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## FULL UTILIZATION OF THE WORKER THROUGH EFFECTIVE HUMAN RELATIONS

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Professor Earl Brooks, Assistant Dean, New York State School of Industrial and Labor Relations, Cornell University, was born in Bloomdale, Ohio, 7 March 1914. He was graduated from Bowling Green State University, Ohio, with B.S. and A.B. degrees in 1935 and received his A.M. degree at American University in 1938. After graduation Professor Brooks held the following positions: personnel assistant, U. S. Department of Labor, 1936-1939; training director, U. S. Forest Service, 1939-1941; Coordinator of training, Army Air Force, Wright Field, 1941-1943; active duty as U. S. Naval Reserve Officer, 1943-1946, engaged in personnel training and industrial relations work; personnel director, National Housing Agency, 1946-1947; professor of industrial and labor relations, 1947 to present date. Professor Brooks also serves as labor arbitrator and consultant on personnel and executive development with various companies, including Chesapeake and Ohio Railway, Corning Glass Company, Continental Oil Company, Greenbrier Hotel, and the New York Central Railroad.

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## FULL UTILIZATION OF THE WORKER THROUGH EFFECTIVE HUMAN RELATIONS

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COMMANDER CASTELAZO: General Greeley, gentlemen: Our studies of the problems that grow out of the manpower situation include one very important area. For the past hundred years or so we have been in an era of industrial development. Our industrial plant has increased by leaps and bounds and our efficiency and productivity have increased, primarily as the result of our technological progress. It has not been until recent years, however, that management has recognized the full value of human relations as a tool for increasing productivity.

Our speaker this morning is exceptionally well-qualified to discuss the topic of today, "Full Utilization of the Worker through Effective Human Relations."

Professor Brooks has had many years of practical experience in both private industry and public organizations in the field of human relations. He is Assistant Dean of New York State School of Industrial and Labor Relations at Cornell University.

It gives me great pleasure to introduce Mr. Earl Brooks to the Industrial College of the Armed Forces and to the class of 1953.

MR. BROOKS: In discussing with you today this very important topic of effective human relations, I wish that there were a formula or some special recipe that I could give to you. We all know that is impossible.

Human relations has been given a lot of attention in the last hundred years, particularly in the last 20 years, but you all realize that it is a very ancient art. It is based on principles which have been recognized for hundreds of years. What we are now discovering about human relations is that most of us know what good supervision is; all of us know what we should do as executives, managers, and supervisors, yet these principles are often ignored, over-looked and violated.

I would like to review with you some of these basic principles of human relations and discuss several attitude surveys which we have made in various companies during the past five years, including an oil company, two major railroads, a textile mill, a hotel, and a chain of 450 retail stores. I shall present what the employees think of the applied human relations in those organizations.

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Following that there will be opportunity for discussion from your experience of what might be done to get better human relations and thereby better utilization of manpower.

We hear a lot of things these days such as, "People don't want to work any more." "Workers nowadays feel the world owes them a living." "You can't get a fair day's work." You have all heard statements of this type. What causes this feeling? Is it true or imaginary? Who is to blame? And what can be done about it?

We know attitudes are important. In surveys of why employees are discharged, we have concluded that from 80 to 85 percent of the employees fired for unsatisfactory service had the knowledge and skill required for the job. They were fired, however, because of poor attitudes or unacceptable work habits.

For example, 80 to 85 percent of the employees who were discharged, although they had knowledge and skill, were unable or unwilling to work with others; they were insubordinate; they were unwilling to work for certain supervisors; they were guilty of excessive absenteeism; they were habitually tardy; they destroyed company property; they were fighting on the job, breaking rules and regulations, or participating in horseplay. You all know that simple fact that most people fail to be promoted on a job, not so much because they lack skill or knowledge but because their attitudes are not proper. I would like to just cite you a few examples:

Within 75 miles of Ithaca, New York, where Cornell University is located, we have made several studies on the subject of turnover, which is an indication of employee morale and human relations. In one plant the turnover is less than 2 percent a year--for every hundred employees, less than 2 quit. Within two miles of that plant there is another company where the turnover is over 100 percent. We have tried to discover the reasons for this variance of absenteeism.

In some companies we find that absenteeism will average as much as 18 percent every day of the year. In one tannery we found that absenteeism was at the rate of 25 percent a day. In one plant at Syracuse paydays were staggered so that one-sixth of the employees were paid each day of the week in order that enough employees would be at work the day after payday. Those are unusual situations. On the other hand in some plants the absenteeism rate is less than 1 percent. Again we wonder what are the causes of the varying situations which directly affect utilization of manpower.

It is more than pay. You have just witnessed a very interesting situation in California in the aircraft plants where within a few miles of each other employees in the same company, members of the same union,

voted overwhelmingly in one plant to accept a new contract and in another near-by factory flatly rejected the identical offer.

These are some case examples of how human relations and employee morale vary. We all know those things. The important thing is what causes them to vary. With that in mind, for the past several years we have talked with executives, supervisors, union officials, employees, and even with families of employees. In a large number of companies we conducted extensive research by means of questionnaires and interviews and have some findings which I would like to present today. One of our conclusions is that employees have certain expectations regardless of the company, its location or the type of industry.

### Employee Expectations of Supervisors

1. Understanding of their problems.
2. Clear directions--what is expected of them.
3. Adequate pay--fair in comparison with others.
4. Opportunity to learn, develop, and use skills and knowledge.
5. Recognition--how they are doing.
6. Friendly, firm, and fair treatment.
7. Dependable supervision--no buck passing.
8. Information--the why of their jobs.
9. Interesting and worthwhile work.
10. Freedom of expression.
11. Protection from humiliation.
12. Pleasant and safe-working conditions.
13. Security--personal and economic.
14. Congenial fellow employees.

We found in five companies the thing that employees rated highest of all their expectations was an understanding of their problems on the part of the supervisors and executives of the company. That included both on-and off-the-job problems. You may want to raise questions as to why they felt their supervisors should have an understanding of their off-the-job problems.

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First, understanding of their problems.--When we interviewed the employees, we asked, "What do you mean by that?" They said, "We would like to have the type of supervisor who is interested in us as a person, who is interested in our family, who is interested in more than just the type of work we do." They wanted somebody to listen, not necessarily to give advice. From 24 to 49 percent of the employees in five companies felt that the company cared only about how they did the job and not what happens to them as an individual or what happens to their families.

Second, clear directions--what is expected of them.--When we asked employees what they meant by that, they said, "We would like to have one boss. We don't want conflicting orders." In each of the five companies surveyed at least 18 percent of the employees said that they received orders from more than one supervisor. In some companies employees claimed they had as many as five or six supervisors. We asked them to name their supervisors. The surprising thing is that the people they named as supervisors were usually one or two levels above the person who was, according to the organization chart, their supervisor.

Another point in clear directions is that supervisors are even more concerned about receiving orders from several sources than are employees. Thirty percent of the employees, an average of these five plants, said they would have difficulty in talking with their supervisors if they wanted to.

Third, adequate pay--fair in comparison with others.--We found a thing that was especially important in employees' expectations was that they wanted pay which was fair in comparison with others in the company and in the community. Many employees didn't understand the basis of pay. They had no idea about deductions. An average of 50 percent of the supervisors in the five companies stated that they were not clear as to their authority on adjusting pay or they did not have enough authority on adjusting pay.

Fourth, opportunity to learn, develop, and use skills and knowledge.-- Note that doesn't say that all people are interested in promotion. We asked that question: "Are you particularly interested in more responsibility?" From 8 to 14 percent of the employees said they did not care for more responsibility. Other employees, however, rated the opportunity for promotion very high. An alarming percentage of them felt their full skill was not being used. An average of 50 percent of the employees stated that they needed and desired more on-the-job coaching. Their interest was more in on-the-job coaching than for formal training. As we followed up on these questionnaires, it was disturbing to find the emphasis which companies place on formal classroom training as contrasted with effective on-the-job coaching as a means of getting better utilization of personnel.

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Fifth, recognition--how they are doing.--Most of us from childhood on want to know how we are doing. A child would rather be spanked than ignored. In most cases employees expect and like recognition--praise if they deserve it; correction if they need that. But we found that in no one of the companies did less than 19 percent of the employees state they had never been told how they were doing.

We asked this question: "If you did an outstandingly good piece of work, what are the chances that you would be recognized for it?" Sixty-one percent in the five companies said, "Seldom or never."

This employee attitude is a serious reflection on the type of supervision which people receive. We all know that recognition is important. Why don't we do a better job of following up on it? Some will say, "The moment we recognize a man's good work, he is going to ask for a raise." Some may, but from our observations most employees do not.

Sixth, friendly, firm, and fair treatment.--By fair treatment was meant avoiding favoritism, the treating of one employee like another, the picking out of individuals for special consideration. From 35 to 50 percent of the employees stated that their supervisor occasionally, or frequently, had favorites.

These surveys were conducted in well-managed companies. Why do employees feel that way? If you were an executive in a company or working with a company where that feeling prevailed, what would you do about it?

Seventh, dependable supervision--no buck passing.--As some of the employees stated in their comments, they didn't want the type of supervisor who ran "hot and cold." We asked: "If you had a justified complaint, what are the chances of getting fair and prompt hearing on that complaint?" One-third of them said, "Very poor"; 25 percent of the employees stated that when they asked their supervisor a question he either dodged, stalled, or passed the buck.

In companies which had several branches, we found a common tendency for supervisors to say, "I would like to do this for you but headquarters won't let me do it." Then we asked employees what they thought of that type of situation. Sometimes in the service we hear that answer, too, but we are talking about industry for the moment. Here is another one: Thirty-one percent of the employees stated they had been told practically nothing about personnel policies.

Eighth, Information--the why of their jobs.--There is a place where industry could do a far better job in telling employees the why of their jobs.

Will skip on to the tenth.

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Tenth, Freedom of expression.--That ties in with the lecture which Dr. Laurence gave this morning. Most companies really believe that their employees have freedom of expression. While a group of students were taking a field trip through a company the personnel director said, "Instead of giving a lecture here, I will just answer the questions." One of the questions was, "What do you do if an employee has a complaint? What is your grievance procedure?" The personnel director replied, "We have the open-door policy here. If an employee comes in with a gripe, he talks to the supervisor. If he doesn't get satisfactory action, he comes to me as personnel director. If I can't satisfy him, we give him a ticket to New York and he can take it up with the president of the company." One of the students asked, "Do you give him a one-way ticket or a round trip?" This question, although impertinent, raises doubts as to the effectiveness of the open-door policy in itself as a means of developing freedom of expression.

We all feel we have freedom of expression as executives, but we asked this question in surveys, "If your supervisor unjustly decided a point against you, would you appeal it to a higher authority?" Two-thirds of the supervisors said no, they wouldn't.

One other point on freedom of expression--companies have a lot to gain in the utilization and development of people by the development of freedom of expression. On one of the railroads with which we were working, I was observing a humping operation. You are all familiar with the humping operation where freight trains are broken up and switched to other tracks. An employee was sitting in the retarder tower, which is about 25 feet above the ground, enclosed with glass on four sides. He gets teletype messages of the trains coming through, what the loads are, and switches them to 50-some different tracks by pulling switches and levers which brake the free-rolling cars. When asked how he liked working for the railroad, he replied, "All right I guess--have been there for 35 years." In reply to "What complaints have you?" He said, "You see those d--- blinds? They are all in shreds and I have ordered others nine years ago. I can't get any blinds. I have to put Bon Ami on the windows to keep the sun from shining in. Three times they have come out and measured them but still no blinds. Now look at this. I had a report that 60 tons of explosives are on this next car. I have the lever in the last notch. This retarder won't go down any farther than that. I can't stop that d--- car." I said, "Why don't you talk to somebody about it?" He said, "H---, no. I have talked to them about the blinds and they haven't done anything. Why tell them about the retarder?"

This incident illustrates the fact that to have freedom of expression several conditions are necessary. First, we have to be willing to listen and to do something about complaints and suggestions. We should treat complaints as suggestions for improvement. Complaints no matter how trivial, and even those which may be ungrounded, should be recognized, investigated, and adjustments made.

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Eleventh, protection from humiliation.--When we asked employees how their supervisors disciplined employees when it was necessary, one-third said they bawled them out in public.

Twelfth, pleasant and safe-working conditions.--You all know the importance of good working conditions. We asked employees if any serious accident hazard was present in their working situation; 20 percent of the employees said, yes. We asked the same question of supervisors in the same situations; 5 percent of the supervisors said there was no accident hazard. Now why is that? Does that reflect something on the communications within the organization?

Thirteenth, security--personal and economic.--We have heard a lot of talk about security. We have done a reasonably good job in economic security. We could do a lot better job on personal security, including confidence in supervision, feeling of ability to do job, knowing where one stands, consistent and fair treatment, and a sense of belonging.

Fourteenth, congenial fellow employees.--Group acceptance is the matter of being accepted by the group and having congenial groups with which to work.

One further point which we ask of supervisors and managers.--From preliminary interviews we made up a list of 14 questions on what hindered managers most in doing their jobs as well as they would like. Then we gave them the list of 14 questions and asked which they considered the biggest handicap in carrying out their work. The one which they listed number one was "paper work, too many reports." Second was the "poor attitude of employees." The third was their own "lack of human relations know-how." Although there was opportunity for comment, no supervisor suggested that attitudes of employees might be due in part to the kind of supervision received.

In answer to the 50 questions in each of these surveys all kinds of gripes, complaints, and suggestions, were offered. At last we asked them, "If you had your choice, would you prefer to work for this company or take a job elsewhere? Ninety-seven percent of the supervisory employees and 95 percent of the nonsupervisory employees said that they would still prefer to work for that company in spite of all the gripes. Then we asked them, "What does your wife think about your working for this company? Would she prefer that you continue to work for this company or that you go somewhere else?" Twelve percent of those same managers said their wives would prefer that they take jobs elsewhere. A slightly lesser percentage of the nonsupervisory employees said their wives would prefer to go somewhere else. Is that point important? Is it one about which a company can do anything? We think that the answer to both those questions is, yes. On page 25 of the handout (Appendix) are some human relations principles. These principles were originally developed by a large automobile company. It had 16; we added one and changed some others. These are principles on which human relations programs are often based.

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First, show sincere interest in the person's problem--both on and off the job.--Now you are going to agree with most of these, although you may not with some of them. But again I would like to have you think: Why are we not doing a better job of following these principles? Why don't attitude surveys show better results?

Second, take time to get the facts.--You have all heard that throughout your careers many times. Still some people go off half cocked in certain human relations situations.

Third, take prompt action on problems.--Rather than waiting for a problem to work itself out, step up to the problem and do something about it as soon as you have the facts.

Fourth, be constructive in your approach, rather than looking for the mistake when something goes wrong to see that somebody gets a whipping.

Fifth, maintain an open mind.

Sixth, be adaptable to change and help others adjust to change.--Part of that, "help others adjust to change" is one of the major human relations problems which is faced in industry. Just as an example, when the railroads changed from steam locomotives to Diesel engines several of the engineers flatly refused to take the Diesel out, saying that they were among the best steam locomotive engineers, they were going to retire in another two or three years and they weren't going to learn this new system. Yet they could learn the new operation in a few hours. Helping others adjust to change is an important problem in human relations.

Seventh, be reasonable in what you expect of others.

Eighth, treat complaints as suggestions.--When an employee makes a complaint, instead of treating it as something chronic or ignoring it, get his ideas of how things could be improved.

Complaints are many employees' ways of making constructive suggestions. A complaint has been defined as "Any irritation about a man's job, supervisors, fellow workers, working conditions." But there are some things often overlooked about it. It may be real or it may be imaginary. He may have justifiable grounds for it, but it is just as important from the company's viewpoint for getting complete utilization of the worker in treating imaginary complaints as in treating real ones. The imaginary ones are in fact more difficult.

Complaints might be expressed or unexpressed. The ones expressed the company can do something about. The hidden ones cause problems.

An interesting point in analyzing gripes is that we find they are based on something that has happened in the past, maybe 25 years ago; even something that is happening now; but even more of them are based on what it is anticipated will happen in the future. Now in the services you have probably discovered that same thing--many of your gripes aren't over what has happened but what may happen--and that affects the utilization of employees and the full use of manpower.

Another point on grievances and complaints is that they may disguise a different complaint. So often we treat the symptoms rather than the real cause of the complaint. We treat the thing that breaks the camel's back--that straw--rather than trying to find the real cause, which is difficult to do at times.

Ninth, make only promises you can fulfill and then keep them.--You all recognize the importance of that human relations principle.

Tenth, keep others informed--up, down, and across.

Eleventh, admit your mistakes.--The employees will know about them. Many times by admitting them they may help in working out a more constructive situation.

Twelfth, make the individual feel the solution is his own idea.-- This is a very important human relations principle. You have all seen that work through getting participation. When a person comes to you for advice, help him to work his problem out rather than telling him "If I were you, I would do this."

Thirteenth, follow up to determine progress in a situation.--So many times we make a decision and then forget it.

Fourteenth, give commendation when deserved.--We might add correction also when deserved.

Fifteenth, keep subject on a discussion basis, rather than putting a person off saying "I don't have time for this complaint now. Let us talk about it next week."--Get it on a discussion basis rather than as an argument.

Sixteenth, set a good example.--This is probably the most important of all. You can't have good human relations unless it starts from the top in the organization. We have conducted supervisory conferences for companies and always try to start at the top because each supervisor says, "This is fine but the fellow who needs it is my boss." We have started in some companies with the board of directors, trying to have them analyze the problems which they are having in their companies. We did that recently for a large oil company and now with a retail chain company. We meet with the board of directors, the president, and other

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people in the company, training them as conference leaders, carrying that program on down the line, helping them to identify supervising problems and working out their solutions to them, rather than having some outside expert come in and say, "This is what you should do."

Seventeenth, develop freedom of expression on any subject concerning the company's welfare.

There is a list of human relations principles, all of which you know; all of which you recognize. Yet in industry and business generally we aren't doing too well in observing them. Why aren't we doing a good job on some of those?

I would just like to review with you briefly the rest of this paper. What we have tried to do here in this paper is to discuss motivation and incentives and how they result in behavior. You may want to read that over later or discuss it in some of your sessions.

Performance and achievement depend on both ability and motivation. If motivation is low, the performance will suffer just as much as it would if ability were low. Most employees who fail to succeed have the necessary knowledge and skill but lack proper attitudes and habits. This may be due to an improper attitude on the part of the supervisor in developing the will and desire to work.

On page 22 we have listed some of the chief desires of employees which repeat some of the things already mentioned. In the right-hand column we have listed the incentives which help to satisfy that desire or motive on the job. There are financial and nonfinancial incentives or stimulants. If there weren't adequate financial incentives, the nonfinancial ones would not work, but we can make much more use of nonfinancial incentives.

I hope that there are some of these principles with which you disagree and some on which you will have further questions. I hope that you will have some suggestions concerning why certain of these conditions exist and then, even more important than that, what should we be doing about them in order to get more effective utilization of personnel. I will now answer your questions.

QUESTION: Would you care to discuss the effect of labor unions on these principles that you mentioned?

MR. BROOKS: For the past two years we have been making a study of human relations problems within labor unions. They have many of the management problems--developing policies, getting them carried out, and getting results through people.

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QUESTION: I would like to throw in a thought to which there is definitely an adverse labor reaction. My impression of what you have said is that there is a sort of negative approach and I think a lack of fortitude, not in the line of any rights but because of some of the satisfaction derived by team spirit, a pride of accomplishment in overcoming difficulties and obstacles. When that is properly fostered, I think it is often one of the strongest factors in obtaining high morale and satisfaction, often exemplified by bragging in the bar and so on about the rough and tough things they have been through and have overcome. Would you comment on that?

I have seen times when air mechanics, people working on the repair of aircraft, on a nonglamorous job where they got no rest, worked 24 hours a day for short periods and did it not only willingly, efficiently, and effectively, but suffered. They were exhausted, fatigued, and yet there was a strong team spirit and they wouldn't have quit until they dropped. I wonder if there is any room in industry for a similar competitive spirit. Those men weren't doing it for anyone in particular; they were doing it because they wanted to prove their outfit could get those aircraft flying by morning. Is there a place in industry for the development of a spirit of that type?

MR. BROOKS: If industry could have the answer to that it would pay millions and millions of dollars for it. Some industries have made real progress. Some of them have practically a crusading spirit. It results from the observance of these human relations principles. Getting that airplane flying by the next morning was a specific goal. There was competition. You have a standard of performance. That is the thing that is lacking on many jobs, no standard, big assembly lines; it is difficult to measure an individual's performance and in the airplane repair job the employees knew why they were doing it.

It is surprising how many people in industry today are performing a job and don't know why they are doing it, even supervisors. Twentyseven percent of the supervisors in our surveys said more often than not that they weren't told why they were required to follow certain procedures. If they knew why they had to have the equivalent of that airplane flying in the morning, they would pitch in and do it, wouldn't they? I think they would or we wouldn't be getting some of the things accomplished that we are today. That is not a satisfactory answer to your question but I think it is more than fortitude that is needed, with which you prefaced your first remark.

The principle which some parts of industry overlooks is that it is the job of every supervisor and executive to develop people. In the Army, Navy, Air Force, and Marine Corps, the responsibility has been drilled into you so that your job is training people and if that is done well, you and your men can meet emergencies. Some companies haven't recognized

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that. Their job is to get out production, so many pieces at such and such a cost. They have to do that, but in addition they have to develop the idea that every supervisor's job is to train, coach, and develop people on the job; then when a man retires, they have that dinner and give him a gold watch, consideration will be given not only to how many things he turned out but also who did he develop and where are they in the business.

QUESTION: There is one other item that the armed services push quite a bit that you don't have in your hand-out sheet anywhere, and that is the special services program--recreation, athletics. I know you cannot regulate a man's life by saying we have 50 teams and we would like to win, and that sort of thing, but don't you think there is a place somewhere in any particular industry for athletic facilities for bachelors who have no place to go, plus various forms of entertainment that don't cost any particular amount of money.

MR. BROOKS: I would say that depends on many things. The answer to your question depends on the location. If it were a coal mine back in the hills some place where there are limited recreational facilities, there is probably a place for such a program, but if the work facilities were in a city, I question seriously how far a company should go in having company-sponsored recreational facilities. I feel that within a community the company might more effectively help a community develop recreational opportunities, encourage the employees to participate in them, even carry some of the expense. They will have a lot more appreciation of them than if the company furnished them.

From my observations the trend in industry is away from company-sponsored recreational facilities. Part of that is due to the extreme reaction there was to the so-called paternalistic efforts in the early and late twenties.

QUESTION: Those 14 points that you have up there are successful in the armed services. You usually find the special services program is mighty important in the armed forces. Why can't it be down here, and as you say, help the community, have somebody bird-dog it through so that factor is recognized?

MR. BROOKS: There is a place for recreational activities but my negative thinking on company-sponsored ones is caused by the fact that many companies try to do that to the neglect of many other basic things; too often the personnel departments of 10 or 15 years ago consisted only of that type of thing.

Within a community that has reasonable recreational facilities, a company can concentrate on some other things to better advantage.

QUESTION: I was under the impression that there was a dual approach to this human relations problem in industry. One is the approach which

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you outlined in your lecture; the other one is the informal group structure within a plant or something similar. Would you care to comment on that?

MR. BROOKS: I am glad that you brought up the informal group structure. It is one which is getting a lot of attention. It is a subject that would be well worth discussing in a separate lecture. There has been considerable writing within the last 10 or 15 years on the informal group and its importance in industry. That is how an organization really operates, not how the organization chart shows it operates.

We talk a lot about treating people as individuals. We have to recognize the group association. You must have incentives that appeal to groups as well as to the employee individually. If you carry this point of treating employees as individuals to the extreme, you may be charged with showing favoritism. That ties back to the first question-- one of the most important groups is the union and the informal group within that. One well-known motor manufacturing company said it was getting grievances from three sources--from the former union officials, from the present union officials, and from potential officials.

QUESTION: The capitalists, it seems to me, have allowed themselves to become impossible. I would sort of like to be one myself but how about these companies that have profit sharing and practically insist that the people who work for them own two or three shares in the company? Would you care to discuss that? They make capitalists out of all of them.

MR. BROOKS: I would like to be more of a capitalist myself. I think all of us here would. Many companies encourage stock purchasing on the installment plan, 10 dollars a month for the share, and so on. Many companies have great faith in profit sharing. Some of the companies which have union agreements and pay union wages also have profit-sharing programs.

A textile company in Stonington, Connecticut, last year paid between 500 and 600 dollars per employee, much more in cases of longer service, as profit sharing. The company has the textile union, the same one that is in other competitive companies, and pays the union wage. Yet they were able to pay much more in addition as profit sharing. They point out profit sharing has made the employees capitalists. It has given them an interest in the company. They understand the market for the product because they are interested in how it affects their bonus at the end of the year. It is a very simple system; they know how it is figured. There are more than 200 well-known companies which have profit-sharing programs.

QUESTION: Don't you think we are closely approaching the time when we should come up with some employer expectations? I recognize the

value of everything that is listed on the chart. I appreciate it, but I am wondering, haven't we gone a little to the other extreme where at the present time the employer can't expect a day's work from his employee. You mentioned pay; I am wondering how he can do anything about that with the Wagner Act, the Labor Relations Act, and many other acts which we have as to pay. I am wondering how we can control his pay when we have the Davis-Bacon Act and two or three other acts. So far as their expectations, I think it is pretty well spelled out as to what you have to give him. I am just as concerned as anyone with all those employee expectations, but aren't we arriving at that a little over center.

MR. BROOKS: It might be worth the time for one of the discussion groups to take as a problem, "what are the employer expectations?" Then, "why aren't they being met in all cases?" We could very readily, within 10 or 15 minutes, get down a list of what employers expected from their workers.

The following is a suggested list of what the employer expects of employees:

1. Willingness to (a) work regularly, (b) follow instructions, (c) accept responsibility, and (d) learn.
2. Interest in (a) service, (b) selling, (c) production, (d) customers, (e) fellow employees, and (f) improvement of himself and the company.
3. Ability to (a) work intelligently with and for others, (b) develop, (c) meet physical requirements, (d) adapt to changes and emergencies, (e) understand and observe policies and rules, and (f) exercise good judgment.
4. Enthusiasm for (a) employer's aims and objectives and (b) employer's commodities and services.
5. To have the confidence and respect of others.

But the important thing is, why aren't they getting those expectations? Some of the reasons may be that we are not meeting employee expectations.

You say you can't adjust employees' pay. I would disagree with you. Employers still have much to do with employees' pay. Not more than one-fourth of the employees in the United States are covered by union agreements. Yet our thinking on employee relations is affected by what happens to this 25 percent. For white collar workers and human relations supervisors, these same principles apply. And more than 90 percent of the supervisors are not covered by the union. Do you know that on many of our surveys the supervisor feels like the forgotten employee.

Let us think how these things apply. With supervisors we can go a long way in meeting their expectations. We can adjust their pay; we can fire them--the supervisor's jobs are the least secure of any. Yet are we doing a good job with them? I question it. We aren't doing nearly so good a job as we should do. If a substantial percentage of supervisors don't feel they are a part of the company, it is going to be very difficult in attaining employee expectations.

QUESTION: In your list of employee expectations one was "off-the-job problems." I read an article about an industrial firm that had hired a full-time minister--called him a chaplain--to handle off-the-job problems. I wonder if that is the way to solve that?

MR. BROOKS: You know how they work in the Army. I don't know whether we have any chaplains here today or not. When we say, "Work on the off-the-job problems" we feel that every supervisor has a responsibility in these off-the-job problems, that he has responsibility for listening to them. That is hard to do, just listening rather than giving somebody advice, and even more difficult in having some understanding of them.

I think that, rather than have a centralized system like a counsellor, a chaplain, or a minister, it would be more effective to develop understanding on all levels of supervision.

QUESTION: You opened the discussion by mentioning that you often hear nowadays people say they don't get an honest day's work out of the worker. Workers have no pride in their work. It happens I read two different articles. I came across the same remarks. One was copyrighted in 1914 and one in 1901. Would you comment on that?

MR. BROOKS: I didn't say that was necessarily true. I asked to what extent is it true? I have an idea the same thing was written 2,000 years ago and 2,000 years from now will be written again. Individual production has increased per worker. You will say it is not because of the sweat of the worker's brow and everybody will agree, but if you didn't have somebody to manage the machine intelligently and work as a team, you still wouldn't get the production. But we are continually having a better standard of living, probably most of it due to things other than individual effort put forth by the worker, but I question how valid this thinking is that people aren't worth their salt or don't know how to work nowadays. I wonder if we know how to supervise; if we know how to motivate people.

QUESTION: My question has to do with the subject of labor unions and management. You touched on it momentarily. There is quite a discussion going on, a movement afoot now to absorb management supervisors into unions, the coal industry particularly. Some have said that once unions take over management, free enterprise goes out the window. Would you care to comment on the effect of unions taking over management, whether they should take it over or steer clear of it?

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MR. BROOKS: I don't think unions should take over management. I am very positive on that point. Most responsible unions don't want to take over management. Unions would be shortsighted in the long run to take over management. Most unions want the right to criticize. Once they participate fully in making the decisions, they no longer have that right. The reason supervisors join unions, as they have in certain industries, is that they feel very insecure, feel inadequately paid, and poorly supervised, in other words victims of wholesale violation of human relations principles.

A VISITOR: First, I might say my question is somewhat related to the question of the gentleman who mentioned what could employers expect from their employees. In going over this list which we have considered here, we all know that there are some people who very faithfully attempt to abide by those rules with the employees. There are others who practically ignore them. Let us ignore the two extremes for a moment and think of those middle-of-the-road supervisors, some of whom lean a little bit toward the fair practices and think of the employees' personal problems and some of whom sort of give that the very low priority and rule with a very firm hand, exercise an iron hand. In your studies have you come up with any comparison of the relative success of the supervisors who lean toward the 14 rules there and follow them closely and those who give them a rather low priority and rule more with firmness?

MR. BROOKS: First, just so there is no misunderstanding of these 14 suggested points, we wouldn't expect a supervisor to be a wish-washy person. If the employees' wishes governed the supervisor, it wouldn't be any more effective in industry than it would be for the sergeants to have a town meeting to decide whether they would carry out your orders.

Studies of production under different types of supervisors have been made by several universities. A production-centered supervisor, a man whose mind is only on production, pounding the table and saying, "Let's get the work out," in the long run won't get as much work out as the supervisor who tries to develop people, develop freedom of suggestion, and so on, and really has an organization which follows human relations principles.

It is good business to do this type of thing. It is not just something that is necessary to do or is the Golden Rule, but it is good production method to supervise in this way in the long run. Knowing and meeting reasonable expectations of employees will get better production than will ruling with an iron hand.

QUESTION: Which guy gets promoted?

MR. BROOKS: That is a good point. It gets back to the fact that human relations has to start from the top. It gets back to recognition.

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If the thing you are going to recognize is the whip laying, you are going to get more and more of it. One large company sent many of its middle management to the University of Chicago to get some training. It made a study of these men before they went and when they got through at Chicago they made another study and found the index had gone away up on human relations. When the company sent them back to work it found that the supervisor who went back to work under the production-centered executive became even worse in dealing with people. He wanted to show he didn't get any of this hogwash on him at the university, that he was still the same kind of fellow who could make things move.

QUESTION: I know you have had some experience in the armed forces and in the Government as well as in private industry. Would you care to comment on the degree of effectiveness that those three institutions are getting out of their employees. I know it is a broad generalization, but what is your thinking on it?

MR. BROOKS: First, I would say that the armed services and the Government aren't nearly so bad as some people are painting them. People are much the same whether they are working for a government bureau, a dry goods store, or manufacturing, or in the armed forces. In many agencies of the Government a very conscientious job is being done by most employees. This feeling that you can't fire anybody is a mistaken idea. There are a lot of people fired, in both industry and the Government--not many fired from the armed forces but there are other ways of handling that situation.

It is surprising how many companies are turning to the armed services and to the Government to get good personnel executives. The government organizations which are doing a good job in personnel are doing a much better job than are many companies. On the other hand some industries are doing a better personnel job than the Government is.

QUESTION: I would like to get some more information on the comment you made on the attempt of a company to train its supervisors. It seems to me that these points you have up here, plus perhaps many more, all add up to leadership; that the key people are the supervisory people and the executives in the organization. These points you have here seem also to divide into two parts, those peculiar to the executive level and those that are peculiar to the supervisory level, particularly those who are in contact with the employees.

It seems to me further that the executive group would, on the whole, do a better job of these things than would the first-level supervisors because the first-level supervisors come from the worker group and thus have not had the advantage of education and so forth. My point is what do these companies having this training problem do in trying to develop ability and leadership on the part of the first-level supervisors? What are they doing in the way of formal action or directions on the part of executives with these people to develop this quality of leadership?

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MR. BROOKS: That is the crux of the whole discussion. What do you do to develop leadership? As a case example, one company started with the top executives in the company meeting in groups of 12 or 15 to discover what were the specific management problems of the company, the causes of these problems, and recommendations concerning what should be done. Each of this group met with the supervisors reporting to him, and so through the organization.

In carrying this program down, the surprising thing is that the people at the first level of supervision were much more conscious of some of these human principles than were the people in the front office. The people in the front office are easily convinced of the need for improvement, but there is insulation at the middle management level. The man in the front office meant to improve this situation; the man at the operating level knows it should be improved, but the fellow in between says, "The front office doesn't mean this." The middle layer insulation within the company, not quite on the firing line and yet they are not in the policy determining, can put some real gimmicks in the way of doing something.

Another thing is employee benefits. Opinion on employee benefits in companies showed they liked or disliked the plan, depending largely on their knowledge of the benefit program.

QUESTION: I was very much impressed by the concept of having one boss. We had courses showing how much can be saved in industry by a man having half a dozen bosses. I am very glad to hear that the old one-boss idea on which we were brought up has maybe something in it after all.

MR. BROOKS: One cause of the feeling of multiple bosses is the staff men who claim that they don't give orders but say, "We strongly suggest you do this." That is where the four or five supervisors develop.

QUESTION: Earlier in the presentation you said in one of your surveys it appeared that 15 percent of the employees didn't desire additional responsibility and by inference 85 percent would like to get additional responsibility, be further trained, be promoted, become, if possible, executives and move up to the capitalistic levels.

Having gone through a number of plants and seen quite a number of routine jobs that are very monotonous and quite uninteresting, say it takes an hour to learn one; then after 15 years of doing that same job, possibly if you give them the job satisfaction that they are asking for you ultimately helps to arrive at the place where you have 85 percent chiefs and 15 percent Indians. How are you going to adjust that?

MR. BROOKS: You wouldn't want to kill off the desire of promotion. You would still want them to hope for advancement although everybody can't

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be promoted. A school sent out a questionnaire to parents of prospective students. One of the questions was: "What are your daughter's leadership qualities?" One parent replied: "She isn't any leader at all. She's a darn good follower." They accepted her as a student. They had 200 applicants who were leaders and she was the only follower. You still want an employee to have the ambition to get to the top. You will always find 10 or 15 percent who don't want promotions but every employee should have the opportunity to move up in the organization. That is the thing that keeps people's hopes alive.

QUESTION: I just want to make an observation. If 97 percent of the supervisors and 95 percent of the nonsupervisors would like to stay on the job and 12 percent of their wives would prefer that they take jobs elsewhere, it would seem you have some pretty strong-willed characters working there.

Is anything done in these industries to try to coax the wives over?

MR. BROOKS: Companies are really beginning to give attention to this problem. For example, many companies have service dinners for their employees, 20 years service and 25 years service. It is interesting how many of those companies are beginning to invite the wives to attend those dinners.

Companies have open house and invite the wives and families into the plant when the husband is working in the plant. The children and wives would like to see what he does down there. A well-known oil company sends a representative to the homes of the workers to explain the benefit programs. A large photographic manufacturing company pays 50 cents an hour per worker infringe benefits over 1,000 dollars a year for each employee. They feel the wives should understand the program and what benefits they have from it. Maybe more families than 12 percent want their husbands to stay at these companies because they can see what accrues to them for his working for that particular employer.

COMMANDER CASTELAZO: Gentlemen, we will continue discussions of this type in the Executive Skills Course. I am sure that Professor Brooks' discussion and lecture this morning has given you lots of food for thought. The questions were very gratifying, I know, to him. The whole class has been benefited by the discussion. Professor Brooks, on behalf of the Commandant and the class I thank you very much for your enlightenment.

(24 Nov 1952--350)S/rrb

APPENDIX

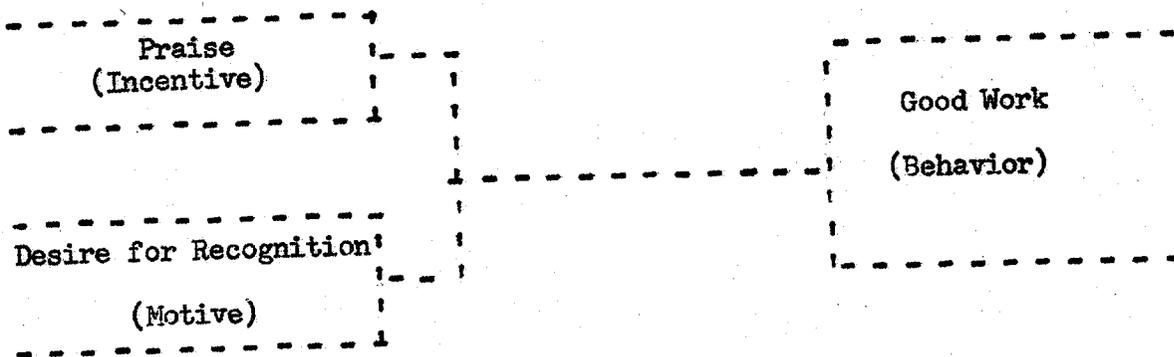
EFFECTIVE HUMAN RELATIONS

Employee performance is largely determined by the satisfactions the individual obtains. Employees have a variety of needs or wants; and when they can get satisfactions for some of these needs or wants from the job, their performance is improved. People differ not only in their abilities and traits but also in their "will to do" or motivation.

What is Motivation?

Motives are needs, wants, drives, desires, and impulses within the individual

Incentives are generally outside the individual and are a form of external stimulation. They may be tangible objects such as food, money, and clean surroundings or may be intangible rewards such as praise, sympathy, or approval. Behavior results from bringing motive and incentive together. This can be shown as follows:



A motivating situation is, therefore, a result of something usually outside the individual (an incentive) satisfying something inside an individual (a motive).

The Importance of Motives in Employee Behavior

Motives are the "mainsprings of action" within the individual. They are the chief "whys" of behavior. Motives both arouse and maintain activity and also determine the general direction of the behavior.

By knowing the motives of an individual, we can better understand his behavior. We can influence a person's behavior by motivating him.

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Actual performance or achievement depends on both ability and motivation. If motivation is low, the performance will suffer just as if the ability were low. Surveys show that most employees who fail to succeed have the necessary knowledge and skill but lack the proper attitudes or habits due in part to inadequate motivation.

## Developing the Will and Desire to Work

In order to develop the will and desire to work, the supervisor must help to satisfy employees' needs. The traditional dependence upon job security (or fear of losing the job) and pay as adequate motivation for obtaining cooperation and loyalty is no longer sufficient.

While job security and pay are still of great importance to the employee, in recent years greater emphasis has been placed by workers on satisfactions of a personal or social nature. This may be because job security and pay are factors that are now comparatively well-satisfied.

Individual differences in desires and motives must be recognized. It is essential to understand the pattern of motives of each employee in order to understand his behavior. How effectively a man works depends on how fully his motives are satisfied through working.

## Motivation

### Chief Desires (Motives of Employees)

Economic Security

Personal (Emotional)  
Security

Recognition or Status

Self-expression

Self-respect

### Incentives

Incentives include financial and nonfinancial stimulants and may be considered as positive or negative, depending on whether we are attracted or repelled by them.

### Satisfied on the Job by:

Pay, benefits, promotions, merit increases, advancement, job security

Feeling of stability in the work  
Consistent and fair treatment  
Confidence in supervision  
Feelings of personal ability to do the job  
Knowing where one stands  
Being approved or liked  
Sense of belonging

Good work being noticed and rewarded  
Relation between the individual's estimate of his achievement and the recognition he receives  
Sense of the importance of his contribution to the company or to society

Feeling that his abilities are being used  
Developing or growing on the job  
Feeling that he is an active, positive participant  
Sufficient variety on the job to prevent excessive fatigue and monotony

Feeling of being considered as a person and that personal dignity is being respected  
Reasonable freedom in the work situation  
Protection from humiliation

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A reward satisfies a motive and therefore has a positive attraction. Because a positive incentive encourages repetition of the same behavior, it is rewarding and generally is effective in building up good habits.

Punishment stimulates an avoidable or negative response. Punishment is quick and effective, but it may result in unwanted behavior. For example, under harsh criticism, an employee may avoid the punishing situation by being absent or even by resigning. Because it is likely to stop a behavior, punishment is generally effective for breaking bad habits but not for developing good ones. What may be a severe reprimand to one employee may seem like mild criticism to another.

## Uses of Financial Incentives

Pay benefits and other forms of financial incentives are of major importance because they satisfy primary needs of employees. While most of the specific needs satisfied are largely associated with the off-the-job life of the employee (shelter, food, clothing, and education), financial incentives also affect the job in a direct way. That is, if pay is considered inadequate or unfair in comparison with others, every aspect of the job such as supervision and working conditions is likely to be viewed critically.

## Uses of Nonfinancial Incentives

Most day-to-day satisfactions of the employee must be provided by nonfinancial incentives such as the following:

Good and safe physical working conditions are a primary means of giving the employees a feeling that their needs and wants are being considered.

Friendly working relations satisfy the social desires for companionship and a feeling of belonging and thus encourage teamwork and a liking for the job situation. Absenteeism and turnover are at a minimum where good group relationships exist. The supervisor has an important influence on the working relations through his own attitude and practices.

A sense of participation is another primary nonfinancial incentive. Knowledge of what is to be done and why it is to be done increases the significance of the job and, therefore, the satisfaction of the people doing it. When it is feasible to allow employees to share the problems and responsibilities of the group, there generally results an increased individual feeling of responsibility in meeting group goals; and the individual's feeling of importance is enhanced.

Recognition of the efforts of each employee is another fundamental basis for job satisfaction. A supervisor, by showing frequent

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interest in the work of every subordinate, will give the latter a feeling that his work is significant and that he is being treated as an individual. Both criticism and praise are means of recognizing individual efforts.

Criticism given privately and directed toward the job rather than the person can be a highly effective incentive because it recognizes the individual but does not degrade his ego. On the other hand public criticism, personal criticism, sarcasm, or other forms of destructive criticism usually cause unsatisfactory performance; thus a negative incentive affecting the motive of self-respect may cause an avoidable or unsatisfactory response.

Sincere praise that fits an individual and is suitable to the occasion is usually effective in improving his performance, since it is a positive and powerful appeal to his motive of self-respect.

Competition is an incentive which may be effective in stimulating sales and other production on the job. Competition on an individual basis is most effective because the individuals are directly responsible. Where equals are competing, this makes for a highly motivating situation which often makes work more enjoyable. Competition can be an unsatisfactory incentive if it degrades individual or group self-respect-as in competition between unequals.

The sense of developing skill or acquiring new knowledge and growing in the job are powerful urges to better performance. All people are motivated to some degree to grow and develop. An opportunity to develop new skills and knowledge in a different assignment may give a satisfying sense of progress even though no promotion is involved. Planned job rotation, in addition to providing a flexible force, can motivate a group of employees from this viewpoint.

A knowledge of his own results improves the individual's performance by satisfying his urge for achievement. One piece of work completed provides an urge for more accomplishment. A sense of achievement helps the individual to recognize the difference between mere activity and effective action. In a work group, a knowledge of group results also provides a sense of achievement to the individual employee.

Proper job placement is a motivating factor in that the employee obtains a sense of personal security and a greater feeling of accomplishment. Where the interests, aptitudes, and personality of the employee closely match the requirements of the job, there is much greater chance that better performance will result.

Satisfactory induction into a new assignment appeals to the desires for security and the feeling for belonging on the part of the new employee or transferee.

The encouragement and consideration of employee suggestions tend to improve performance by providing the individual with a sense of recognition.

#### Human Relations Principles

1. Show sincere interest in the person's problem.
2. Take time to get the facts.
3. Take prompt action on problems.
4. Be constructive in your approach.
5. Maintain an open mind.
6. Be adaptable to change and help others adjust to change.
7. Be reasonable in what you expect of others.
8. Treat complaints as suggestions.
9. Make only promises you can fulfill and then keep them.
10. Keep others informed--up, down, and across.
11. Admit your mistakes.
12. Make the individual feel the solution is his own idea.
13. Follow up to determine progress in a situation.
14. Give commendation when deserved.
15. Keep subject on discussion basis.
16. Set a good example.
17. Develop freedom of expression on any subject concerning the company's welfare.

#### Employee Expectations

1. Understanding of their problems.
2. Clear directions--what is expected of them.
3. Adequate pay--fair in comparison with others.

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4. Opportunity to learn, develop, and use skills and knowledge.
5. Recognition--how they are doing.
6. Fair treatment.
7. Dependable supervision--no buck passing.
8. Information--the why of their jobs.
9. Interesting and worthwhile work.
10. Freedom of expression.
11. Protection from humiliation.
12. Pleasant and safe-working conditions.
13. Security--personal and economic.
14. Congenial fellow employees.

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