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ENLIGHTENED HUMAN RELATIONS

Dr. Schuyler D. Hoslett

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Reviewed by: Colonel Tom W. Sills, USA

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ENLIGHTENED HUMAN RELATIONS

26 September 1960

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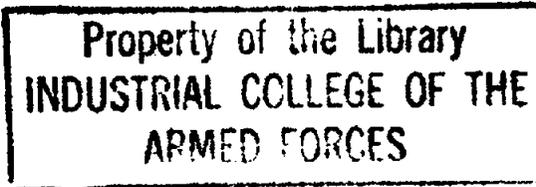
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Washington 25, D. C.

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COLONEL REID: General Mundy, Gentlemen: You are now familiar with the major functions and tools of management. I trust we have finally put to rest Johnson, Tovare, to Stayman and you are probably ready now to discuss human relations at the drop of a hat.

Before we become involved in Bob Knowlton and his festering problems, let's pause and take stock of what we are seeking in this section of the Foundations Unit.

Today's lecture is on Enlightened Human Relations, and this well could be the title of this section of the Foundations Unit.

Our speaker today has a wide background in teaching and training in the field of human relations and management. He is currently Vice President of Reuben H. Donnelly Corporation in charge of Management Development, Human Relations, and Public Relations.

In addition to what you have already read on his biographical sketch, I might add that Dr. Hoslett is a motor-boating enthusiast. He was formerly a sailboater but time and speed caught up with him on that. He is also a collector of semi-classical records and of folk music, and, for the information of that very small minority in the class, Dr. Hoslett has remained a bachelor.

It is my pleasure to present for his second lecture from this platform, Dr. Schuyler D. Hoslett. Dr. Hoslett.

DR. HOSLETT: Thank you very much, Colonel Reid. General Mundy, Gentlemen: It is a pleasure to be with you. I appreciate the introduction. I didn't know you were going to review my background so thoroughly.

I am reminded by the generousness of the introduction here of a friend of mine in our company, the Reuben H. Donnelly Company, who was introduced to a group at the end of a quite long introduction. The gentleman who was introducing him said, "In addition to all these qualifications that Andy Anderson has, he has made a million dollars in the oil business." Andy being a rather modest fellow got up and said, "Well, I've got to correct that last remark. As a matter of fact, gentlemen, it wasn't the oil business, it was the coal business, and it wasn't a million dollars, it was \$100,000, and it wasn't I who was involved in this deal, it was my brother-in-law, and he didn't make it, he lost it."

I say that because I want to indicate at the outset that I am a modest man and I am posed with a very difficult subject before a sophisticated group. I don't pose as an expert in this field; I pose as a practitioner, as a practicing business man with an obligation to help the corporation increase its sales and make a profit. I hope you will bear that in mind

when we have discussions later on--that I am a modest man. Of course a great many people in my company say, "Schuyler Hoslett is a modest man, but then Schuyler Hoslett has a lot to be modest about."

The subject, Enlightened Human Relations, today is related primarily to the field of training. You read the scope, I guess. I want to emphasize at the outset that there are several things, at least in my opinion, in training of human relations that should not be. First of all it should not be an attempt, it seems to me, to try to change a person's personality and characteristics very much. If you want to train somebody, you are more particularly interested in training your subordinates, I suppose, than you are the bosses, or yourselves, if you are like me.

If one is trying to change somebody over a period of time, one should set, it seems to me, rather modest goals, a few percentage points of improvement per year in a given area, for example, rather than say you are going to reshape or remake a man. This applies to adult training of the type you and I are engaged in jointly here today. If you took a person from youth, of course, you would have a different set of circumstances, and more valuable material. You train during the formative period. But when people get as old as you and I, I don't think you can anticipate that you are going to make a major impact upon a person's personality characteristics and the way those are revealed in his actions. In a sense it's too late to do that. But under the right circumstances you can hope for and obtain some improvement.

There is not much point in trying to change personality characteristics anyway, it seems to me. How would you describe, for example, in terms of personality characteristics, an outstanding leader, or more particularly a group of outstanding leaders? What characterizes them as a group? How many things can you think of that are common to great leaders--military, political, and business? If I break it down to the field of a given group, such as a business group, how many characteristics do the heads of General Motors, General Electric, IBM, and so forth, have in common? Well, I should think very few.

There has been a good deal of research on this. I don't want to belabor the point except to make it clear here that the research has not been very productive in helping managers identify the characteristics of leadership in any definitive, concrete, specific way. We can say some general things about leadership which are true. But, if you take a few characteristics, such as emotional control, for example, is a leader, as opposed to a follower, more emotionally controlled? How many think he is? The leader, generally speaking, that you know, as against followers, has more emotional control than the followers? How many persons think that he has? How many persons here think that he has not as much control as his followers, judging from your own experience? A few think that. How many think there is no significant difference between leaders and followers? Thank you. In fact everybody voted.

Now, the research tends to indicate that we are all right, especially in the middle group, because some leaders do have more emotional control and some do have less than their particular followers. Then there is another large group of leaders in which there doesn't seem to be any difference in this factor, between leaders and followers.

You can take another factor, such as dominance. Is the leader a dominant man? It's hard to define. Whatever good research has been done on this, and it's rather limited, indicates that some are more dominant in the way they deport themselves and some are less dominant, and yet they get very good results--seemingly less dominant. In others you can't see any difference. I only mention this. There is not very much point in trying to construct a model of a perfect major general, or a model of a perfect president of a corporation. The model is different with the individual personality, it's different with the situation in which he operates, it's different with the kinds of people he has to work with, and it's different with the kind of function he has to perform.

So about all you can say, after years and years of research on the characteristics of executives, or the characteristics of senior executives as opposed to junior executives--if you put it in that terminology--as a differentiating factor, is that in general the senior executives tend to be heavier than the junior executives.

Now, this is an interesting statistic, a very interesting fact, if it is a fact, and it's about as useful as one attributed to the National Education Association some time ago, which indicated that children

with larger feet could read faster than children with smaller feet.

This is of course true because children with larger feet are generally older than children with smaller feet.

A second function that human relations training should not perform is that human relations training should not attempt, in my view, again, to teach people to be "nice" to each other all the time under every circumstance. Much could be said from the point of view which/^{was} expressed to me by one of your associates this morning that in human relations generally, or in human relations training, there is a great premium rightly placed on consistent actions. So, if you are a son of a bitch at 8:00 o'clock on Monday morning you should continue to be the same kind of person through Friday at 5:00 P. M. You really should/^{not} fluctuate between being a son of a bitch and a nice guy during that period, because this is very confusing to the men. This is true.

That's why some persons who use vulgar language of the type I just used and who are even more direct in their orders to their men are highly respected, and the production is high in whatever terms you measure it on, and the morale may be very good. One of the reasons is that this fellow who is this kind of person is consistent in that behavior, and that behavior is understood. This is a most important point about communications and human relations. Do you understand what he means by what he says?

You know, a great deal of time in business, at least, is spent in

wondering about "What did the boss mean by that?" There are untold numbers of people in business, I am sure, who have spent several hours in thinking about this question on occasion, and have had several sleepless nights perhaps over a period of a month, six months, or a year, until they finally found what the boss meant by what he said, by what he did.

The problem there is that the communication was not understood. I'll get to that in a moment. I am saying here that we should not have the idea that the purpose of human relations training is to make people be nice to each other, and by this I mean pleasant, cooperative, smooth, understanding, supportive, permissive, adjustable to the other person's point of view in every situation. By the same token I am not saying that these characteristics are not good tools of management when applied in the proper situation.

I make the point so strongly this morning only because in many areas the phrase "human relations" has lost its meaning. It has lost its meaning in the sense that so many people now think that the purpose of people who practice in this field in teaching human relations is to make everybody "nice" to everybody else. This is not so. It is the purpose of human relations training to get more understanding between persons, and especially between boss and subordinate at every level in the organization. Now, this is different from being nice, because understanding implies that there can be differences of view.

If I understand why my boss doesn't like a segment of the job I am doing, this is good, if I understand it. The trouble arises if I don't understand his point of view or why he feels that way. So understanding is a motivation and is an objective, but not simply being nice. A great deal of damage is done at times by persons trying to be nice to other persons. It occurs in business when a man comes in who doesn't seem to get along especially well on his first job, and yet an understanding supervisor thinks he has potential. As a matter of fact he thinks he has so much potential that he is willing to transfer him to another supervisor for development--if you know what I mean. That person who gets him the second time thinks he's not really so bad that he should be fired at the outset of his career. If he sends up the turnover figures it will make him look bad. So he thinks that Jack Doaks is really the fellow who can bring this man out. So he gets transferred again, after a short period of development, and this goes on for years, possibly, until such persons become identified as corporate gypsies, they move around so much.

The problem arises in part because somebody was trying to be overunderstanding of that person in the first instance, and this continued, ~~while~~ the individual for his own good and for the corporation's good might better, possibly, have been separated after a brief trial, a trial long enough to see that he wasn't suited for the position, which would be a better decision in that matter. On the other hand, we have

a circumstance where he is on the payroll for 5, 10, 15 years, or so, to a point where his company has a real obligation to him, and it's difficult to sever him.

Now, I am not talking just about business firms. As you know it's true of any organized structure or group. Well, I've said about two things that human relations training should^{not} be. I suppose I ought to turn the coin over and say something about what human relations should be, from the point of view of and possibly with some background help from the case of Knowlton, Jerrold, and Fester.

In general human relations training should tie in with the objectives of management in the organization. These are very general, and I'll be more specific in a moment. Human relations training, like other training, for an organization, it seems to me, has two purposes. No. 1 is to help each manager or officer, or whatever his title may be, to help himself achieve the goals of the organization. In companies nowadays there is a great deal of attention given to having profit centers for subordinate managers who have an organization of their own under their command, a great, as you know, emphasis on delegation to subordinate managers, holding them responsible for results, and giving them an amount of authority and responsibility. In any organization one of the purposes of training is to help managers--not hinder them--achieve the goals for which they are responsible, how ever they are stated.

Secondly--and this is where it becomes more human-relations oriented--

the second goal is to help managers maximize the satisfactions that their subordinates get from the work, and to give subordinates maximum opportunity to develop. That's a simple statement, but it has a lot of problems involved in it, because you may think that I am saying that the purpose of a manager, in the second part of the objective of human relations training, is to see that every subordinate is happy as possible, because I said that the manager should see that he gets maximum satisfaction from his work.

The problem that arises here is this: I as a subordinate may have certain needs that the organization cannot fully meet, and I probably have, and I want certain satisfactions in the area that my supervisor can't fully supply. I may want too much recognition, more than the supervisor is willing to give me, more than the company can afford. I may want too much money, I may want too much prestige. So there is all of this problem of balancing a man's needs as he sees them with the supervisor's ability to supply those needs in a personal basis, and the overall organization's ability to supply needs.

So thus I am not saying that the purpose of training is to see that everybody is maximally happy. I am saying that within the resources that the organization has, and within the understanding that the supervisor has of his man, he should see to it that as many satisfactions as can be supplied legitimately should be. This is not so easy to do, because many of us, I am sure, with our own needs and trying to satisfy

them, trying to meet them, deny the satisfaction of similar needs to subordinates.

For example, if I like to be in the limelight, as I seem to be this morning, and my Director of Communications, who works for me, also likes to be in the limelight, and get out and make speeches, I may very well reserve my place to give myself more satisfaction and to maintain my position, and tell him to stay home and do the work, and I'll go out front. By this means I am doing exactly what I said. I'm denying some satisfactions that are important to him because I want to satisfy my own. We all do this.

One of the best tests, I suppose, of one's own personality is to sit back and reflect sometimes on the statement made by Chris Arjeris, to the effect that if a person can be himself and at the same time allow others to be themselves he has very good self-insight and is providing very good self-development for the other person. Of course there are limitations on being one's self. The organization takes care of that pretty well, ordinarily. There are limitations on what the subordinate can do in being one's self, but the likelihood is, if you are like me, that you will deny to some extent other persons' developing to the maximum and being themselves because you are protecting your own needs and satisfactions.

Well, let's look at a few specifics now in the area of training in human relations. I think first of all we have to say that in general you are going to pursue this kind of training within your organization. In

general training in human relations does not ~~does not~~ produce a revolutionary, dramatic result. In many respects it is simply a renewal of the understanding we all have of principles and practices. The same thing is true of management training, if you were talking, as you were the other day, about organizing, directing, controlling, motivating, and so forth. Most of what was probably said and most of what is probably being said today is not new. But one of the great needs is refresher training to renew our interest in this and get stimulated all over again in good principles of management, including human relations.

So one should not expect a revolution here. What one has to do is to get inside of people somehow so that the training is not just a rehash of words but does something inside and becomes gut-level training. Thus, you have to make sure that training in this sense is an emotional involvement, not just an intellectual exercise. There has to be an emotional involvement. You get the emotional involvement in part through challenging different kinds of teaching methods, not in the content but in the teaching methods. That's why we have the case study. You had a demonstration, unrehearsed, up here the other day, which you have been doing right along. The case study is a good method as one method in training in human relations, because people get involved, maybe even get argumentative. This is good. It gets under the skin.

The incident process, which is a variation of the case method, is

good for this reason. You get involved in some specific situations. I could give you a few facts about a situation and then you could ask me questions about that situation and come to a conclusion as to what should have been done, or what should have been done better. This is good, too, because you are actors. And training doesn't take place, of course, unless people are really participants in it and not just listening to it.

So that's another hallmark of good training, that people are emotionally involved in it. Thirdly, I think, you must recognize that any change, however small, desired, requires practice. We must have not only knowledge of what should be done and interest in doing it but there must also be the opportunity for the development of some skills in it.

There was a man in New York who was given a minor part in a Broadway play which was opening, I understand, and he had only one line to say. The line was, on proper cue: "Hark! The cannon!" He practiced this for several weeks, with different emphasis--sometimes hark, the cannon, and sometimes hark, the cannon. This was quite an involved procedure of practice in training for this part. But the unfortunate circumstances were that, when he got to the stage, and was in the wings of the stage and ready to come out, the cannon burst out behind him, and he hadn't been trained for the blast. So he ran out on the stage and said, "What the hell was that?"

Well, this is about as useful a kind of training as training that takes

place without any opportunity to develop skills. We get back to a real-life situation where things are tough and unexpected, and yet there are pressures and stresses, and then you can't rely on knowing the lines that you learned in class. You've got to rely on something that comes out of here (demonstrating). You have to have a chance to practice. That's where much training, in my opinion, falls down. How can you practice for the real-life situation unless you can set up circumstances where you can get that practice?

One of the best of these, of course, is role-playing. If you have a case study, a case problem, one of you might in a small group--as you may have done--take the role of Jerrold. Someone else might take the role of Knowlton, and somebody else might take the role of Fester. If you didn't like the way that interview was handled the morning after Fester came into Knowlton's office and Knowlton went up to see Jerrold about it and asked who this fellow was, and if you didn't like the way Jerrold handled that, then you could practice how to better handle it. This would be good skill practice, because after one of you has taken the part of Jerrold and the other has taken the part of Knowlton, and after each has criticized the way he has done his own part, and after the others in the group have had a chance to give constructive criticism as to the way the role was handled by each party, a person will learn something, assuming a fairly permissive atmosphere in the group. Then the other persons who were so critical of the first fellow who played the role

of Jerrold could get up and try it, and subject themselves to further constructive criticism.

I am saying this rather facetiously, but if the atmosphere is one of trying to learn, wanting to learn, and accepting and giving criticism freely and easily within that small group, this is what I am talking about. This is some practice in skill, which is necessary.

Then I think another mark of good human relations training is that it must have its feet on the ground, in the sense that within an organization you should let the ~~persons~~ being educated know realistically what some of the limitations are in improvement in human relations within a particular company or organization. At the same time you will obviously want to point out and help them maximize the opportunities for improvement in human relations within the organization.

As an example let's look at communications. There are very real limitations on communications in a structure group. This is no news to anybody. But, if you reflect a moment on the way communications tend to be handled in organized groups, if you are like me you tend to send up good news on problems successfully solved, and compliments received, and if you are like me you tend to put under the carpet problems you haven't been able to work out, mistakes made, from certain points of view, shortcomings of your own staff, and so on. At the same time the fellow on top is doing something the same, because he is not telling you everything you need to know to do your job, probably. That's a

broad generalization. I don't want to be accused of making too many broad generalizations. It's very much like the man who said that all Indians walked single-file--especially the one I saw. This is probably true, and it is probably true that people in organizations like ours spend, as I said a moment ago, a great deal of time trying to figure out what the real purpose and intent of this communication was--whether it's a frown by the commanding general,^{or} /whether the boss is being unusually nice--because that can be just as dangerous as his being unusually sour.

I remember when I joined the Reuben H. Donnelly Corporation, after leaving Columbia University, in 1955, during the first few weeks on the job the President was very courteous to me and very helpful. I would meet him coming into the office in the morning and he would generally say to me, "Good morning, Schuyler. What can we do to help you?" I was supposed in those days to work on the subject of management development. He would say, "Any appointments we can arrange for you? Any people you want to see? Is your office all right? Is your secretary all right? Is the equipment all right?" He was very helpful. But then after some 3 or 4 months I noticed that I did not always get this greeting in the morning. Sometimes he would say, "Good morning, Dr. Hoslett. How are you getting along?"

Do you see anything significantly different in those greetings, those communications? I did, at the time, and when I had time to reflect on them. I don't know yet what he meant. But he's on to this, too, so he

changes the greeting now periodically so I am not quite sure what he does mean.

You can see in a moment, if you just take a second, what the implication of that remark might have been, the assumptions that can be made about it. Somebody might call up and say, "Where did you get him?" Somebody might say, "I don't see any program, and he has been here 3 or 4 months and no program. What kind of an expert is this?" I hadn't contrived any program, because I was spending my time with the managers in the field, finding out what they thought about management development, getting their ideas and trying to build on those, which give their fundamental philosophy. But this was rather unusual--no program--all kinds of things.

At any rate, this happens a lot. One of the limitations, therefore, of communications within a status system is the very fact that we have levels, and each level has its own siphon, each level distorts, each level causes diminutions of content, purposely or subconsciously. We know this. We also know that the effects of having a large number of levels are bad effects on communications.

In our own company we have at one spot 14 levels between the Chairman and the salesmen. In another division of the company, one that operates direct-mail advertising, contests, judging, and what not, they have four levels between the salesmen and the top man. There is a very dramatic difference in the way communications obviously

operate. In one place they are direct, quick, and better understood. In another place they are slow, more distorted, and less understood. By the time the Chairman says to me, with the blood rushing into his neck, "When I get out into the field and talk to the salesmen I can't recognize the policies I enunciated up here," that's true. By the time he goes through those channels, understanding is changed.

I can't help mentioning in connection with the direct mail and contest judging at the Reuben H. Donnelly Corporation, that the friend I mentioned at the outset, Andy Anderson, used to be head of that. He used to take great pride in looking up the final decisions made on contests, jingles, and what not. They do go through a scientific series of screenings. There are millions of entries in a given contest for an automobile, a trip to Europe, and so forth, and they go through very careful, honest screenings, and they finally come up to the higher levels in this division for final judgment. He had one that he liked very much and wanted to award first prize to. This was some years ago when Hedy Lamarr was a favorite star--you remember that--and they were offering a Buick for first prize, and they had to fill out a jingle beginning "My favorite brunette is--." This fellow sent in this response and he said, "My favorite brunette is Hedy Lamarr. Send her to me and keep your damn car." Of course he couldn't award first prize for that.

By the same token there are limitations that have to be faced realistically, and there are opportunities. The opportunities, in terms of

communications, as an example again, are very substantial in any organization, no matter how tightly structured it is. There's a great deal more that every one of us can do in improving communications than we think we can do. Much of this is in the communication that takes place face to face. I want to emphasize that in the few moments we have--not the emphasis on written, printed, formal communication, which is important, but on what is even more important, trying to improve the understanding that takes place between persons in groups, and more particularly between you and your subordinates and you and the boss.

Here we have all kinds of troubles. I talked about problems of interpretation and misinterpretation. We have problems of trying to differentiate for ordinary administrative purposes facts from assumptions--jumping to conclusions. In small groups I'll bet you've got 25 different ideas as to what kind of person this Knowlton was and what was wrong with him, and what was wrong with Jerrold or how good a manager he was, most of which result from the assumptions you make on the same set of facts, because you all have the same set of facts. The same things happen in day-to-day life.

Somebody sees me and he says, "That fellow is a jerk." Somebody else sees me and views me as being very sound. He agrees with my philosophy. Somebody else thinks I'm brilliant and have new ideas. Well, now, you can work at this. This is a tool of self-development in a very practical way. A person can work at trying to separate facts

from assumptions, to know, in short when he is putting emphasis on assumptions and when he is basing a decision on facts. Bear in mind that I don't suppose any of us ever makes an administrative or a business decision entirely on facts, much as many people like to think they do. This is a very common problem. It's in your personal life and in my personal life, and it's in business life as well.

For example, I was walking past the President's office the other day and I overheard him to say to the Operating Vice President, "Let's get rid of Schuyler first." There's not very much fact in that statement, but you can make a hell of a lot of assumptions. Fortunately I went in and got a few more facts. The facts of the matter were that they were planning an agenda for a quarterly meeting that was to occur the next day, and he meant that they would get rid of Schuyler's part of this agenda first--while it was still fresh, I presume. All kinds of assumptions could be made.

You go to a party with your wife. She's all dressed up. It's a very lovely party. You meet a mutual friend, a woman. You say to this woman, "Mary, your hair looks lovely." What does your wife think? What kind of assumptions does she make? What kind may she make? Has anybody had this experience?

There was a gentleman over in Baltimore who jumped out of bed one morning and went to the window and opened the drapes and said to his wife, who was still in bed, "My, what a wonderful day!" She

jumped bolt upright in the bed and said, "John, are you trying to start something?" What's the meaning of that? What assumptions can you make about that situation? She was making some, whether he was or not. It's important to try to differentiate between when you are and when you are not. The assumption she was making was based on past experience, because past experience had taught her that when he said something like this it was an opening gambit for a day in the country, picnicking, hiking, or fishing, which he liked to do, and he liked to have his wife with him, and this particular Saturday she had planned to do some shopping, she had planned to do housecleaning, she had planned to get ready for a party that night. So his statement obviously had deeper meaning for her than in fact it had for him at that point, because he was just commenting on the weather. This may not seem like a serious problem to you, but it was serious enough for him to have to call in a marriage counselor to get it straightened out.

Another characteristic of good human relations training which seems to be to be a very practical one is that a person should, after a period of training of any kind, be able to write down a few specific things, a few specific points, in which he intends to make improvement, and then to follow through, giving himself a deadline, or a series of deadlines, for review. This is sort of a self-performance review, a form of self-appraisal periodically. I might say, "At the end of this course I am going to be tougher with my people, consistently tougher." Or I might

say, "At the end of this course I am going to be consistently tougher with a given individual in terms of control of his work, or specifically with Mr. X. I am going to delegate more to him. I am going to do different things with different people for different purposes. I am going to review my progress in six weeks, six months, and one year."

Well, this is hard to do. Nobody likes to do this. Practically everybody is interested in improving other people. Very few people like to engage in self-criticism, but I think it is a very essential part of development to get one into a more objective frame of mind and to look at one's self. This is useful, to have at the end of a course some specific ideas for improvement and some plan to follow them.

In our own company--not to brag at all or to boast--at the end of seminars--and I have just finished the ninth in a series of all managers and vice presidents to the first level of supervision--the individual, not under compulsion but because it is a part of the philosophy of this, indicates for himself some specific things he is going to do. Now, these may not be monumental or earth-shattering. It may mean that he is going to take a course in how to write reports. And sometime later, if he is inclined, he writes and tells me of the success or lack of success he has had with his self-improvement. From time to time we issue a news letter to all the people who have taken the courses indicating results achieved, some of which are good, and some of which may not be good, but indicating what the situation was to the best of the writer's ability

and what transpired. This generally is an additional stimulus to persons to look to themselves for self-improvement. The names, of course, are disguised, and so forth, so the persons are not identified. You can make this work and you can get group pressure working on this. You can have a group of persons who reinforce each other in the desire for self-improvement and you get better results than if you just have one individual sitting by himself saying he is going to do something.

Another thing that I think is true of good human relations training is that it tries to tune people to be more critical of situations in which they have been participants. I think at times we are loath to examine ourselves. I think it would be probably very dangerous to examine one's self in any depth, unless one undergoes psychoanalysis, brain surgery, or something. To look inside one's self may be a very distasteful process. You begin to ask yourself questions behind the questions. You can't say, "Why did I forget to mail the letter?" The psychiatrist, for example, is never satisfied with a simple answer to a question. If you give yourself too much self-analysis you'll never be satisfied. You get very disturbed.

For example, if your wife gave you a letter to mail to her mother on Monday and you carried it around in your pocket until Wednesday, and she asked you about it, and you said, "I forgot to mail it," she may accept that answer. You'll see why you didn't mail it if you review

for a moment the fact that in the last correspondence your mother-in-law had with your wife she pointed out that she wished that her daughter had more of the nice things in life, things that she was accustomed to at home, and that it was just too bad that her husband, the fine fellow that he is, couldn't provide the equipment and the luxuries that she really deserved in her condition. Then you answer that question and that gives you some clue as to why you didn't mail the letter, but then you've got to go back and analyze the relationship with your mother-in-law and ask a whole series of questions there, and then go back to those questions. So that this becomes, as you can see, a very disturbing process, and I don't recommend it.

I do recommend a simpler, usable device which can help a person, if he is willing to assume something more of an objective attitude than most of us will assume under ordinary circumstances, do a better job. It's a very simple framework. I'll give it to you in a minute. Make a self-analysis of a situation in which you were involved which turned out well or which turned out poorly or which turned out to be somewhat mediocre in terms of results. It can be a project that you wanted to get through, a program that you were trying to sell, an individual that you were trying to get to approve something. After the whole thing is over, simply ask yourselves these questions and write down the answers and reflect on them.

The first question is a simple one: What really happened?

After the tumult and the shouting dies, and you said, "Those fellows are dumb; they can't understand anything; and it's perfectly clear that this should be done," what really happened? How did you interpret what happened, objectively? Push that aside as much as you can, still being a participant, and ask: What did happen? Secondly, What did you do? This can also be: What did you say or not say? What did you do or not do? Did you jump a line? Did you jump a channel? Did you jump over the part ^{an} of/organization? Did this have a bad effect? Did you fail to send a carbon copy to someone who was important in this?

A combination of simple errors, you know, sometimes ruins the greatest plan. What did you do? And, certainly, How was it interpreted? This is very important. How was it interpreted by these other parties?

Then you sit down at this stage and say to yourself: "What could I have done, not done, or done differently which might have obtained a better result?" There is no assurance that it would, but there is some assurance that, if you look at the competing alternatives--and we are all working with competing alternatives and ways of getting things done--you can see in retrospect a general guide for use in future situations. This obviously does not imply that any future situation will be exactly like a past one.

Some persons have done this. I have done this, and it has been helpful. It helps us, at least to some small degree, to reduce our

subjectivity, our subjective attitude toward other persons' things and ideas, and to increase again, modestly, our objectivity. In training in human relations this is one of the objectives.

I think I am about to conclude, according to the clock, for a brief period. I do want to thank you for your very considerate attention this morning to these ideas, which are only ideas, on the subject of human relations. There are many subjects that have not been dealt with, and I haven't dealt with them because I don't know anything about them. But if you want to raise the questions in a moment I'll be glad to try to answer them.

Thank you.

COLONEL REID: Dr. Hoslett is ready for your questions.

DR. HOSLETT: Speaking of questions reminds me of an ex-professor friend of mine at Cornell. Between terms, about February, he had a great stack of papers to grade, and sometimes he became emotionally unstable. He went down that steep hill to the town of Ithaca and had a few beers--as a matter of fact, quite a few. Then he had trouble getting up the hill. That wasn't the worst problem. If you know Ithaca, New York, there is a street called East Avenue. The houses were built by the University, and they all look alike on East Avenue. On this particular evening, I recall, he was having trouble finding his own house. So he staggered along there and saw a light in an upstairs window in one of these houses, and so he went up and rang the doorbell. A woman came

downstairs and opened the door. He said, "Does Professor Smith live here?" She said, "Aren't you Professor Smith?" He said, "Lady, I'm asking the questions."

So, ask the questions.

QUESTION: Doctor, I would like to hear you express an opinion on how frequently these refresher courses in management should be offered after you have initially indoctrinated the supervisor or manager?

DR. HOSLETT: That's a pretty hard question. I don't think one can say every year, every two years, or every five years, from a practical point of view. In our own company we have seminars in management, with stress on human relations, in a practical way, I hope, every year. They are very short refresher programs, for 3-1/2 days.

What I think is a better way of doing it is to have within an organization a continuing program, or a continuing course, just as at this high level this is a continuing course, to which people are nominated by their respective supervisors or managers from time to time when, in terms of their individual need or interest or desire, it is appropriate for them to go.

Thus I can see in our own company, for example, a district manager being sent this year and perhaps not going again until five years hence for a refresher on really what are the same basics of the managerial job that he is in, but using, we would hope, some different techniques and some new materials to recreate a stimulus and an interest. Some

other manager might be sent every other year. Perhaps one man would be sent every year for three years. We could have all those variations but this should be related to an individual's need and to his interest.

QUESTION: Sir, what portion of American business has adopted the practices you have been explaining? Are there any backsliders? After they have started do they cast them aside?

DR. HOSLETT: All of us are aware of the criticisms that have been leveled at training in human relations in the last several years. Last year one of your associates raised the question of my reaction to Professor McNair's writings and talks on this subject, because he has been very critical of human relations training, especially of the emphasis on the development of skills.

Companies have gone in for human relations training in a big way. They have become disappointed, disillusioned, and disenchanted, and they have cut it away back or have modified it. This I think is more related, not to human relations training per se but to management's attitude toward new means that seemingly will achieve great objectives. As we all know, at one point of time, corporate managements of the so-called progressive companies are much interested in stimulating political activity among employees. This goes through a cycle of interest and then tends to slough off.

Human relations training, in what I call its old form, the "be nice to each other school," went through a tremendous surge of interest.

That particular kind of human relations training has dropped off. But interest in place of that has come a more realistic/ in what has become broadly called management development. Then there have been some fads within management development which have caused companies to take a second look and refine their programs.

There is nothing really very disturbing about this. If you take the field of interest in people and the development of managers, for 15 years, that curve has gone like this (demonstrating up) and I think rather surprisingly so, because in 1955, at the time I left Columbia, I had my own hunch that the curve was going something like this (demonstrating down), that company interest would slough off and would go into a recession. It did slough off, obviously for economic reasons, but in general that curve has been like so (upward) among business in general.

I don't think a person should be disturbed about the reevaluation of training, as we should reevaluate every kind of principle and tool. In general interest is increasing, in general terms of management development. There is some disenchantment with the old form of human relations training on being nice, and there is more interest now in realistic human relations training of the type I was trying to expound on.

QUESTION: I have a related question. You may consider that you have already answered it. How much reluctance do you have among these individual volunteers for the courses that you give?

DR. HOSLETT: Reluctance to--?

STUDENT: Reluctance actually to attend and participate.

DR. HOSLETT: It's hard to tell. You don't have a choice. I don't know. I don't believe it would be any greater than the reluctance to attend this course. I don't know if there is a choice there. I am coming to the point of your question, which is a serious question. I say I don't know because I don't know. All I can guess is that a very high percentage of them enjoy going. It's important that people enjoy the experience. The last one was at Williamsburg Lodge in Williamsburg, Virginia. Perhaps that's why they enjoy going. Or there will be one at Princeton Inn, in Princeton, New Jersey. That's not the only reason, and not the overpowering one.

The Greeks long, long ago said, "If you are going to make learning take, make it as pleasurable as you can." Not all learning is pleasurable, but you can--not sugarcoat it, but something similar to that--make the circumstances under which learning takes place be pleasurable circumstances, and you'll get better results. That's the only reason for doing that.

Coming back to your point, I think that a high percentage do enjoy it. We missed one year, and got many complaints because we didn't have it. We make so-called anonymous evaluations and don't sign our names. We get criticisms, comments, and so forth. They always have constructive criticisms to make, but always want more of it. This

doesn't prove it's good, of course.

But in answering your question, I think there is very little reluctance. In our particular organization it is one of those rare opportunities for people from various parts of the country to get together with their counterparts and get the great value that there is in just being together and in exchanging ideas and problems. It is some solace to a manager to know that a fellow in Charleston, West Virginia, is having the same kind of problems as a fellow in Norfolk, Virginia. There is some possible value ~~that~~ in the exchange of ideas, because the fellow in Norfolk may have tried something that works pretty well, which may be applicable in Charleston--and it may not, too.

That's why people in this field generally say that perhaps the greatest value in management courses comes through contact, informal exchange, bull sessions. But you have to have a stimulating formal program where you don't get that informal byplay. That's where the crux of the matter lies. You've got to have a framework.

QUESTION: How does the company determine whether or not the human relations training program is paying for itself?

DR. HOSLETT: I don't know. What do you think? This is a technique in conference meetings, isn't it? If the speaker doesn't know, he says, "Well, what do you think?" This is also a technique you can use in developing listening skills, a very important one. Perhaps Jerrold should use this with Knowlton. If you at a point in an interview don't

want to give your opinion, and yet the other person keeps saying, "Well, what do you think?" very realistically in a real situation you can very well say, "Well, I don't know. What do you think?"

This is not using a gadget for a nefarious purpose. It does have the value of giving you time to think about what your answer might well be, to be the best answer. It also gives you a chance to get some more of his point of view so that when you do reply it can be related in part to the way he sees the situation and to his needs.

I don't know how a company can evaluate the value of a human relations training program. There are a few scientific studies, as you know, in this area, which are not very encouraging as to tangible results obtained. and, I think, as in many areas of management, you go by faith, if that faith is supported by interest of people in it, there will be some tangible improvements that you can point to, which may not necessarily be entirely due to training, because there are always other factors having influence, and then in an overall way--in management development, which includes more than human relations training--I think finally you've got to face up to the fact that, if you've had a program for 5 or 10 years, you've got to decide whether the company is doing better. There are various indices for that--turnover, absenteeism, profit, sales, number of managers ready to step into spots--positions that are vacated. You have a series of indices.

It is not conclusive that management development helps 100 percent

in achieving these objectives, or 50 percent, but it is a matter again of judgment. That's about the best answer I can give to your question.

QUESTION: Do you have both top management and middle management in the same group?

DR. HOSLETT: We don't in these particular seminars. We have so-called district managers, who are first-level supervisors of salesmen, in separate meetings with their own associates. Then we have a middle-man group which has 2 or 3 levels, and we have our vice presidential group in our own level.

This again is one of those iffy questions: Is it better to mix levels or not mix levels? Where the status differences are not too great I see no problem in mixing levels. We do it in that middle group. We have several levels in there that don't seem to give us any particular problem in terms of real communication with each other when you get them together. So, if they don't have a real problem of communicating when you get them together, even though there are several levels, why not do it? It's a little more economical.

I hate to generalize on that one, but I would think that if I were starting a program I would start on the safe basis of taking it level by level.

QUESTION: Early in your lecture you stated that it does not necessarily follow that leaders have certain characteristics, such as emotional control, dominance, et cetera.

DR. HOSLETT: They have some.

STUDENT: You indicated to me, or I interpreted it, that leaders are born and not made. That being the case, are we training people to be managers who may not be the material to begin with?

DR. HOSLETT: We may be training people to be managers who don't have the material to begin with. You see I am talking in terms of adult education. I think a great many things that are self-evident can be done to, with, and for people when they are caught at an early age. You know that from being in the military. You are in a sense forming character and helping to develop personality traits. All that I was trying to say was that when we get as old as we are here that formation period has taken place, except in very rare instances, and that the best we can hope for is some percentage of improvement in performance through the best kind of training stimulus that we can concoct, through the best kind of supervision that we can get the organization to work with--very modest goals in terms of performance on jobs--related to people, but performance on jobs.

QUESTION: We read quite a bit about the difficulty of understanding between labor and management. I wonder if on that score we are doing anything to educate the labor leaders in human relations and such fields.

DR. HOSLETT: I wish I could respond to that question, but I know very little about the labor organization--I say that quite frankly--or labor leaders. It so happens that this company I am with now, with about

8500 employees, is not unionized, and we have never been faced with that problem. I am not enough of a generalist, and I haven't educated myself enough to know what one should do in working with labor leaders and educating them. I just have to beg off. I am sorry, but I don't know. It's better to say I don't know than to make a mess of it.

QUESTION: I am just curious, as a practical matter, as to the extent to which you participate in the hiring or firing process in your company and in the evaluation of the individual from the standpoint of human relations. Is he going to be a successful executive, or has everything been tried with the existing executive who is going to be fired or who has reached the end of the line? Has nothing been successful in trying to improve the techniques of the existing executive?

DR. HOSLETT: I don't know that I understand the question. That is not a reflection on you but on me. Maybe I miscommunicated. Probably you got the idea that I am rather tough on the evaluation of people, and that if people don't measure up within a reasonably short period of time they ought to be fired. Let me try to correct that a little bit. I still stick to my original thought that the time period must be such that a prudent man, a reasonable manager, or a series of managers, comes to the conclusion that this is not a good match, also comes to the conclusion that he can't make a match elsewhere in the organization in different divisions. I don't want to leave the impression that this is done in a very quick, hardhearted, offhand way, because it isn't.

Our own performance reviews of individuals are at least annual. The individual makes a review of his own performance and his own areas for improvement and what he intends to do the next year. At the same time, his boss and one or two other superiors, plus a third person who is a coordinator, is making a review of this individual's performance. Then the individual comes in and tells his boss--only his boss, not a bunch of superiors--what he thinks of himself, what he thinks he should do to improve, with a timetable for it, and practical steps. They discuss this and come to some conclusion. The man rates his own performance, which he deems to be standard, satisfactory, below standard, or above standard, and his boss does, and they compare both evaluations.

A new man does this more than once a year, so there is no opportunity for a fellow to come in and be sloughed off in a short period without getting attention. This is very carefully controlled.

The point I am making--and I am not talking so much about my own company as about many other companies--is that it is a disservice to the individual to bring him in and keep him around if he really doesn't fit. This is done in a high percentage of cases because management is weak and is not facing up to hard problems in dealing with people in not saying, "Well, we have tried our best and you have tried your best, and we have gone through two years of this now and it just is not working. What are we going to do about it?"

QUESTION: At what level or levels do you advocate face-to-face communication and not have a message go through a number of channels?

DR. HOSLETT: I indicated at every level and between every level. I think we are getting at what kinds of communication can better be transmitted orally, and what kinds are better through written material. In a large organization, which is widespread and has many levels, obviously written communication has to carry the burden of information up and down that is necessary for the running of the organization. That is self-evident.

The face-to-face interpretation of those rules, regulations, and manuals, and policies is very very significant. We all know that. We all know that rules can be manipulated, adjusted, changed, and avoided, and not followed, sometimes for very good reasons. But it's what happens in terms of interpretation that I think is very significant, between a superior and a subordinate.

The same thing I think is true in upward communication. I think the superior has some responsibility in any reasonably well-run organization to try to interpret upward what people at his level and below are thinking and suggesting, and reacting to. This is a very hard channel to keep open. We all know that. When those regular lines fail to do so, then what many managers do is to have some listeners down through the organization, who report up to him directly on what they are hearing and finding out. This is an artificial way of getting communication which

should come up through the line.

COLONEL REID: Dr. Hoslett, on behalf of the College, we certainly thank you for giving us the inside of business on the current human relations process while we are teaching the Executive Development Course.

DR. HOSLETT: Thank you.