

##### Reading Material

A Plan for Improving Employee Relations on the Basis of Data

Obtained from Employees. (chart)

#### 4. Points to be Considered in Interviewing Technique.

- a) Conversational Method
- b) Listening

- a) Advice
- b) Questions
- c) Development of subject ("Why" - "That's interesting", etc.)
- d) Questions to avoid.

Reading Material.

"Selected Interviews."

5. Discussion of Selected interviews.

6. Interviewing Set-up.

- a) Dummy Role Cards
- b) Getting Acquainted With Supervisors And Obtaining Employee to be Interviewed.
- c) Meeting Employee to be Interviewed.
- d) Interviewing Location
- e) Explanation of Program
- f) Taking Notes
- g) Time Credit Ticket
- h) Evaluation Scale (Explained in detail after first interview is taken.)

7. Review of technique and set-up followed by discussion of hypothetical interviewing situations.

8. Actual taking of Interview in morning followed by dictation in afternoon.

9. Discussion of Interview taken.

10. Assignment of Zone.

11. Assignment of reading material taken from "Special Training Course for Interviewers' Interviewing Sequence," and Minutes of Section Meetings; "An Investigation of Rest Pauses, Working Conditions and

Industrial Efficiency"; "The Human Effect of Mechanization"

by [REDACTED], "The Interview" by [REDACTED], "Method of Interviewing"

by [REDACTED].

12. Bi-weekly discussion of Interviewer's Progress.

## QUALIFICATIONS OF A GOOD INTERVIEWER

Points I and II in the outline may be attained after the interviewer gets into the swing of the job.

- I. Interest - interviewer must be sold on the job.
- II. Education.
  1. Not necessarily formal; experience valuable.
  2. Familiar with vernacular - bogey, rates, etc.
  3. Familiar with Company policies and practices.
- III. Open-mindedness.
  1. Quick to grasp subjects of interest to employee.
  2. Ability to meet employee on common ground.
  3. Good judgment in handling employee.
  4. Ability to remain open-minded or to keep equilibrium.
- IV. Personality.
  1. Sincerity.
  2. Friendliness.
  3. Interest in human beings and their problems.
  4. Sympathetic in conformity to circumstances.
  5. Health and appearance.
  6. Manners in conformity to situation.
    - (a) Always courteous.
  7. Self-confidence.
  8. Patience.
  9. Open-mindedness.
- V. Good listener.
- VI. Good observer of facial expressions and general behavior.
  1. Assuming that any listener reacts consciously or unconsciously to these things, some ability to interpret the observations without becoming biased is desirable.
- VII. Good conversationalist.
- VIII. Pleasant voice.

## INTERVIEWING SEQUENCE

- I. Friendly Contact.
  1. Free manner - handshake, smile, voice, etc.
- II. Location.
  1. Quiet.
  2. Privacy - where conversation cannot be overheard.  
(Discussion followed on the advantages of talking to an employee in an environment which is familiar or unfamiliar to him. The general consensus of opinion was that the first is most desirable.)
  3. Minimum of distraction - breaks desirable at times to change conversation.
  4. Informal - tends to put both parties at ease.
- III. Introductory Conversation.
  1. Explanation of program - assuming that neither a complete nor partial explanation is always necessary.  
Assumptions based on dissimilarity of interviews.
    - a) Company wants employees' ideas, comments, and criticisms. Avoid using term "management" which may make employee feel ill at ease.
    - b) Employee is paid average earnings - this applies particularly to men on piece work and will dispel fear of time wasted.
    - c) Interview is confidential - will give employee confidence and freedom of speech.
    - d) What interviews are used for -
      1. To uncover general complaints.
      2. What has been done.
      3. Infer that immediate action on complaints is impossible because of difficulty in amassing thousands of comments.
    - e) No time limit.
    - f) Interviews to be repeated next year.
    - g) Interviewer takes notes for sake of accuracy.

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

If a man has a preoccupation which assumes abnormal proportions in the interview, this will return to normal if told to a second party. By merely thinking, the preoccupation becomes abnormal; by expression it returns to normal. An employee can, after talking, reason for himself so that he will figure that - in case of rates - by going to school he will be worth enough to get higher wages. Whether he does so or not is immaterial.

1



### RESULTS OF REST PERIODS - MR. CHIPMAN

Rest periods are required because when tried in the Test Room they were found essential for the following reasons:

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

#### Application of Rest Periods To Test Room

1. Two five-minute rests - not long enough.
2. Six five-minute rests - too many breaks, output reduced.
3. Two ten-minute rests - more satisfactory.
  - a. Outcome - fifteen-minute period in A. M.; ten-minute period in P. M. for both day and night shifts.

#### To Departments

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

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

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

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

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

THE WORK OF THE ANALYZING DEPT. - MR. BYRON

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

The first type of interview was found incomplete and often too exaggerated to warrant attention. Some complaints were adjusted but when the analyzer turned to the interview for more information he found it lacking. To aid investigation they decided to get the entire story and to look for praise as well as complaints. Mr. Wright devised the idea of filing each comment on a 3 x 5 card.

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

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

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

Absence	50	Payment	1200
Advancement	200	Placement	900
Aisles	100	Restaurant	100
Bogey	350	*Safety & Health	400
Club Activities	500	*Sanitation	125
*Dirt	350	*Smoke & Flames	150
*Fatigue	275	Steady Work	25
*Floor	75	Social Contact	100
Furniture & Fixtures	175	*Temperature	100
Hospital	275	Thrift	500
Hours	225	Tools & Machines	125
Interest (?)	300	Transportation	50
*Light	300	Vacation	400
Lockers	350	Welfare	300
Material	125	Working Space	150
Monotony	100	Washrooms	250
*Noise	12	Interviewing Program	50

THE TEST LABORATORY - MR. HIBARGER

The numerous tests applied in the laboratory are as follows:

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

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

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

Regardless of tests applied production has increased.

## SUPERVISORY TRAINING - [REDACTED]

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

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

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

As far as we know the earliest form of industrial training appeared about 1200 A.D., with the Apprentice System in the craft guilds. The guilds enjoyed a complete monopoly over various trades until the seventeenth century when they began to decline. The Industrial Revolution was responsible for the change. Tradesmen were put out of jobs by the new machines and forced to work hand in hand with the unskilled labor in the factories. There they learned how to run the machines while on the job.

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

In 1905, the Western Electric, General Electric, and the International Harvester companies introduced Vestibule Training, i.e., "The name applied to the practice of training employees as they enter the Company. The employee is taught Company policies and routines in short intensive periods."

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

Four training groups were then organized: Apprentice, Clerical, Plant Apprentice, and College Training. The last named cooperated with the Educational Committee of the A. T. & T. System. Contact representa-

tives returned to their alma maters to secure "College Recruits" who were placed according to requirements of various Bell Branches and trained for four years. Unfortunately, merit could not be adequately recognized; men were kept on the same general salary level during their training; they were not productive during those years. In many cases the more capable men became discouraged and left the Company.

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

In 1926, supervisors in the Inspection and Operating Branches held Supervisory Training Conferences wherein they discussed the mechanics and details of their jobs on such subjects as "Benefits, Labor Turnover, Records, etc."

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

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

When morale was discussed every one was stumped because they could neither define it nor discover what influenced it. In 1927, ██████████, who was largely influential in organizing the test laboratory, realized the possibility of reaching an understanding of morale through the comments of the girls under test. The interviewing in the Operating and Inspection Branches was inaugurated for further study.

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

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

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

#### HOW TO RECOGNIZE PREOCCUPATION

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

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

## DEFINITIONS OF TERMS

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

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

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

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



HOW DATA IN AN INTERVIEW MAY BE USED

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

October 23, 1939.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

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

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

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

The Plan of the Meetings

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

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

October 28, 1929.

3. Related topics of a general nature.

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

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

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

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

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

[REDACTED] - 6088-1.

MS

October 29, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS  
-SECOND MEETING-

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

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

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

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

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

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

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

October 29, 1929.

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

How Data in an Interview May Be Used

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

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

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

[REDACTED] - 4088-1.

October 30, 1939.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Betterment of Employees Through Interviewing

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

Emotional Release

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

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

- 6088-1.

NU

October 31, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Improved Employee Attitude

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

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

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

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

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

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

October 31, 1929.

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

How Data in an Interview May be Used

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

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

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

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

- 6033-1.



November 1, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

GENERAL DISCUSSION OF DAILY PROBLEMS

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

A: Use a question mark.

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

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

How to Recognize Preoccupation

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

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

November 1, 1939.

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

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

[REDACTED] - 6088-1.

W

November 4, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Supervisory Training - [REDACTED]

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

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

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

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

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The first General training at the Western Electric Company

November 4, 1929.

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

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November 4, 1929.

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

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

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

Note: See [redacted] thesis on "Industrial Training at Hawthorne" for detailed information. [redacted] has a copy of this book.

[redacted] - 6088-1.

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SPECIAL TRAINING COURSE FOR INTERVIEWERS

The Test Laboratory - [REDACTED]

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

The numerous tests applied in the laboratory are as follows:

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

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

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

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

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

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

[REDACTED] - 6088-1.

ME

November 6, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

The Work of The Analyzing Dept. -

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

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

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

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

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

Absence	80	Hospital	275
Advancement	200	Hours	225
Aisles	100	Interest (?)	300
Baggy	380	*Light	300
Club Activities	500	Lockers	350
*Dirt	580	Material	125
*Fatigue	275	Monotony	100
*Floor	75	*Noise	12
Furniture & Fixtures	175	Payment	1200



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Placement	900	Thrift	500
Restaurant	100	Tools & Machines	125
*Safety & Health	400	Transportation	50
*Sanitation	125	Vacation	400
*Smoke & flames	150	Welfare	300
Steady work	25	Working space	150
Social contact	100	Washrooms	250
*Temperature	100	Interviewing Program	50

 - 6088-1.

BU

November 7, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Results of Rest Periods - [REDACTED]

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

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

Application of Rest Periods  
to Test Room

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

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

To Departments

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

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

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

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

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

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RU

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SPECIAL TRAINING COURSE FOR INTERVIEWERS

GENERAL DISCUSSION OF DAILY PROBLEMS

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

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

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

- 6033-1.

W

November 11, 1939.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

GENERAL DISCUSSION OF DAILY PROBLEMS

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

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

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

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

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

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

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

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

Yes.

Should an Explanation of The Program, as Given to The Employees, be Written in the Interview?

No.

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

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

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

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

ASSUMPTIONS IN THE INTERVIEWING PROGRAM

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

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

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

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

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

b. Disadvantages

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

2. Participation and management)
3. Emotional release
4. Artistic thought to reality )

} Very little if such processes  
do exist.

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

- 6000-1.

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SPECIAL TRAINING COURSE FOR INTERVIEWERS

ASSUMPTIONS IN THE INTERVIEWING PROGRAM (cont'd)

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

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

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

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INTERVIEWERS' HANDBOOK

1. Introduction. Purpose - to summarize developments.
2. History and Development. (Expand N.Y. speeches)
3. Mechanics of Interviewing. (Zone assignments, etc.)
4. A Comparison of Interviewing Methods.
5. Confidence - The keynote of all Employee Relation Plans.  
Its importance and significance with respect to:
  - (a) The management
  - (b) The interviewer
6. General Principles to Observe in Interviewing. =
7. Experimental Possibilities - Objectives.
8. Evaluation of an Interview. (Necessity for)
9. Qualifications of a good Interviewer.
10. Technique of Interviewing. (Sparring, etc.)
11. Catharsis.
12. The Thought Process. (Relation of artistic to real)
13. Participation in Management.
14. Preoccupation - Its Nature and Significance.
15. Comparison with Employee Representation.
16. Scientific Method.
17. Assumptions.
18. Analysis
19. Supervisory Training
20. Classroom studies.

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SPECIAL TRAINING COURSE FOR INTERVIEWERS

ASSUMPTIONS IN THE INTERVIEWING PROGRAM (cont'd)

The discussion of November 12 was continued with the following revisions and conclusions:

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

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November 15, 1939.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

GENERAL DISCUSSION OF DAILY PROBLEMS

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

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

ASSUMPTIONS IN THE INTERVIEWING PROGRAM (cont'd)

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

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

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

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

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

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

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

Three advantages were submitted:

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

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

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

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SPECIAL TRAINING COURSE FOR INTERVIEWERS

CONVERSATIONAL vs. QUESTIONNAIRE  
METHOD OF INTERVIEWING

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

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

CONVERSATIONAL

Advantages

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

Disadvantages

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

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QUESTIONNAIRE

Advantages

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

Disadvantages

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

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

- 6002-1.

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November 19, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

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

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

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

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

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

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

November 19, 1939.

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

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

[redacted] - 6068-1.



November 20, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

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

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

NEGATIVE

A: Introduction - considering industry in general.

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

B: The Plan

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

C: Arguments

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

November 20, 1929.

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

B: Arguments

1. Example of successful employee representation plans.
  - a) Columbia Conserve Company - committee of employees has a great deal of authority; even decide on salary for Company President. In periods of depression, voluntarily cut own salaries to keep company going.
  - b) Hawthorne Club - employees elect officers, determine policies, etc.
  - c) List of other successful plans cited.
2. Obtains catharsis - opportunity to voice grievances at any time. Complaints adjusted.
3. Participation - employee sees value of his contribution when action has been taken on own problem or suggestion. Employee feels that he is part of management.
4. Suggestions - easier to make under this plan.
5. Employee more than a cog.
  - a) Understands Company and employee problems.
  - b) Realizes his part must be played.

C: Conclusion

1. Employee representation plan thoroughly tried; interviewing program still in experimental stage.
2. Early mistakes adjusted.
  - a) For example: Where Company refused to grant complete freedom in working out plan.
3. Why not adopt the plan which has already been proven successful?

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AFFIRMATIVE

[REDACTED]

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

B: Arguments.

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

[REDACTED]

A: Arguments

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

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

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

NEGATIVE

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

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6. Complete picture secured - every employee represented.

AFFIRMATIVE

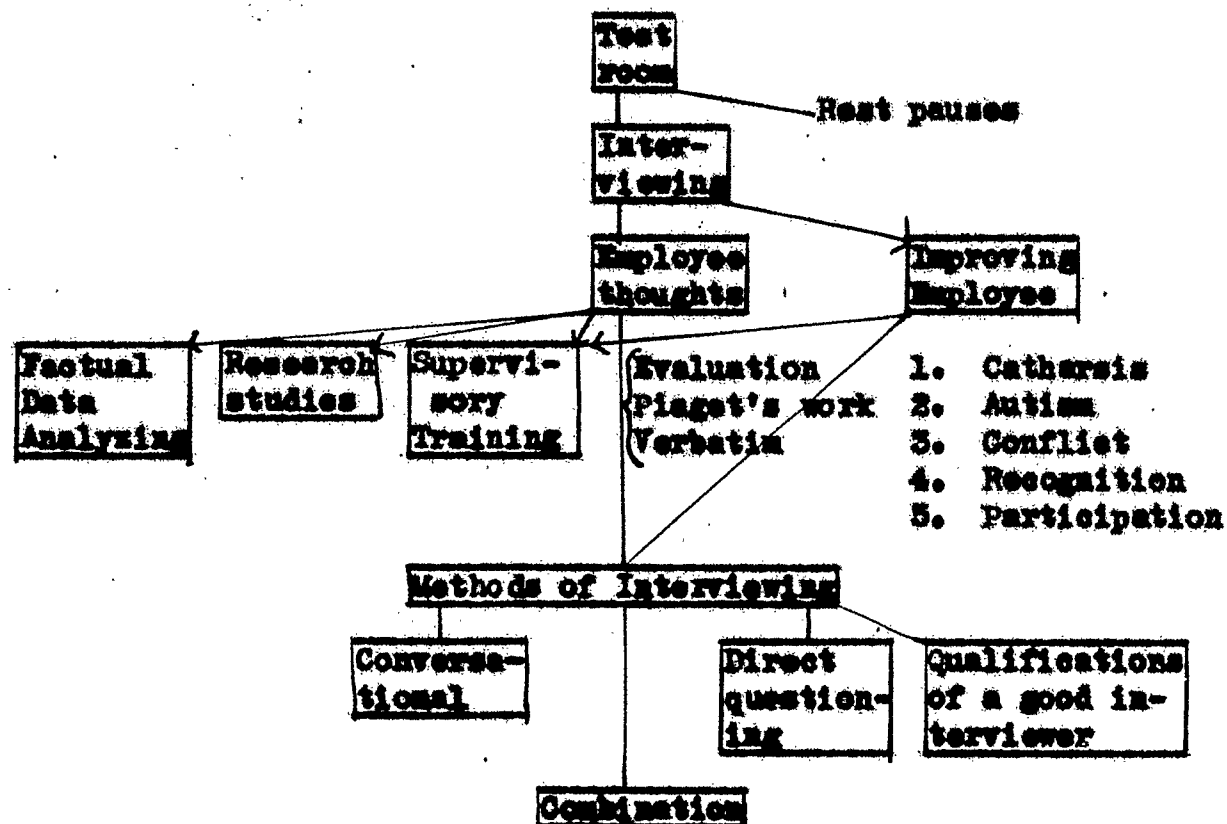
1. Every individual represented.
  - a) Interviewers go out to them.
2. Where has interviewing program been a failure?
3. Employees do not vote 100% in employee representation plan.
  - a) Example: At Illinois Steel Company only 25% voted.
4. More cases can be handled under interviewing program.
5. Management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

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SPECIAL TRAINING COURSE FOR INTERVIEWERS

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



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

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

-2-

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

[REDACTED] - 6088-1.

November 22, 1939.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

INTERVIEWING SEQUENCE

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

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

The following outline was then drawn up:

Interviewing Sequence

1. Friendly contact.

2. Location for interviewing.

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

3. Introductory conversation.

a) Explanation of program and, or,

b) General conversation

4. Interview proper.

a) Explore leads in general introductory conversation.

b) Spar for leads when not given in introductory conversation.



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

5. Conclusion.

[REDACTED] - 6022-1.

W

November 25, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

INTERVIEWING TECHNIQUE

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

I. Friendly Contact

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

II. Location

1. Quiet

2. Privacy - where conversation cannot be overheard.

(Discussion followed on the advantages of talking to an employee in an environment which is familiar or unfamiliar to him. The general consensus of opinion was that the first is most desirable.

3. Minimum of distraction - breaks desirable at times to change conversation.

4. Informal - tends to put both parties at ease.

III. Introductory Conversation.

1. Explanation of program - assuming that neither a complete nor partial explanation is always necessary. Assumptions based on dissimilarity of interviews.

- a) Company wants employees' ideas, comments, and criticisms. Avoid using term "management" which may make employee feel ill at ease.

- b) Employee is paid average earnings - this applies particularly to men on piece work and will dispel fear of time wasted.

- c) Interview is confidential - will give employee confidence and freedom of speech.

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

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

- 6089-1.

November 26, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Qualifications of a Good Interviewer

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

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

II. Education

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

III. Open-mindedness

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

IV. Personality

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

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7. Self confidence.

8. Patience.

9. Open-mindedness.

V. Good listener.

VI. Good observer of facial expression and general behavior.

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

VII. Good conversationalist.

VIII. Pleasant voice.

- 8023-1.

November 27 and 28, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

██████████ and ██████████ staged an interview to help crystallize some of the thoughts brought out in the conferences. Although the time was cut short, a few minutes were spent in discussing the method employed by the interviewer, ██████████. The questions in general pertained to leads and the interviewer's refusal to pick them up. His explanation was that he allows the employee to talk on any subject as long as he cares to, and makes no conscious effort to lead him back to Plant topics.

The conference ended with a number of comments on the advisability of overlooking clues, thus involving the chance of getting an incomplete interview.

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With Wednesday's interview between ██████████ and ██████████ still fresh in mind the group talked over the method used.

Undoubtedly, ██████████ technique is distinctly different from ours of sparring, exploring, and developing. Without asking questions he allows the employee to select his own topic and talk on it as long as he cares to. Sparring may be used in the first part of the interview until the employee finds a topic of interest to him. If the interview is long enough and the interviewer skillful, the employee is bound to refer to Plant topics. His comments will then stand out in importance in proportion to their place in his trend of thought. In other words, the object is to bring back a conversational picture of the employee and his interests.

A method such as this conforms with ██████████ theory that the normal man has a certain number of topics to talk about. The analyzer takes note of the time spent on certain subjects in a conversation and classifies them according to their apparent importance to the individual. Four things should be derived from the interview: 1-Personal history. 2-Medical history. 3-Home conditions. 4-Working conditions. Unless we can get these things we cannot weigh the employee's comments satisfactorily.

As a rule, ██████████ uses a combination of the two methods,

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following clues of sparring when the conversation slows down. In other words, interviewing technique should be purely conversational.

Another comment on the interview was that the employee actually interviewed the interviewer. There are times when it is advisable to talk more to the employee, particularly when his questions reflect his dominant interests. In talking, the interviewer should be tactful and aim to satisfy the employee.

██████████ announced that from now on conferences will probably not be held daily. Topics for future discussion are:

1. Evaluating scale.
2. Form of written interview.
3. Advisability of eliminating 3x5 card and all other means of identifying the employee.
  - a) 3x5 cards have already been eliminated.

██████████ - 6088-1.

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December 2, 1929.

SPECIAL TRAINING COURSE FOR INTERVIEWERS

Evaluation of an Interview

The evaluating scale was first designed to fulfill two objectives: 1-To throw light on the employee's personality. 2-To provide means for evaluating his comments. Later, the possibility of securing a "before and after" picture became apparent. Since the write-ups have been changed the scale can also be used to measure the veracity of the employee's conversation.

Of What Value has the Scale been?

Although intended originally for the analysts they are not used as yet. At present it is helpful in reading the interviews and in observing the individual's character. Furthermore, it serves to make us see the interviews as individual pictures rather than as lists of complaints. Not only are these things true but the evaluation scale also acts as a stimulant to interviewers, makes the job more interesting, and helps train them. On the other hand, it has a tendency to influence the interviewer in asking questions of the employee, questions which would satisfy the demands of the scale.

Is it Accurate Enough for Analyzing?

As a rule some of the points appear in the interview itself. The next step is to incorporate something in the scale which is not included in the interviews.

Comments and criticisms of the scale as submitted by the group follow:

AGE - The general opinion was that a fourth group was needed because the first was placed too high at 25 years, and the second covers too long a span. In regard to the latter, men of 45 are practically immobile and seldom leave the Company, whereas the men between 25 and 35 are fairly mobile. A suggestion was made that the groups be re-arranged in this manner.

- 1) Under 25
- 2) 25 to 35
- 3) 35 to 45
- 4) Over 45



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There has been some doubt as to the difference between the terms "friendly" and "agreeable". The latter is defined as being halfway between "friendly" and "indifferent".

One of the weaknesses of the system is that the evaluation of an employee is made only at the time the interview is taken when the interviewer may have a marked influence upon the individual's sociability and disposition. The interviewer's opinion may also be biased by his own mood.

As for the employee's intelligence, we do not go out with the idea of reaching an objective conclusion. This rating of an operator's intelligence is used primarily for observing the value of his comments. For example: An operator may complain about a machine which has been proven efficient by engineers. A man of average intelligence would be more logical in his reasoning.

The conference ended with this question: "How can the Evaluating Scale be improved?"

 - 6000-1.

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### THE PRINCIPLES OF INTERVIEWING

An interview may be defined as a meeting face to face - a mutual view or examination of two persons engaged in conversation.

To obtain a worth while interview, the interviewer should observe the following principles:

1. Take care to make a good approach. The interviewer must be a student of human nature capable of judging the standards and desires of people. Before starting the interviewing, size up the prospect so as to determine the best method of approach. The approach must be friendly, self-possessioned, dignified, but not stiff or presumptuous. A wrong approach may deprive a timid or reticent type of person of the power of expressing any of his opinions, and also cause even a normally balanced individual to be wary.

2. Inspire confidence in himself and his project. An interview is a mind process, and whether or not the employee gives a true picture or mental reaction in his conversation with the interviewer depends on the state of mind of the interviewee. To inspire confidence so as to get this true picture, the interviewer should like people, enjoy personal contacts with them, have the ability to put them at ease. He should have a complete knowledge of what he is selling to the interviewee and be sold to it himself. He should be able to present his proposition with tact and enthusiasm, and always remember that an interview is a mutual view or examination of the two persons

engaged in conversation. A good appearance, health, and adaptability of the interviewer to the level of the interviewee are items inspiring confidence. The interviewer should remember that he is making a reputation for himself and for his project in the interview, and that this reputation lives long after the interview is completed.

3. Evidence interest in the interviewee's conversation. The Golden Rule, "Do unto others as you would be done by" is a real principle of interviewing, and may be used to good advantage in every conversation. An interviewer cannot expect an interviewee to give him information of a confidential nature unless he uses diplomacy in drawing him out, at least, the appearance of listening intently to all he has to offer, and to concentrate on the statements being made. An interviewer should figuratively put himself in the place of the interviewee and evince as much close attention to the conversation of the interviewee as he would expect to have shown to him if their positions were reversed.

4. Report a correct interpretation of the interview. The interviewer should be able to interpret the interviewee's ideas and to give a correct, unbiased and unprejudiced report of his conversation. If the interview is taken verbatim, the interviewer should furnish notes of his personal evaluation of the employee, to determine which, he has given thoughtful consideration.

5. An efficient mechanical set-up. The interview should be

taken in as ideal an environment for the interviewee as it is possible to obtain. The interviewer should select his tools (writing materials, chairs, etc.) with care so as not to cause distraction either to the interviewee or himself.

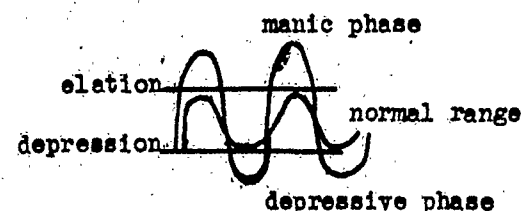
# THE FIELD OF ABNORMAL PSYCHOLOGY AND ITS RELATION TO THE INTERVIEWING PROGRAM

## Feeble Mindedness (Amentia)

### The Psychosis

1. Dementia Praecox - implies a mental development to a certain stage and subsequent regression to an adolescent type. A better term is Schizophrenia (splitting of the mind) because it is also found in adults. The energy of the patient is expended in pleasant day dreams.

2. Manic-Depressive - is recognized by manifestations of abnormal emotional states of the patient, as:



3. Paranoia - means delusions of persecution without intellectual impairment. The actions of others are interpreted as directed against the patient.

4. Paresis - syphilitic deterioration of the brain tissue.

5. Toxic psychosis - insanity due to chronic alcoholism, morphinism, cocaineism, etc.

6. Presenile, Senile, Arteriosclerotic psychosis and Involution Melancholia are the outgrowth primarily of advanced age.

### The Psychoneurosis

#### Janet

##### Psychasthenia

This term includes obsessions, impulses, doubts, agitations, phobias, and anguishes. Psychasthenic symptoms are based on an inadequate perception of reality. There is a difficulty in fixing and sustaining attention. Consequently the patient feels "maladjusted" and unreal. He sees the world as we do but is incapable of normal interest and response; accompanied (Janet) by crises of reverie. Due (Freud) to interference of crises of reverie. If the mental functions (Janet) are erected into a hierarchy in proportion to the difficulty of their accomplishment, it will be seen that the accurate estimation of reality stands first, reverie and imagination come lower down and muscular movements last.

##### Hysteria

Limitation of sensory intake. A form of mental depression characterized by a retraction of the field of consciousness, by the tendency to the dissociation of systems of ideas and functions (dual personality), and by hypnotizability and suggestivity.

#### Freud

##### Somatic Neurosis

##### 1. Neurasthenia

Fundamental symptom is fatigability, both mental and physical. The mood is pessimistic and often hypochondriacal (conviction of illness).

##### 2. Anxiety Neurosis

The symptoms are a general irritability, anxious expectation, vertigo and phobias.

##### Psychoneurosis

##### 1. Hysteria

a. Conversion Hysteria - bodily ailments of mental origin.

b. Anxiety Hysteria - in conversion hysteria the repressed emotion is drafted into bodily symptoms; in anxiety hysteria it remains in the mind producing various phobias.

##### 2. Compulsion Neurosis

A mental ill with mental symptoms. Compulsive rituals, indecision, excessive logical elaboration and difficulty in acting are a compensation or substitute for the unbearable sexual idea and take its place in consciousness.

### Interviewing Program Under Direction of Elton Mayo.

In proportion as interfering reveries are expressed and gotten rid of underlying normalcy returns.

Investigation of Objective Situation, by analysis of employee comments and through supervisory conferences.

Plant improvement.

Improved Supervision.

Psychological Research into the total situation culminating in refined techniques of interviewing which give the employee an opportunity to express and get rid of personal and often emotional reveries and preoccupations which make it difficult for him to adapt himself to his job, his supervisors and the whole world of reality about him.