

SUPERVISORY DEVELOPMENT WORK AT
HAWTHORNE WITH A PROPOSED PLAN FOR
1931 - 1932

18 pp.
August, 1931

DON'T DISCLOSE IDENTITIES
At the beginning of these studies, the identities of the
persons under study have been kept confidential. This has
been to carry on this work. Please guard the names of
persons involved by substituting fictitious names, or
code symbols for real names.

August 12, 1931.

MR. [REDACTED] - 6088:

The attached folder contains a statement of the factors that need to be considered in the organization of Supervisory Development work at Hawthorne during the coming Winter and Spring.

As you will recall we have delayed submitting this material until we had an opportunity to study the preliminary findings of [REDACTED] and the suggestions and criticisms which were returned by the supervisors to whom [REDACTED] sent his questionnaire. I am sorry we have not had the results of the questionnaire, for I feel sure it would have been helpful. You are acquainted with the pointers we have received from Mr. Roethlisberger.

There are about three points in either of the two proposals included for consideration upon which we cannot compromise if we are to efficiently study the material outlined for this year's work:

1. Size of groups. For the reasons you and I have discussed and which are summarized in the write-up, we need to insist on small groups.
2. Continuity of the program for either ten or twenty periods - rather than an every other meeting schedule like last year. I think the reasons for this are adequately summarized in the write-up.
3. Length of meetings. We cannot afford to let the meeting period be extended to more than an hour and a half. We believe an hour and a quarter is better. Two to four hour meetings would not be acceptable.

I have reconsidered and withdrawn from the write-up, the suggestion that a "Coordinating Committee on Supervisory Development" be appointed from among the staff. The entire staff should function as such a committee and any attempt to delegate this responsibility will weaken rather than strengthen the whole Supervisory Development Program, both within the branches and the part we do for them.

HHH
[REDACTED] - 6088-2.

SUPERVISORY DEVELOPMENT WORK AT HAWTHORNE

WITH A PROPOSED PLAN FOR 1931-1932

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I. INTRODUCTORY.

In order to properly approach a proposal for the Supervisory Development Program for 1931-1932, it seems advisable to briefly review the factors which underlie and surround this whole general problem. Authorities are agreed that a supervisory development program divides itself quite distinctly into two parts. The first of these may be classed as supervisory training, the object of which is to help the supervisors acquire definite skills in meeting technical processes or success in meeting definite commercial or industrial problems. This general field has heretofore been classed as "job training" and involves the discussion of such items as Company organization, telephone systems and methods, budget, and cost reduction.

The other general field of supervisory development is termed "supervisory education" rather than "training" for it involves helping the members of the groups to acquire those skills, attitudes, and knowledge which will aid them in meeting situations in their supervisory capacity which cannot be determined specifically in advance. In the case of "training," the business situation or problem is specifically determinable and the training definitely designed to give a specific answer to the problem. "Supervisory Education" is a relatively new field and involves a study of what might well be termed "Applied Psychology." Results of training are usually more immediate and sometimes are measurable in dollars and cents, while the results of education reveal themselves in such intangibles as "higher morale," "proportionate affect on turnover," "an affect on the ease of securing a desirable class of personnel," and other such unmeasurable, but nevertheless, important factors.

For the past two years the Industrial Research Division has been charged with the responsibility for the educational part of the Supervisory Development Program. The reasons for this should perhaps be reviewed.

In the first place, the most effective means that has been found to approach this rather difficult problem has been through the means of employee interview material and studies based thereon. This material has a reality and a definiteness that has led supervisors to accept it and discuss it with real enthusiasm, and we have every reason to believe, with real value.

The second general reason for this part of the program being in the Industrial Research Division is because that organization has been continually endeavoring to learn more about this problem, not only by observation and definite experiment in the test rooms, but

also through a continuous study of both employee and supervisory attitudes as expressed in confidential interviews as well as in the conference program.

The third general reason for this work being so delegated has been that the problem of supervisory-employee relationships involves the same general factors in all organizations and that, therefore, whatever proves sound and worthwhile in the development of correct skills and attitudes for one organization will prove equally effective in others. Since this is the case it seems desirable that this part of the development program should be centralized in one organization.

Specific job training should, it seems, be the function of each branch organization, for each is acquainted with the specific job problems and situations that its supervisory force is going to be called upon to meet. Having full knowledge of these problems it is able to draw up a training program which will adequately aid its supervisors in meeting these problems and situations.

In the statement of these introductory factors consideration should also be given to the thought that continuous and intensive supervisory development work is the economical thing to do at the present time. In the first place, it tends to build up the confidence of the supervisors, for if time and money be spent in their further development and training, it furnishes concrete evidence of the management's recognition that an increasingly capable supervisory staff will be needed to cope with the complex problems that are sure to face us with the upswing of business. This confidence cannot help but counteract some of the pessimistic attitudes which are developed in most of us as we contemplate lay-off and other evidences of the depression.

A second important reason for doing intensive supervisory development work at the present time lies in the fact that practically all supervisors can spare the time for this work now better than in times of "rush" work. The use of this "slack" for supervisory development work now will not have the bad effects which a temporary reduction in rank of several individual supervisors would produce.

II. CONCEPTS AND INFORMATION ON SUPERVISORY-EMPLOYEE RELATIONSHIPS WHICH ARE SUPPORTED BY RESEARCH STUDIES.

In order to properly survey the field of supervisory educational work before us, this summary of foundation material supported by research studies is in order. The net result of these studies seems to support the idea that intelligent supervision calls for an indi-

vidual who approaches his problems with a truly experimentalist attitude - the attitude which is sometimes called "real open-mindedness." Some of the concepts which may be considered as parts of this generalized concept of an experimentalistic attitude toward supervision are as follows:

1. Individual differences - both in supervisors and employees should always be taken into consideration in every supervisory-employee contact.
2. A correct interpretation of the interviewing process is a helpful tool in supervision.
3. Supervisors need to give specific consideration to the important part personal and environmental factors play in every employee reaction to supervision and every supervisory reaction to employee contacts.
4. Many supervisors have an animistic conception of supervision which relies on the magic of words, ritual, and their conception of a supervisory "front" rather than upon adopting a truly experimentalist attitude toward the total situation involved in every supervisory-employee relationship.

For the past year in Accounting, Public and Industrial Relations, Production, Specialty Products and Technical Branches, for a year and a half in the Operating, and for two years in the Inspection Branch, conference work for supervisors has been very largely directed toward a consideration of the manifest content of employee interviews. Emphasis has been placed on a consideration of the particular things the employee says and what the supervisor can do about it. It seems that the program for this year and for sometime to come will be directed more and more into two general fields closely related to the one already covered.

1. Why does the employee say what he says and what does he leave unsaid that needs to be considered in dealing with his problems?
2. How can supervisors better control or take into full account the elements in their own personal history and personal attitudes which affect their supervisory judgment?

This first general field will involve an exploration and understanding of what is meant by the interview technique, which means more than a process of merely "listening" to what an employee

says. It will also involve a more careful study of the factors in the employee's situation which are mentioned in his interview and which indicate that many of the things that need to be considered are left unsaid.

The second general field in the educational part of the supervisory development program involves a study of the supervisor himself. Studies with supervisors indicate that they are as guilty of unconsciously projecting their personal history and background into their supervisory contacts as the employee is unconsciously affected, on his side, by his own background and attitudes.

It is proposed that the subject material for this part of the supervisory development program be made up of complete sample interviews selected from those filed under "Interesting Interviews."

In this file we have collected about one hundred and fifty of the outstanding interviews taken during the last year and a half. Excellent illustrations of practically every phase of the findings of the research program can be found in this group.

The reasons for using this type of material and outline of the method which will be used in its discussion can best be given by briefly tracing the steps in our thinking which led to this plan.

We started with the conviction that we who are directly working with the results of this research have gained greatly in our understanding of ourselves and others, and in our ability based on this to deal more effectively with both employees and superiors. For the past year or more we have been trying to find some means of outlining those items upon which this better understanding and ability is based so that we could better transmit them to those supervisors who were willing to learn. This has proved to be a baffling task and we have never been satisfied with even our best efforts.

This struggle to organize the whole field of attitudes and understandings as represented in the interviews, analysis of employee comments, and the test rooms is what led us to try to organize the material into several "series" of meetings, in each of which we were to cover some specific phase of this field. As we look back over the material we have used, we have admitted to ourselves that notwithstanding the fact that much has been done in the development of desirable attitudes and abilities in those supervisors who have participated in the program, we have only dealt with the problem in its surface aspects. We have failed to give adequate consideration to the enormously important conditioning factors which are within all of us as a result of previous happenings in our lives.

The individual seldom identifies these hidden (sometimes called subjective) influences with his mental attitude toward any certain item. For example, a woman employee recently spent about an hour telling an interviewer what a terrible supervisor she had. The interviewer was somewhat puzzled because all the other employees in the group had praised the supervisor. Toward the end of the interview the employee remarked, "X, my supervisor, looks a lot like my stepfather." The interviewer followed this statement up to see if it meant anything and found that the stepfather had been almost inhuman in his treatment of the employee when she was a youngster. Because the supervisor looked a good bit like her brutal stepfather, she had formed an unconscious antagonism against him and nothing he could do to offset it would change it because "he looks like my stepfather."

Since we thought it was necessary to limit the extent of the material taken into conference, and also since we were endeavoring to decide what to do about specific employee problems and complaints, it seemed necessary to confine the selected employee comments to some specific phase of a given subject. The result has been that in spite of our efforts to make the conferences truly represent the results of research, they have sometimes taken on too much of a "text material" and "school" aspect. We have talked about specific things employees have said without studying the total interview to see what those things he has said really mean to him - whether they are pessimistic or optimistic - whether his complaints are personal or impersonal, and finally, what can the supervisor do about it.

In casting about for a new and better way to develop desirable supervisory attitudes we, for a time, considered directly attacking the problem by means of some of the scientific phrases our friends [redacted], [redacted], [redacted], [redacted], and others have given us.

A longer look convinced us that neither we nor the supervisory staff as a whole were ready to undertake this step. We then began to trace back in our own experiences the route we have traveled in arriving at the very real values we know are in the study of the research program.

After much discussion among ourselves and after studying the problem from many angles, we finally came to the realization that the way we had become acquainted with these very real values was by studying the interviews in their complete form. While we realized that neither the supervisors nor an available conference leader staff were prepared to approach a rather academic discussion of "reflective thinking," "persona," and other such ideas, we did feel that small groups could sit down together and study the expressions and results of these ideas as evidenced in complete employee interviews.

Attempts to segregate certain illustrative paragraphs and comments do not give any real means of approach to the field. The only effective means we have found to do so is to take all a given employee says and analyze and think about it together.

When, in our thinking about this year's program, we arrived at this thought, it became clear that our next logical step was to take the supervisors over the route we have been traveling and that is through a study of complete interviews for their real meanings and significance to the employees who gave them.

This approach to the subject has one other very direct advantage in that it meets the first requisite of good educational material and that is, the material studied must be of real interest to those who study it if maximum results are to be achieved. Complete interviews are intensely interesting and give a much more valuable story than can possibly be given by very much abbreviated "editions" or by isolated employee comments.

Each of the interviews used will need to be carefully edited and the supervisors will need to be shown the necessity of regarding the interviews in a strictly impersonal manner. This first precaution is rather easily taken, and the latter will become obvious as we sit down together in small groups and consider the material.

The exact method of leading the discussion will vary somewhat with the group, the type of interview, and with our experiences as we go along. We plan to approach each group with a simple statement covering the thoughts above stated.

We realize that this proposal sounds like a very unorganized and inefficient method of lining up conference material. However, we believe this approach to the material is the one which will come nearest giving to the supervisors a real picture of the human side of employee interviewing and the results it has secured. Our own development and interest in this whole problem has grown up in just this fashion. We have freely and without any successful organization into subjects and classifications, discussed the individual interviews and ideas expressed in them. After considerable thinking and planning, it seems that this is the best way to approach the material for supervisors in general.

Several supervisors who have had an opportunity to read some of these interviews and then to discuss the proposed conference program based thereon, have expressed their real interest in the interviews and an eagerness to take them up in conferences as outlined above. Sample conference set-ups can be found in the appendix.

III. SOME PROBLEMS WHICH SHOULD BE CONSIDERED IN CONNECTION WITH THE WHOLE SUPERVISORY DEVELOPMENT PROGRAM.

In the administration of the development program last year, certain problems came up which were unsatisfactory both to those doing the supervisory training and those doing the supervisory educational part of the development program. Such things are here referred to as length of meetings, size of groups, re-scheduling, and the like.

Those of us interested in the educational side of the development program feel that the increasing complexity of our material requires that for efficient conference work we should limit the size of our groups to not over ten or twelve men. We realize that for many kinds of job training, larger groups can be efficiently handled, but where the value of the meeting lies in the informal and free contribution of the thinking of all members, larger groups than the size indicated are unwieldy with the result that talkative members too easily dominate the discussion, while shy or antagonistic members can easily sit back and fail to participate in and thereby fail to gain from the conference. Just as no board of directors or staff group can efficiently conduct its affairs with over ten or twelve members, so is it inefficient and wasteful in supervisory educational work to put too many men in each group.

We feel that one and a quarter hours is long enough for each meeting. This suggested time limit falls within the range of class or discussion periods used by practically all institutions endeavoring to do educational work. Class periods in grade schools, high schools, colleges, and universities are from a half hour to an hour and a half in length. Longer periods than this are not efficiently used where the material to be considered calls for thinking on the part of the group members. This time limit has also proved to be the most efficient in our experiences in supervisory conference work at Hawthorne.

There are only about forty weeks in the year (September 15 to July 1) which are suitable for most effective supervisory development work. This means that if weekly meetings were held, a total of fifty hours per supervisor could be devoted to supervisory development during the year. If we wish to follow the plan which has been in favor for a number of years of having meetings once each two weeks, it means that only twenty-five hours per supervisor could be allowed for this work. The conference room facilities at present available for supervisory development allow only 120, hour and a quarter conference periods, in a five-day week. Since there are approximately 2000 supervisors at Hawthorne, it would be necessary to put approximately sixteen members in each group if

weekly meetings were to be held. Since it is felt desirable to reduce the number of members per group for supervisory educational meetings, it would be necessary to add four more conference rooms. Since probably neither this is possible with the present conditions, nor could so much time be afforded for conference attendance, it seems that it will only be possible to hold meetings with each supervisor once each two weeks. For the forty weeks' training period this would allow for twenty meetings of 25 hours of supervisory development work. This factor together with the complications of a combined program which were earlier mentioned leads us to advance two plans for consideration.

Proposal No. 1:

Devote the regular 20 periods to a consideration of the results of research in employee relations under the supervision of Division 6088 and plan the consideration of job subjects in divisional conferences, assisted perhaps by specialists in budget, cost reduction, and like subjects, under the supervision of the personnel organizations.

We are confident that no supervisor can keep up to date with results of employee research work with 25 hours' study per year. This being the case, it is clear that the entire 20 periods would profitably be used in the exploitation of the results of employee research.

If this plan were accepted it would be necessary for Supervisory Training Department 6088-2 to recruit from other organizations and train ten more conference leaders. In this connection it has been suggested that there are some Department Chiefs and Division Chiefs in each of the various branches who could be spared for special work and who might be considered as prospects to help in a supervisory educational program.

Since the supervisory education part of this proposal would use the six available conference rooms, it would be necessary to hold the job training meetings in other conference rooms available in the Works Training Division and in other parts of the Works. In view of the decreased activity in other fields of training it seems that this could be easily arranged.

Proposal No. 2:

Group the branches together so that half of the supervisors could be given job training subjects by their personnel organizations in half of the conference room space now available for the first ten periods of the 40 week training season. During this same period the other half of the total works supervisors could be given supervisory educational material by Division 6088. During the second ten meeting periods this process could be reversed.

The division probably best made under this plan would be to have the Operating and Specialty Products Branches as one unit and the Accounting, Production, Technical, Industrial and Public Relations Branches as the second unit.

At the close of the program this year, the second unit had approximately 1000 supervisors enrolled while the Operating and Specialty Products together totaled approximately the same number. This latter plan, if adopted, would require that Division 6088 recruit and train only four more conference leaders and it would have the very distinct advantage of having all the supervisory development work of any specific group of supervisors wholly controlled by one training organization at a time. We are sure from the experiences of last year that this would be a very good move. In addition, it would permit a much better appreciation of the material by those in the meetings than under last year's plan because of the fact that being only two weeks apart, there would be much more interest and knowledge "carry-over" from meeting to meeting than where meetings are four weeks apart (every other two week period).

This second plan would, of course, have the disadvantage of allowing only twelve and a half hours during the entire year for supervisory educational work. In view of the important part the supervisory-employee relations plays in our work this seems too short a time.

A STUDY IN SUPERVISION

1. Comments from an ex-supervisor
2. Comments from an old service employee who formerly reported to this supervisor

April 24, 1930.
Technical Branch-M.

Z7-10,119-1F8-4-3090.

1452-8012-8864.

The Sub-Section Head took me upstairs to where the employee was located and introduced him. The Sub-Section Head explained that I wanted to have a little talk with the employee and then he left.

E: "So you want to have a little talk with me, eh? What's the nature of your business?"

I: "I'm an interviewer and I'd like to take you away from the job here for a little while if you think you can spare the time. Perhaps you've already heard about the interviewing program?"

E: "Yeah. I heard a little about it but not a great deal. You're getting me at the end of the story instead of the beginning. I'm pretty passive now, and most of the people that have caused me grief here are dead and gone. The good Lord did for them what I always would like to have done, but couldn't. Yes sir, they got what was coming to them and justly so, too. I am reminded of just one man in particular who left an indelible mark on my life. He is still with the Company but not at Hawthorne. I don't know as it would do me any good to talk about him. That's over and done."

Interviewer and employee walked over to a more quiet place.

E: "Now you might give me a little better idea of just what you want."

I: "You bet."

Interviewer explained the program in detail to the employee.

E: "I understand. Well, don't you think they got me sort of late in the game?"

I: "I should imagine a man with your years of experience here, Mr. N., would have a lot of very valuable comments and suggestions."

E: "No. I tell you. Had you been through what I have here your attitude changes. As far as the Company goes I think it's on the square and I think the policies are all fair and they're trying to aid the employees, but they've had some awful poor men in here to administer those policies. Now, I don't care whether you sign my name to what you put down here or not, I'd just as soon you would because I want you to understand that I'm not afraid of anybody here or I'm not afraid to say just exactly what I think. I'm never

been know to lie about anything and I don't believe you will have any trouble in verifying that. Do you want me to go on?"

I: "Well, you just suit yourself about that, Mr. N. I want you to talk about the things that you consider important."

E: (Smiling) "Boy! If I could tell you all the things that happened to me in all these years you'd have to write a book. I know most of the big guns around here and know them well, but as far as the present situation goes, well, I have nothing to look forward to anymore. When a man gets as far along the line as I have, the Company don't expect a great deal more of him and he shouldn't expect a great deal more from the Company. They don't want us old fellows on the firing line, it's the younger ones that they're getting in there. I had a better job here, maybe you know that."

I: "No. I hadn't heard about that, Mr. N."

E: "Well, I did, and I raised a good many of these boys that are on the firing line right today. I was a supervisor for years and years, but there have been two or three particularly obnoxious individuals on authority here who have given me some very unpleasant experiences. I met up with a Mr. M. when we moved here from the Clinton Street Plant years ago. If he was endowed with supervisory qualities then we should all be Jesus Christ."

The employee goes into detail as to all his supervisor's weaknesses.

E: "As I told you, this man was of a very suspicious nature. He had certain pets that he favored, and I believe these men preyed on his mind and kept suggesting untrue things that kept him going. They must have suggested things about me."

The employee describes argument with the supervisor. He tells of many charges against him and then goes on:

E: "I told him that I didn't think that was fair to me and said I should at least have a chance to vindicate myself, but he wouldn't hear of it, it absolutely wouldn't go. By that time I was pretty anxious to go because I saw the possibility of accomplishing two things at once. In the first place I would square my job and in the second place it would be a wonderful opportunity for him to make a fool of himself. Well, those charges still stand and I never had a chance to face them, but I would like to today if necessary, and I think I still could."

I: "But what was the outcome of the thing when he refused to take you upstairs?"

E: "The whole thing still hung in his mind but he didn't do anything about it right then. I thought if it got into Mr. G. he would remove some of this fellow's hallucination for him because I never could no matter how hard I tried."

I: "They must have been able to prove some charges in order to back you, didn't they?"

E: "Charges of all kinds. When I talked to Z at the time he had 101 different things up against me. He'd bring up one thing and then I'd argue about it with him and tell him why he was wrong, and then he'd bring up another and another. The fact is, he never did get one real justification or fact. He said I didn't have the confidence of my help. Well, I wasn't so sure of that myself, no supervisor is, but I was willing to bet that I had the confidence of mine as well as anybody else did. I worked for my present boss's father years and years ago and the men around here have all known me for a long time. I believe my present supervisors would do anything in the world to accommodate me if I asked it.

"Before I got that job there was a fellow up there by the name of Dash. He was an Assistant Foreman and we never did get along well together. He had the same sort of habits that this other fellow had I was telling you about. That meant that I had to do all of his work. Whenever the least little thing didn't go right I would catch hell for it. Things went from bad to worse in there and this guy killed my chances for a raise. He began to give in so that I decided that I would get the hell out of there because I needed a good rest. I went up to my sister's farm for some time just to recuperate. Due to some irregularity in my check I hadn't got all the money that was coming to me so when I got back in town I came over here to the Plant to find out about it. Just then I met Mr. S. my Superintendent and he asked me to come up to the office and have a little talk with him. Of course I didn't have any objections so we went up and sat there talking for a while and finally he asked me why I had been out of work for so long. I explained the whole situation to him and he was pretty tough about the way I'd been treated. He said, 'I'll tell you what you do, you go down to that department with my sanction and get that job again just like you were and you won't have a bit more trouble, I'll see to that. Well, I went back and faced old Dash. Of course, he had a big discharge slip all made up for me about a yard long that he had figured on putting true. He was pretty sore that he didn't get a chance to ride me after that but I wouldn't take it. He left the Company and I understand he died shortly after that. There is another proof that sooner or later we have to pay for our misdeeds."

I: "Was that when you got the Supervisor's job?"

E: "Yeah. I was made a Supervisor when he left."

Employee tells how he was demoted to first line work again.

I: "What would you do if you had a chance to live your life over?"

E: "I'd work for myself. Then I would be sure of fair treatment. Of course this Company is doing a lot and extending more efforts to prevent such injustices of that kind. That's why I'm glad to see you fellows out around talking to the boys on the firing line. In my long service here I've done a lot of serious thinking about such things, and I've come to the conclusion that any Superintendent who helps his friends and forgets the fair treatment of the employees will not succeed because he lacks confidence in his own judgment. All the old men in this organization never accused me of the lack of ability. Many a time I have been called on the carpet for being too particular about a job and spending too much time getting it right, but that is my nature and I couldn't do anything else."

The employee talks about his present job, relatives, friends, etc. until the quitting whistle blew.

I: "I'll be glad to come up and get you in the morning if you care to continue our conversation, Mr. Dash. It's certainly been very interesting to me so far."

E: "Well, to tell you the truth I don't believe there is anything else that I could give you that would be of much value. Just drop by some time if you happen to be up around there and we'll have another little chat. What do you say to that, son?"

I: "All right, I'll certainly do that."

The employee clapped me on the shoulder and took his departure with a cheerful goodbye.

May 15, 1930.
Technical Branch-M.

Z7-10,135-1F8-4-302A.

1452-0941-2652.

During the introduction of the employee to the interviewer various comments indicate that he is a careful and very well respected worker in his organization. They also indicate that he feels a real responsibility for his job and is anxious to see that it is done right at all times. The employee describes his start with the Company many years ago and tells about his family.

The comments concerning the ex-Supervisor whose interview comes first in this folder are as follows:

E: "I will say this for the Western Electric Company. They have always treated me in a very fine and respectable manner. I have had dozens and dozens of Foremen in the last thirty years and there's only one fellow that I ever had trouble with. Well, I won't say that either. I got along all right, but I didn't think much of him. He was the kind of man that thought he was a lord over the people that worked for him. I don't know whether I ought to tell you that or not, but if I understand correctly, this business is confidential."

I: "Yes, Mr. H. you don't have to worry about that at all."

E: "Well, this man never came down to our level. He used to talk to me quite often, and I am rather short and he was a great big man, but do you think he would ever look down at my face when we were conversing? I should say not. He would look right straight past me over my head, and I would have to holler up at him. Even if I am a short man, I should not be looked down on and a person should not consider himself my superior or anybody else's superior the way that fellow did. We are all human beings and we all have about the same endowments from the good Lord. He wasn't endowed with any particular advantages that we did not have, and he was only working for a living like everyone of us.

"As I said, though, I always got along with him for some reason or another, probably because I pitied the man."

I: "Is it possible to get along with people even if you don't pity them?"

E: "Yes, I think so. If a person learns to control his temper he will usually get along with almost anybody. That man was the only supervisor I have ever come in contact with that did not qualify for

the job, I think. Maybe it is none of my business, but you want my opinion, so I'm giving it to you. I have been working for ~~over~~ ^{over a many} number of years in my department and everyone in there knows me well. In fact, I think they would all do anything in the world for me, every last one of them calls me Dad because I'm the oldest man in the department."

The employee discusses his family and difficulty he had mastering English language.

I: "Your English is certainly very good now."

E: "I know, but still I couldn't expect to be a Foreman here, so I never felt bad that I didn't get it."

I: "What do you mean?"

E: "If it isn't in a man to be a boss, then he can't expect to get that far. Foremen are trained to talk nice to the employees and listen to their troubles, that is, they should do all of those things, and I believe a lot of them do. This Mr. Blank I was telling you about didn't do that and now he is back upstairs working on the bench. You see, it don't pay to try and step outside the rules. I was never trained to be a supervisor, so I am one of the workers, that is my lot in my life and I am satisfied. Everybody can't be a boss.

"One time when I was getting a service button, my Division Chief had a long talk with me. He told me that he was sorry that I was not making more money and was not a supervisor. But I said the same thing to him that I have said to you. We can't all be supervisors and we can't all be rich. If I could be a good employee and earn a fair wage, that is all I ask.

"I have made a good many friends here at the Company. I belong to Good Fellow Clubs and I am one of the Pioneers."