

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 19

JOB RELATIONS METHOD

OBJECTIVES

1. To stress the importance of looking upon subordinates as individuals when dealing with them.
2. To study a method of reprimand which will make a person anxious to improve himself.
3. To develop the necessary steps of a procedure in handling problems.
4. To study the importance of maintaining good relations as a responsibility of supervisors.

AIDS AND MATERIALS

1. Worksheets 98—103.
2. Chart Nos. 27, 28, 29, 30 and 31.
3. Film Strips; "The Right Medicine, SFS 80—13" (20 min). "How to Make People Want to Cooperate" (25 min).

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20 min	I. Treating Employees as Individuals
30 min	II. Reprimand vs. Bawl Out: Film Strip; "The Right Medicine"
15 min	III. How to Handle a Problem
20 min	IV. Importance of Good Relations
25 min	V. Film Strip: "How to Make People Want to Cooperate"
<u>25 min</u>	
110 min	

- I. Treating Employees as Individuals (20 min.)
- Start the discussion by asking whether or not in the Orient, thinking on human relations in an industrial era is relatively backward. Then stress that job relations make up the most difficult phase in the study of personnel management in bringing about a quick change in long established customs and habits for the better.
- Chart No. 27
- Turn to Chart No. 27, "Employees Are People," and ask the group to study it for a moment. Then ask for comments on it.
- Ask the conferees whether or not they have ever worked under a person who stood out from the standpoint of his respecting each of his subordinates as an important individual with high possibilities for development.
- Chart No. 28
- Turn to Chart No. 28, "Towards Democratic Relations," and have the group discuss all the implications and ideas portrayed here.
- People are not all alike. As individuals they differ in many respects. Have the conferees discuss ways in which people can differ. List them on the board.
- Worksheet 98
- Distribute Worksheet 98, "Some Ways in Which People Differ," and use as a summary of the above discussion.
- Tell the conferees psychology is a fascinating study to which there is no end and that they as supervisors and leaders of people will find it very profitable to examine this field thoroughly.
- II. Reprimand vs. Bawl Out (30 min.)
- Film Strip
- Present the film strip, "The Right Medicine." This film shows the bad results of the bawl out and tells how the supervisor overcame this problem.
- Chart No. 29
- To review and summarize this film strip, use Chart No. 29, "Anxious to Improve," and Worksheet 99, "Which Is Your Method?"

First ask the group for their reactions to the illustration. The chart does not portray quite the kind of situation which the Japanese people would expect.

Note that in Worksheet 99, figures No. 3 and No. 4 portray Americans who, out of habit, do not try to avoid looking the other person squarely in the eyes. Failure to do so is generally interpreted as indicating a weak personality or a guilty conscience.

It cannot be expected that Japanese and Americans will behave alike. However, in the event a Japanese employee is to be reprimanded by an American supervisor, the former should at all costs avoid embarrassingly wagging his head with an unnatural, half-hearted smile on his face. Such behavior, it is true, is shown by a small percentage of Japanese, but it is far rarer in the Western nations. Therefore, not only is the American likely to feel that the subordinate is not man enough to take it, but he may conclude that this is a general behavior habit of the Japanese.

In some places it is expected that abject remorse be shown by a subordinate who makes an error which is difficult for the superior to overlook, as in the first illustration on the worksheet. Discuss whether the above gives a true description of the general situation in Japan.

Before going on to the next topic ask the group why a good supervisor seldom needs to straighten out a problem.

(50 min. to here)

III. How to Handle a Problem
(15 min.)

This is a rather difficult subject to discuss adequately because of the vast range of possible relations problems. However, ask a few of the conferees to give concrete examples from their own units and explain how they handled them. At the same time, the conference leader must be prepared with a good illustration if none comes from the group.

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| Chart No. 30 | Turn to Chart No. 30, "How to Handle a Problem." Briefly review one of the illustrations given above, and apply the 4-step method to it. |
| Worksheet 100
(65 min. to here) | Distribute Worksheet 100, "How to Handle a Problem," and have the group discuss each of the sub-points. |
| IV. Importance of Good Relations
(20 min.) | Have the group discuss the importance of sound personnel relations. List the points on the board. Some very good ideas should come from the group. |
| Worksheet 101 | Before time runs out, distribute Worksheet 101, "Importance of Cordial, Sincere and Cooperative Relations." Use it to summarize the preceding discussion. From this it can be clearly seen why the importance of building up good relations in the training program for supervisors is stressed. |
| Worksheet 102
Chart No. 31 | To summarize all that has been brought up so far in the relations phase of this course use Worksheet 102, "The Four Basic Desires of Workers." Also turn to Chart No. 31. Discuss as many points with care as time will permit. Make use of the appropriate charts in this discussion. |
| Worksheet 103
(85 min. to here) | Before the close of the session use Worksheet 103, "Causes of Grievances." The conferees will find this worksheet very helpful in reviewing outside of conference time. |
| V. Film Strip
(25 min.) | Present the film strip, "How to Make People Want to Cooperate." It shows the importance of using psychology in dealing with people. |

SOME WAYS IN WHICH PEOPLE DIFFER

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|----------------------------|--------------------------|
| 1. Attitudes | 12. Degree of maturity |
| 2. Abilities | 13. General background |
| 3. Aptitudes | 14. Physical differences |
| 4. Skills | 15. Sex |
| 5. Intelligence | 16. Age |
| 6. Job knowledge | 17. Health |
| 7. Interests | 18. Morale |
| 8. Emotional nature | 19. Viewpoint |
| 9. Social adjustment | 20. Ambition |
| 10. Educational background | 21. Personality |
| 11. Experience | |

PHYSICAL AND MENTAL FACTORS WHICH AFFECT WORK

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|----------------------------------|-----------------------------|
| 1. Sickness | 7. Financial worries |
| 2. Fatigue | 8. Lack of sleep |
| 3. Worry about being reprimanded | 9. The "day after" feeling |
| 4. A feeling of insecurity | 10. Misunderstandings |
| 5. Fear | 11. Lack of self-confidence |
| 6. Domestic troubles | |

No two persons are alike. They differ in hundreds of ways in their background, their makeup, and in their reactions. Yet to each person, he, himself, is the most important one in the world. Next, come his immediate loved ones.

The experienced and capable supervisor recognizes individual differences and takes them into account in dealing with people. A supervisor cannot change the emotional nature of a person, but he can assist the individual in controlling his emotions to the extent that his expression of them does not adversely affect his relations with others.

An employee's attitudes often determine his degree of cooperativeness and team work. They may also influence opinion or interpretation of specific facts. A supervisor cannot make over attitudes, but he can be aware of them and work indirectly and patiently in correcting the cause of undesirable ones, including his own.

An employee who is ill may be difficult to get along with, and of course he is not up to normal in productiveness. An employee who is tense because of worry or fear is likely to make mistakes and cause accidents. A supervisor can be of great help and encouragement to employees by understanding these difficult situations and by dealing patiently, yet firmly, with them.

"WHICH IS YOUR METHOD?"

THE BAWL OUT

1. Is done when angry.
2. In front of others.
3. Without checking facts.
4. Uses strong language.
5. Makes the man angry or discouraged.
6. Leaves him resentful or beaten.

THE REPRIMAND

1. Is done when calm.
2. With worker and boss alone.
3. When sure it is deserved.
4. Is straightforward without cussing.
5. Includes encouragement to do better.
6. Leaves man anxious to improve.

(Illustration)

(Illustration)

(Illustration)

(Illustration)

HOW TO HANDLE A PROBLEM

1. GET ALL THE FACTS

- a. Review the record.
- b. Find out what rules and customs apply.
- c. Get opinions and feelings of individuals concerned.

2. WEIGH AND DECIDE

- a. Fit the facts together.
- b. Check practices and policies.
- c. What possible actions are there?
- d. Consider effect on individual, group, and production.
- e. Don't jump to conclusions.

3. TAKE ACTION

- a. Are you going to handle this yourself?
- b. Should you refer this to your supervisor?
- c. Watch the timing of your action.

4. CHECK RESULTS

- a. How soon will you follow up?
- b. Watch for changes in output, attitudes, and relationships.
- c. Did your action help production?

IMPORTANCE OF CORDIAL, SINCERE AND COOPERATIVE RELATIONS

To the Organization:

1. Prevent manpower waste by reducing turnover.
2. Encourage better work, resulting in increased output.
3. Create unity of purpose and pride in the organization.
4. Make employees better satisfied with their jobs.

To the Supervisor:

1. Make his work more pleasant.
2. Enable him to accomplish more work.
3. Enable him to devote adequate time and attention to technical aspects of his job.
4. Create acceptance of his authority and acceptance of his leadership.

To the Employees:

1. Create a "feeling of belonging."
2. Develop friendship.
3. Increase interest in work.
4. Provide feeling of job security.
5. Promote understanding of where he stands and what is expected of him.
6. Promote square dealing for him.
7. Bring recognition of good work.

SYMPTOMS OR INDICATORS OF GOOD RELATIONSHIPS

1. Maintenance of production schedule.
2. Constructive employee suggestions for improving conditions and work.
3. "Presenteeism."
4. Low accident record.
5. Interest in work.
6. Cooperative attitude.
7. Readiness to accept suggestions on the part of both management and employees.
8. Friendliness.
9. Employees desire to remain on the job.
10. Democratic methods of planning.

INDICATORS OF INEFFECTIVE HUMAN RELATIONS

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|----------------------------------|------------------------------|
| 1. Violation of rules. | 9. Lack of interest. |
| 2. Dissatisfaction. | 10. Suspicion. |
| 3. Insubordination. | 11. Low production. |
| 4. Trouble-making. | 12. Discourtesy. |
| 5. Loafing. | 13. High labor turnover. |
| 6. Tardiness | 14. Resentful of supervision |
| 7. Leaving before quitting time. | of rules. |
| 8. Dissension among workers. | 15. Petty complaints. |

Do you have strangers within your own group?

THE FOUR BASIC DESIRES OF WORKERS

1. The Desire for Fair Treatment.

Such factors as equitable salaries, fair working hours, safe working conditions and protection against sickness and injury cannot be disregarded as long as they are motivated by a desire for fair treatment. Certainly, the element of fair play cannot be ignored in the daily associations between the employee, and his supervisors, co-workers and subordinates.

When General Eisenhower took firm measures in dealing with officers who did not practice fair play, the several thousands of subordinates under him were filled with a sense of pride in working for a general who believed in fair play; their morale was boosted to unprecedented heights.

2. The Desire for Recognition.

The feeling that he too is playing an important part--a recognition of the part that his job plays in the program of the entire organization--a consciousness that the management is evaluating his work--these probably have much to do with stimulating a desire to work in the employee.

Western Electric once conducted in cooperation with the College of Business Administration of Harvard University an experiment on fatigue. When a fatigue causing factor was removed from a test group of workers, there was shown a conspicuous increase in efficiency.

However, the amazing thing about the study was that it revealed that even after the fatigue cause was made to prevail again, there was a continual rise in efficiency. It was determined after further research that the cause of this phenomenon was the feeling among the workers that they were considered important--so

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important that researchers and scientists were observing their work; so important that the other members of the firm were directing their attention at them.

3. The Desire for Advancement.

Certain statistics in the U. S. show that, with regard to the question of whether human beings desired advancement, only 2 to 5% of the people actually desired to be promoted and to assume additional responsibilities. The important thing here, however, is a matter of quality rather than quantity. Even if only a small number of individuals are involved, it is unwise to hinder a person's opportunities of receiving training, or being educated and promoted on up the scale to membership in the central stratum of industry.

As a gauge for insuring fairness in promotion and advancement, there are two guides--seniority and ability; no general statement can be made as to which of these provides the greater incentive among workers.

4. The Desire for Security.

A slack in activity causes fear among employees for the security of their jobs. Such a slack also causes employees to feel that they are powerless to do anything about such a condition. There is a story about a certain large firm being successful in establishing stability of its organization in the midst of the great world depression of 1929 by devising means of providing financial aid to its employees. A sense of security among individual workers is an indispensable factor in production efficiency. It is thought that this very principle is expressed in the saying "Kindness pays."

The fundamental issue can be boiled down to one thing--that an employee desires to be treated as an individual. Dealing with each employee as an individual--this is indeed one of the first steps to be taken in the realization of the principles of democracy.

Conference 19, Worksheet 102 (concl'd.)

CAUSES OF GRIEVANCES

I. Things Which Have to Do with the Job Itself:

1. Unpleasant surroundings.
2. Poor tools and equipment.
3. Unsafe working conditions.
4. Uneven distribution of work.
5. Misassignment of men.
6. Uncongenial fellow workers.
7. Favoritism in work assignments.
8. Differences in wage rates for similar work.
9. Failure to secure promotion.
10. Lack of understanding of wage system.
11. Lack of proper job instruction.
12. Failure to inform workers about changes and about the reasons for them.
13. Stealing credit.
14. Improper disciplinary action.
15. Failure to live up to promises.
16. Passing the buck.
17. Giving workers the run-around.
18. Refusal to consider suggestions.
19. Lack of interest in workers.
20. Unfair censure.
21. Lack of adequate eating facilities.
22. Poor rest rooms.
23. Unreasonable rules and regulations.
24. Incompetent supervisor.
25. Others.

II. Things Which Have No Direct Relationship with the Job:

1. Domestic difficulties.
2. Disruptions of customary ways of living.
3. Financial difficulties.
4. Outside personal relationship.
5. Demands of recreational, social, or community activities.
6. Inadequate public transportation facilities.
7. Personal background and experience.
8. Personal outlook on life.
9. Disturbed mental condition.
10. Poor physical health.
11. Temperament.
12. Others.