

Memorandums on the selection and training of personnel counselors.

C O P Y

SPECIFICATION FOR USE IN SELECTING CANDIDATES
WITH CONSIDERABLE COMPANY EXPERIENCE FOR
PERSONNEL COUNSELING WORK

Description of the Job

A personnel counselor's duties consist of maintaining a relation with employees and supervisors throughout the work unit to which he is assigned (approximately 300 employees) which will permit him to analyze and help correct employee relations problems that may be present through the application of a specialized interviewing technique. These problems vary with situations but they ordinarily include such things as the correction of problem cases, the alteration of emotional attitudes and distorted ideas which lessen morale or hinder efficiency and the improvement of unsatisfactory relations between employee and supervisor or between one employee and another.

Personal Characteristics

Age: The main consideration with respect to age is that the person be mature. No further limits except as may be imposed by considerations listed below. (Probably between 30 and 45 years of age.)

Service: No limits but the main point in taking them from within the plant is to secure people with considerable experience with the Company. Would therefore prefer people with as much service as possible considering the limitations imposed by the other requirements listed below. (Probably 10 to 20 years of service.)

Education: College training has not been looked upon as a requirement because the training required is not taught in college. People selected, however, should be capable of assimilating material of at least college graduate level.

Experience: Preferably should have worked as an individual in the shop sufficiently long to have a first hand understanding of employee sentiments - the things that are important to them and those that are unimportant.

Status in
Company:

If a non-supervisor, he should be an outstanding employee in his group and should be capable of earning a considerable rate increase on his present job or be eligible for upgrading or promotion to supervisory rank.

If a supervisor, he should be regarded as one who is capable of advancing at least one level higher.

This matter of status is important because it will be necessary for us to be able to reward the employee for doing good work as a counselor and still be able to return him to line work if it appears that his as well as the Company's interests would be better served that way.

Rate:

His rate of pay should be governed by the above considerations. Ordinarily, maximum would be \$300.00.

Personality:

He should be the type of person who does not become confused or bothered when things go wrong. He should possess the quality of patience to an unusual degree. He should enjoy meeting people whom he does not know well and he should be capable of maintaining a personal friendship over a considerable period of time. This characteristic usually follows from not too strong personal ambitions, few strong personal biases and a willingness to subordinate himself and his ideas on a subject to those of the other fellow. He also should be able to express himself effectively when called upon but he should not tend to use this ability to impress others or to sell himself.

WJD:ACM:F

2/14/41

THE SELECTION AND TRAINING OF COUNSELORS

1. Selection

- 1.1 There are no objective rules to be followed or tests which can be given to assure success in the selection of counselors.
- 1.2 No one type of background or experience seems to stand out as preferable requirement.
- 1.3 With regard to educational requirements, a college degree seems to be beneficial if the applicant has experienced a personal growth in the ability to meet and attend to social situations while at school. These kind of people are more versatile in adapting themselves in new situations. Too much specialization usually is a handicap.
- 1.4 Any experience or set of experiences which tended to develop a fixed point of view or a system of positive or aggressive attitude makes the adjustment to the counseling point of view difficult.
- 1.5 Success in selecting counselors depends on:
 - 1.51 A thorough understanding of the counseling point of view.
 - 1.52 Experience in selecting and training counselors.
- 1.6 General things to look for in an applicant.
 - 1.61 He should have a highly developed system of social skills which permit him to feel comfortable in and adjust to a wide variety of social situations.
 - 1.62 He should have a basic interest in the other fellow and what is going on around him.
 - 1.63 He should be inclined to use this interest and its resultant understanding to effect improvements in the satisfactions people are getting from their experiences rather than for the satisfaction he might get from being able to influence or control or analyze people.
 - 1.64 He should be attractive physically without having habits of dress or mannerisms which call undue attention to himself. By the same token, he should be free from physical defects, nervous habits, etc.

2.

- 1.65 He should be intellectually curious, have the ability and a strong urge to learn something that is new and different.

2. Training the new counselor.

- 2.1 Counselor training at Hawthorne is carried out under the close and almost constant supervision of experienced counselors.
- 2.2 A new counselor entering the department is told that he should keep three things in mind during the period (approximately two weeks) before he is assigned to a shop territory.
- 2.21 He needs to become generally and roughly acquainted with the works. That is, he should be able to get about without getting lost, have a rough idea of the Company organization, know where some of the more generally known types of apparatus are manufactured.
- 2.22 He needs to become acquainted also with the people he is going to work with. He is told that the experienced counselors can be a real help to him if he uses this period in which he is becoming acquainted to encourage them to answer questions and talk about their work.
- 2.25 The new counselor also is told that he needs to have a general understanding of our research experience and be able to answer simple questions about the work.
- 2.3 During the base training period, the counselor is given considerable reading material. He is advised to discuss this reading with his supervisor as there are general points of importance in each thing he reads but he should not spend too much time trying to understand each article in detail. It is reading for a general orientation to the interviewing point of view rather than specific job instructions. The reading consists of:
1. Pamphlets regarding Western Electric and A.T.& T. organization and history.
 2. Pamphlets regarding our research experience and the history of counseling.
 3. Pamphlets on interviewing.
 4. Several books and pamphlets based on the Freudian point of view. From these he is expected to get an appreciation of certain forms of abnormal behavior and the thought mechanisms involved.

3.

5. Piaget's reports of his experiments with the thinking of the child. From these he can observe the care that needs to be taken if a situation is to be created which will permit free spontaneous expression. Piaget also has a system of classifying child thought which is useful.

2.4 At the completion of the base training period, the counselor is assigned to a shop territory where his total activity is guided by his supervisor. The counselor is taught to act and think in terms of a specific point of view. As an aid in accomplishing this, all his contacts with employees and supervisors are recorded verbatim. From an examination of his experience and with the help of a supervisor, the counselor learns over a period extending from eighteen months to two years to consistently create a situation in which the employee feels free to talk and think in a very personal way about himself and his experiences. The specific training involved varies with each counselor. Our aim is to give each counselor all the assistance we can in developing an intellectual understanding of the interview and the skill that is necessary to practice interviewing. Actually, he learns from interviewing and from face to face contacts in many comfortable and uncomfortable situations.

ACM:F

9/9/42

Mr. Nickson:

Sometime ago I mentioned
that we were trying to put
something on paper about
Selection of Counselors Training,
Supervising etc. This is our
first attempt on Selection
JH.

1944(2)
F.

THE SELECTION OF COUNSELORS

1. No one type of background or experience seems to stand out or to be preferable. However, it may be significant that some of the counselors have had experience working with people in such a way that they have obtained an attitude of sympathetic understanding of others. They have obtained an attitude of tolerance, interest and a thoughtful desire to learn more of the emotional habit patterns of themselves and others. On the whole, it would seem undesirable for an applicant to have had experience implying "too much authority." From that experience an individual may have developed a drive which demands a continued relationship offering this kind of status. A genuine interest in the field of social sciences such as psychology, sociology, social anthropology or social case studies is advantageous to the understanding of the scope and the purpose of the field of counseling.

2. When considering educational background, a college degree seems to be beneficial if the applicant has experienced a personal growth in his ability to meet and cope with social situations while at school. This type of person, experienced in adapting himself to new situations, will carry this versatility into his work. Applicants without college degrees are desirable providing they have attained the same characteristics through other experiences.

3. Too much specialization is usually a handicap because of the fact that in the process of specializing the applicant may have acquired a fixed way of looking at behavior and methods of therapy that would make the acceptance of counseling difficult if not impossible. This holds true primarily with specialized training in the field of psychology, for specialists in that field often tend to look at methods and techniques

involved rather than attend to natural easy relationships in the assigned territory. A specialist is often seeking recognition or personal advancement that counseling cannot offer to the degree that he may demand. These same remarks are applicable in other fields such as sociology, theology, social service, etc. It is not intended to rule out specialists, but care should be taken in selecting a person with such training to ascertain how much effect the acquiring of degrees has had on the person and his attitude concerning the degree and what it means to him. Prior experiences can be evaluated in terms of vocational choice -- one who has voluntarily chosen such fields as scientific research or statistics which direct interest away from human association would suggest negative prognosis.

4. While interest in people is a pre-requisite, as usual, precaution must be taken against the extreme. The "crusader" who is over-emotional in his zeal for helping the unfortunate and righting social wrongs is likely to have one of two disqualifications. He may find it difficult to be impersonal or objective in his attitude, or he may resort to revolutionary methods. While "crusading" can be channeled into a desirable counseling attitude it is a difficult adjustment, and the "crusader" is not likely to derive much personal satisfaction from the job. The above has implied the desirability of emotional stability which again may be expressed to the trained observer through the candidate's reaction to the stimuli of the interviewer, a balanced perspective of his own training and experience, and some recognition of the possibilities of counseling and his own fitness for the job.

5. The following suggests some of the desirable qualities to look for in an applicant:

3.

- a) Priority should be given to a pleasant, inviting personality and may be judged by the way the applicant meets people and in which the interviewer visualizes his personal contacts in the industrial situation.
- b) Of prime importance is a manifest interest in people which serves as a basis for a significant understanding of others and of the motive, attitudes, and drives which govern their behavior.
- c) Closely allied is the essential factor of sensitivity to human relationships and social situations which may be observed through the applicant's response to the interviewing situation itself, through his accounts of prior experiences and through expressed reactions to hypothetical situations suggested by the interviewer.
- d) The personal and social maturity of a recent college graduate may also be determined partially through the application form. However, maturity is estimated in terms other than mere chronological age and should be further evaluated through the aid of the interviewer. While age limits should be flexible, the optimum age should probably fall within the limits of 25 and 40, although it is true that some persons tend to become stereotyped before the upper limit and others may continue to grow and adapt to ages beyond 40. The criterion should be whether one has 20 years of experience or one year of experience 20 times.
- e) The counselor should be attractive physically without having habits or mannerisms which call undue attention to himself.

4.

He should be free from physical defects, nervous habits, etc. These dress habits or mannerisms may in themselves indicate some unusual need on the part of the applicant to be recognized socially or to be socially acceptable and may be significant of some deeper-set feeling of social insecurity or deficiency which would cause the applicant real difficulty in being natural and acceptable to the people in the counseling territory that might be assigned to him.

It has been proposed that:

- a) Some kind of attitude or personality test be used, with the idea of correlating results of these tests with the performance of present counselors and applicants. After a base has been established with these tests, they may be used for the prognosis of prospective employees.
- b) A three month probation period to be established. At the end of such time a review of the counselor's progress would be made to determine the individual's ability to orient himself to the counseling point of view. It is further suggested that all supervisors within the department should contact the new employee at least three times during the trial period, with the view in mind of determining what this employee's progress and ability seem to be at these points.
- c) A systematic procedure be adopted, to be followed after interviewing an applicant. Each supervisor will present his applicant interview outline in a formal conference for group discussion. The applicant interview outline mentioned above

5.

will provide space for the supervisors evaluation* of
the applicant based on the following points:

Education
Experience
■ Intellectual curiosity
Nature of interest in job
Social Skills
Interest in fellow men
Maturity
Physical appearance

* see attached

APPLICANT INTERVIEW OUTLINE

Applicant _____

Supervisor _____

Date _____

1. Education

2. Experience

3. Intellectual Curiosity

4. Nature of Interest in Job

5. Social Skills

6. Interest in Fellow Men

7. Maturity

8. Physical Appearance

REQUIREMENTS FOR PERSONNEL COUNSELORS

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

GENERAL REQUIREMENTS

1. Skill in Understanding

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

2. Skill in Listening

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

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

2.3 Assuming that the counselor is competent and that the employee understands and accepts his function, the counselor is constantly on the alert for the personal implications of what is being said. That is to say, he is focusing his attention on the underlying feelings and attitudes which are prompting the employee's expression. Such basic feelings and attitudes are not often apparent but are most readily indicated in statements of judgment, evaluations and appraisals. It is the counselor's skill of listening which enables him to recognize basic feelings in these or any other areas of expression. As he listens he constantly keeps in mind the patterns of feelings being expressed and their interrelationships.

3. Skill in Observing

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

4. Skill in Talking

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

- 4.1 Relating himself to the other person so that his function will be understood and accepted. In order to do this, the counselor must be sure of himself. He must have a pretty full awareness of what he is supposed to do backed by conviction that his function is valid from the standpoint of the Company and socially useful. Backed with this kind of solid foundation, the counselor can instill confidence. Confidence cannot be gained merely by the guarantee of personal anonymity.

- 4.2 The talking a counselor does in an interview is aimed at what at first glance appears to be two contradictory objectives. On the one hand it encourages an ever broadening area of talk and once having obtained it, he is then interested in narrowing it down again. He is interested in broadening the circle because people habitually pinpoint their difficulties. That is, they tend to narrow them down to an oversimplified statement of the situation. At this level, the possible relevant areas bearing upon the problem are excluded from the employee's thinking. Thus the counselor encourages talk in many areas and he likes to listen to seemingly irrelevant, inconsistent and sometimes silly chatter. All of this is designed to help the individual bring himself fully into the picture. All the time this is going on as described previously, the counselor is listening attentively and observing the patterns of feelings being expressed. Then the situation seems appropriate, he includes these feelings in his response to the employee. These responses must be so designed that the employee not only accepts them but is stimulated by them to proceed further in his thinking. Thus the employee is able to acquire a new point of focus which may lead to a new type of motivation.

PERSONAL REQUIREMENTS

1. Appearance and Behavior

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

2. Age

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

3. Company Service

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

4. Education

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

5. Other Work Experience

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

A Integrity

I Truthfulness

1. Will you be able to accept his statements without sifting them for the truth?
2. Will he distort the facts as a matter of convenience, expediency?
3. Will he be able to assess a situation for what it is or will his "perception" be clouded, unreliable, distorted?
4. Is his idea of honesty of a mobile nature, elastic or is it grounded in an integrity of mind?

II Sincerity

1. Was there anything in the interview, either fact or feeling, which led you to believe the applicant was trying to make an impression?
2. It is understood, of course, that an applicant tries to put his best foot forward but this can be accomplished without a shell of artificiality. Do his reasons for his actions and his attitudes toward people and things seem to fit into the total picture of himself as developed for you in the interview?
3. Or is there a lack of harmony between what he says he is and what you think he is?
4. Do you think his motives for wanting the job are sincere?
5. Will the counselors and employees have confidence in him as a person?

III Frankness

1. Does the applicant seem to be open in his statements or does he seem to pick and choose?
2. Do you have the feeling that you know the applicant pretty well as a result of the interview?
3. Are there blind spots in his portrayal of himself?
4. Does he tread lightly when talking in certain areas?
5. Does he feel uncomfortable in talking about himself in certain areas?
6. Does he ask questions of the interviewer in order to take attention away from himself?
7. As a counselor, would he give you an accurate description of his territory and his performance or would he slant the description to bolster his status and prestige?

IV Tolerance

1. Are his likes and dislikes of such a nature and intensity as to interfere with the job?
2. Does he have a condescending, patronizing attitude toward people, especially workers?

- 3. Does he have a wholesome respect for the native capacity of the worker for self-determination?
- 4. Will he find it necessary to 'help' the employees?
- 5. Will his own beliefs, prejudices, and attitudes interfere with his work?
- 6. Will he be interested in what other counselors think about the job in order to add to his own knowledge?
- 7. Or will he condemn whatever is 'foreign' or does not fit in with his ideas?

V Loyalty

- 1. Will his loyalties to the company, organization, section job, supervisors, fellow counselors be founded on principles of justice and fairness?
- 2. Will he seriously sacrifice the job and jeopardize his fellow counselors to his own aggrandizement?
- 3. Will he contribute to a wholesome cooperative atmosphere in the organization?
- 4. Or will he create disharmony, unrest, ill-will, suspicion, disgust?

B Stability

I Maturity

- 1. Does he think like an adult?
- 2. Are his values those of a 'grown up'?
- 3. Does he exhibit any 'depth' in his attitudes, feelings?
- 4. Does he give the impression of being flighty, disorganized?
- 5. Has he been 'misunderstood'?
- 6. Is he attracted to counseling because of his own 'psychological needs'?
- 7. What do you think of his 'emotional stability'?
- 8. Would his personal needs interfere with his concentration on the employee?
- 9. Is he anchored sufficiently emotionally to withstand being bowled over by employee problems?

II Responsibility

- 1. Does he possess this attribute in a sufficient degree to enable him to perform the counseling job?
- ? 2. Will the supervisor have to be 'on his heels'?
- 3. Will the applicant be able to develop the job satisfactorily from the framework given him by his supervisor?

4. Will he 'depend' on the supervisor or others to the detriment of his own growth on the job?
5. Will he be able to comprehend the job in its broader aspects and work out the details in the light of these broader aspects?
6. Will the kind of responsibility demanded on the counseling job be asking too much of this applicant because of his literal-mindedness?
7. Will he succumb to the lack of detailed and definite guideposts and directions?
8. Will he perform the requirements of the job through a sense of justice and fairness even though it would be possible to 'get away' with not fulfilling the job requirements? *or need making*

III Reliability

1. Will you be able to depend on the applicant to exhibit the accepted behavior in terms of reporting for work, being on time, notifying about absences, making out reports, informing his supervisor of deviations in procedures, asking for the necessary permissions and passes?
2. Will he be working all the angles?
3. Does he possess a sense of propriety that will govern his behavior in matters of procedures, policies, rules, privileges?

IV Fortitude

1. Will the applicant show energy and courage in performing his job?
2. Will rebuffs in the territory 'floor him' permanently?
3. Will he be easily discouraged?
4. Will he seek and use constructive methods in overcoming obstacles?

V Application

1. Will the applicant consistently give the required time and effort to the job?
2. Will he overcome a natural 'inertia' to avoid going into the territory when he is not in the 'mood'?
3. Will he take the necessary means to grow on the job?
4. Is he energetic?
5. If so, will his energy be directed to a performance of the job or be focused on interests that lie outside the scope of counseling?

VI Objectivity

1. Will the applicant maintain a 'balance' in the face of irritating and discouraging aspects of the job?
2. Will he become 'aroused' or 'upset' at inconvenience, change, disappointments?
3. Will he be able to 'screen' the output of the grapevine and rumor mart so as not to be unduly distracted from his job?
4. Will he be a stabilizing force in the organization?
5. Will he tend to form cliques or be an easy victim for one who does?

C Intelligence

I Tact

1. Will he be able to deal effectively and harmoniously with the exigencies arising from his job in the territory and in the counseling organization?

II Judgment

- ? 1. Does he have the sensitivity to grasp the total 'field' in a given situation and the ability to perceive the significance of the forces that are operating in that situation?
- ? 2. Will he miss the subtleties of a face-to-face situation?
3. Can he size up what's going on in a group or individual contact?
4. Does he 'catch on' easily or do most things have to be spelled out before he can comprehend?
5. Will he perceive easily, spontaneously, intuitively the 'tonal qualities' of the interpersonal relations encountered on the job?
- ? 6. What about his apperception?
7. Will the qualities of his participation in a personal situation be mobile and facile or rigid and stodgy?
8. In performing the job will he have the capacity to put first things first?
9. Will his judgment remain sure in ticklish or awkward situations?

III Education

1. Has his education stimulated his curiosity about further knowledge?

- ? 2. Do you think he is burnt out?
- 3. Will he be content to let his 'degree' do his job from now on?
- ? 4. Has his academic training made him conceited, smug aggressive, domineering?
- 5. Does he think he should know all the answers now?
- 6. Has his lack of formal training made him over-aggressive, defensive?
- 7. Or has it caused him to be humble, open-minded, desirous of knowledge, self-reliant, appreciative?
- 8. Does his ability to express himself orally and in writing meet the job requirements?

D Adaptability

I Ability to Listen

- 1. What kind of attention does he give?
- 2. Is it easy, forced, strained, artificial, sincere?
- 3. Is it easy to talk to him?
- 4. Does his reaction to the things you tell him stimulate you to tell him more?
- 5. Do your statements seem to penetrate easily?
- 6. Does he seem to be actively participating even when listening?
- 7. Does he get lost frequently?
- 8. What causes him to lose the 'place', the difficulty of the concepts or a lack of deep interest?
- 9. Does he use his 'listening time' mainly to wait for you to finish talking?
- 10. Did he 'get off' at several 'stops' back?
- 11. Would the counselors like to talk to him?
- 12. Would the employees?
- 13. Do you think he was bored with what you told him?
- 14. Does he seem to be in a hurry to get some place?

II Capacity for Growth

- ? 1. Will he adjust to the counseling job?
- 2. Will reorientation be accomplished without too much 'pain'?
- ? 3. Will his particular mentality be receptive to experiences that make for growth?
- 4. Will he tend to build a shell of techniques that will prevent penetration of growth experiences?
- 5. Will his development stop at a superficial level or will it tend to be a continual process?

III Social Skill

1. Will he be able to relate himself to the employees, supervisors, counselors, and others?
2. Will his response to social situations be acceptable?
3. Are there deficiencies in his personality that will cause resistance?
4. Does his behavior stem from a well-integrated personality or is it something artificial, copied, irrelevant?
5. Will he be secure in his social relations?
6. Or will his insecurity prompt techniques of behavior that are inappropriate, frenzied, nervous, conniving, dishonest?
7. Will he be relaxed?
- ? 8. Will he give the impression of wanting to be elsewhere?
9. Will he be able to initiate contacts without the need for a 'crutch'?
10. Will his approach be easy, pleasant, sincere?
11. Will his relationships develop, deepen, strengthen, the longer he is in the territory?
12. Is there anything about him that will create antagonisms, hostilities, irritations?
13. Will he subordinate his personal interests to those of the job in his employee contacts?
14. Will he 'use' his contacts for purposes of personal gain and to the detriment of the counseling service?
- ? 15. Will his behavior be exemplary?
- ? 16. Will he make a favorable impression on the employees and supervisors?
17. Will the impression he creates ^{throughout} ~~about~~ the plant in general redound to the benefit of the counseling organization?
18. Will he be able to approach higher supervision?
19. Will he feel more at home with supervisors than with employees?
20. Will he get along with his boss but not with his fellow counselors?
- ? 21. Will he be accepted for what he is? *How can you tell?*
22. Will he buy acceptance by favors?
23. Will he contribute to the harmony in the department?
24. Does he exude warmth?
25. Will his sense of humor add to the pleasure of the job ~~as well~~ ^{and} as a shock-absorber in 'failure'?
26. Will he be able to grasp the humor in humorous situations?
27. Will he be able to laugh at himself?

IV Job Interest

- ? 1. Will his job interests be compatible with those of the counseling organization?

2. Will the values with which counseling is concerned be in harmony with the applicant's own set of values?
3. Will the applicant find substance in the job?
4. Will the aims, goals, objectives, values of the job be too segmented for the applicant?
5. With training and experience will he be able to penetrate beyond the more obvious of the values?
6. Will he experience frequent periods of not being in the mood to counsel?
7. What will he do about his periods of disinterest?
8. Will he soon light out for fresher fields dripping with the ointment of the Hawthorne Studies?
9. Are his expectations too sanguine?
10. Will he soon feel that his best capacities are lying fallow?
11. Do you think he can constructively subordinate tendencies that would operate to interfere with the performance of the job?

emotional

W. H. R.

like a lot

V Satisfaction

1. Will the kind of satisfactions derived from counseling be sufficient to meet his needs?
2. Will he demand quick and tangible results?
3. How will he handle his dissatisfactions?
4. Will he settle into a suspended state of inanition after a few abortive attempts to gain a wholesome satisfaction have failed?
5. Will he seek satisfactions in escape mechanisms?
6. Will the hard knocks encountered on the job be minimized by his appreciation of the rewards?
7. Will he be content with the 'insignificant' results that is the counselor's lot?
8. Does his lack of ambition cause one to mistake his inertia for well modulated demands?
9. Will he tend to magnify the tangible and less important aspects of the job and minimize the main aspects?

E Appearance

I Attractiveness

1. Is his appearance devoid of unattractive characteristics?
2. Is there anything in his physical makeup that would be a serious handicap in personal contacts?
3. If there is a physical deficiency is it obscured by a favorable 'total' impression?

8.

II Poise

1. Is he poised?

III Friendliness

1. Does he have a natural warmth and friendliness?

IV Neatness

1. Is he neat?

V Health

1. Is his health good?

SG:FV
2/24/48