

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 22

BUILDING MORALE: SUMMARY OF THE COURSE

OBJECTIVES

1. To discuss the main factors affecting the morale of indigenous employees.
2. To review the main points of the entire course.
3. To reappraise the main objectives of the training of indigenous personnel and to outline a course of action.
4. To arrive at a tentative evaluation of each conferee's progress in management training.

AIDS AND MATERIALS

1. Worksheets 111—116.
2. Chart Nos. 39 and 40, and others in review.

- - - - - TIME SCHEDULE - - - - -

<u>Minutes</u>	<u>Topics</u>
10	I. Assignment
35	II. The Problem of Building Morale
35	III. Review of the Entire Course
30	IV. Outlining a Course of Action
<u>110</u>	

- I. Assignment
(10 min.)
- Announce that with the end of the class-room part of the management training course now drawing to a close an evaluation of the immediate results of the course proper is in order. As a final assignment each conferee is to submit to the conference leader within one week from today's conference simple essays on these two topics:
1. What practical benefits have I, as a leader of employees, gained from this course?
 2. In what specific ways can I immediately put into application the principles, methods and techniques I learned in this course?
- Explain that this final assignment is absolutely necessary for the conference leader to complete his evaluation on each conferee. Furthermore, the problems brought up in these essays will determine to a large extent the topics of discussion in the monthly follow-up conferences to be held by this group.
- (10 min. to here)
- II. The Problem of Building Morale
(35 min.)
Worksheets 111--113
- Distribute Worksheets 111--113 and have the group glance over them quickly.
- Most of these problems were brought up in the previous conferences during the personnel relations phase of this course, and it can be assumed that the group has a fairly good understanding of the importance of all these factors in building morale among the subordinates in a unit.
- (45 min. to here)
- III. Review of the Entire Course
(35 min.)
- Ask one of the conferees to summarize the main problems affecting the morale of indigenous personnel. Then ask the group for concrete ways in which they as supervisors can help meet these problems.
- The actual review of the entire course must be carried out in such a short time that only the high lights can be touched upon. The conference leader must select the best method of presenting it to his particular

group. Certain charts and worksheets will be of great help in this review.

Worksheet 114
(80 min. to here)

Use Worksheet 114 to tie together this review of the entire course.

IV. Outlining a Course
of Action (30 min.)

Chart Nos. 39
and 40.

As a final summary have the conferees recall the main objectives of this training which were stressed not only in the first conference but repeatedly in subsequent conferences. Use charts 39 and 40.

Before closing this final conference explain to the group that although a tentative evaluation of each conferee's participation and progress in this training course can be made before the awarding of diplomas, the real evaluation of each supervisor will come when the training unit makes successive follow-up checks during the following months to see how effectively the supervisors are applying their new knowledge.

Explain with actual examples how several indigenous supervisors have already proved that a small amount of training can help a good supervisor or administrator become a superior one.

Ask also what direct and indirect benefits from the application of good supervisory methods can be expected towards bringing about the economic and spiritual reconstruction of Japan. How raising the efficiency in shops, factories and offices should lower costs of goods, thereby raising the real wages of all workers. Cite specific examples to illustrate.

Worksheet 115

Distribute Worksheet 115 to be used for reviewing by each conferee.

Worksheet 116
(110 min. to here)

It is unnecessary to distribute Worksheet 116 now. It will be used in the monthly follow-up conferences.

G L O S S A R Y

1. Main words used in this series of conference outlines are listed in the Japanese alphabetical order (Gojuon).
2. Figures at the end of each line indicate the conference outline numbers in which the preceding words are presented for the first time. This glossary can be used both to compare the Japanese and English terms, and as an index.

N O T E:

See Japanese text for glossary.

Conference 22, S. GLOSSARY

TELLING WITHOUT ANTAGONIZING

"Any individual placing unauthorized markings on the walls of the room or in any other way defacing property in this room will be immediately dismissed."

"LETS COOPERATE IN--

1. Putting all paper in can.
2. Putting all smokes in ash tray only.
3. Not writing on walls.
4. Not wasting paper."

1. Which one do you think is the better and more effective? Why?
2. How would you change either of them?

A supervisor bent over to drink from a fountain. Just before him, he saw a sign in large red letters which warned him against spitting his gum into the fountain or else suffer severe penalty.

All through the department he saw such signs as: "Anyone caught littering up this place will be dealt with severely."

"Horse-play is forbidden in the department. Anyone caught indulging in it will be dismissed immediately."

This set the supervisor thinking so he tried an experiment. He stood by a fountain in his own department and stopped each person who came to drink and said:

"Don't spit your gum in the fountain or you'll have to clean it out."

After stopping a few people he noted the adverse effect his command had on each person, and he was aware that he was similarly affected by the signs he had read.

The supervisor came to a very definite conclusion about the kind, type, and use of signs and posters he would develop for his department.

What were his conclusions?

One way of antagonizing the most amiable employee is to tell him not to do something he didn't intend to do anyway. Many signs used in industry seem as though they are designed to antagonize rather than win compliance.

(Cont'd.)

Sarcasm is distinctly out of place in signs, can lose its effectiveness and even cause what one is trying to prevent. A classic example of crude sarcasm long since taboo is, "IF YOU SPIT ON THE FLOOR AT HOME, SPIT ON THE FLOOR HERE. WE WANT YOU TO FEEL AT HOME."

If one reads a sign, "DON'T SPIT IN THE DRINKING FOUNTAIN," his immediate thought could easily be, "What kind of people are working here, who would spit in a drinking fountain? This place is getting worse every day." How much better feeling might be engendered by the sign, "HELP KEEP THIS FOUNTAIN SANITARY."

On a freshly seeded landscape, a small attractive sign "PLEASE" has the same immediate effect of protecting the grass as the blunt "KEEP OFF THE GRASS" which infers the use of force. In addition, one gets the feeling of helping and being a part of a constructive program.

During the days when absenteeism was a problem for all, a neat card reading, "WAS YOUR ABSENCE NECESSARY?" was more effective and maintained more good will than an abrupt, "NO ABSENCE PERMITTED UNLESS ABSOLUTELY NECESSARY."

As illustrated above both verbal orders and written orders should be given without these antagonizing elements.

Do you believe that one way of GETTING THINGS DONE IN INDUSTRY IS TO TELL WITHOUT ANTAGONIZING?

I T ' S O U R J O B

In an interview with a supervisor of an engine manufacturing plant, the following comments came from the supervisor:

"See that fellow over there? He has his house all finished except the plumbing. Funny, isn't it; but not to him."

"See that fellow over there? He has three daughters but he is hoping for better luck in 2 months."

"See that woman over there? She has a son in a T. B. sanitarium. It's too bad for her."

The supervisor had taken a personal interest in his employees.

In the case of another, a very poor written order was given which caused one shift to lay off.

A third supervisor passed the buck to the management about a raise. In other words, he ran away from handling an employee relations problem.

In another case a lame employee got in a terrible accident because he couldn't handle the weight of some freight that unexpectedly came to his office. This difficulty occurred because the supervisor had forgotten to be sure that all his men were assigned to jobs for which they were physically fit.

Here are a few direct quotations from our interview with the first supervisor. What did he mean?

"Machines alone can't get out production. It takes people; men and women. All the way down the line its people, people, people!"

"Sometimes we think we have the toughest job in the plant. 'Tain't an easy one--but knowing how we fit into the whole operation and seeing how we can influence the job, just makes you feel so, you wouldn't trade your job for any other one in the world."

"We must realize that we must all work together as one big team. It's easy to handle materials and machines--but handling people is where you get your headaches. Getting people to work with you, not against you."

(Cont'd.)

"Sometimes this comes from being so busy with your own problems that you don't take time to get the other man's point of view. That's what makes the job tough.

"With the new man who is green, confused, anxious to make good, yet scared he won't--you must be patient, considerate.

"Often we make the other man's job more difficult without knowing, by not deliberately holding out, but by just plain carelessness and lack of consideration. Some jobs are not so pleasant, unless you are willing to help.

"Learn to know your men, train and develop them, be loyal to the plant, look at yourself in relation to the whole operation, and remember that after all we are just one big organization.

"WE ARE MANAGEMENT."

IN DEALING WITH SUBORDINATES THINK OF YOURSELF AS ONE. What would you like?

- a. You like to be treated courteously and welcomed to a job.
- b. You like to be instructed intelligently.
- c. You like an agreement on what constitutes a job well done.
- d. You like to work with anyone whom you can respect.
- e. You like your work to be recognized.
- f. You like your opinions and feelings respected.
- g. You like to feel your work contributes to the "cause."
- h. You like pay or grade for what you do.
- i. You like to have confidence in your organization.
- j. You like your organization to take interest in your health and welfare.
- k. You like security.
- l. You like to know in advance about changes that affect you.
- m. You like your ability fully utilized.
- n. You like an assignment that is clear cut and definite.

THE INTERVIEW

Someone said that the only tools a supervisor has to work with are words. He gives a verbal order. He writes an order. He writes a plan. He gives instructions. He reprimands an employee. He explains a job to his boss. He listens to and interprets instructions and passes them along. He is effective insofar as he can use these tools of his--"words."

There is a technique of using words called the interview.

1. Get the background of each new employee who is assigned to him.
2. Call in each employee twice or three times a year and "talk things over" with him. Let him know where he stands.
3. Get all the facts when handling an employee relations problem.
4. Go to his supervisor to:
 - a. Get information.
 - b. Give information.
 - c. Get advice.

All of these jobs require the use of the interview.

The value of the interview has been recognized by management. They have set up a counseling unit which has a big responsibility to talk things over with the employees who want to resign or transfer. Their technique is the interview. They have been successful in having 40% of those who were leaving stay on the job. They have saved many valuable employees.

Of course the supervisor cannot become as skilled in using the interview as the counsellor and he doesn't need to be. Why?

The counsellor only sees the person who has fully made up his mind to quit. He has a harder problem.

On the other hand, the supervisor, if he is alert, gets a chance to nip the trouble in the bud. He has a chance to interview, talk it over before things get too serious. He has a chance to handle a grievance early in its development.

(Cont'd.)

There is a lot of psychology back of an interview. The fact that an employee has a chance to "get it off his chest," often relieves the tension.

In the interview the supervisor must become a good listener. He has to stay in the background.

One supervisor had three interviews in one day.

1. A woman employee who wanted to resign because of a snobbish woman at the next desk.
2. A janitor objected to the lack of adequate mops and brooms to get his work done.
3. An employee wanted to transfer because of the type of work he was assigned to do in the unit.

What percent do you think you can save with interviews?

THE TECHNIQUES OF THE INTERVIEW

1. Give full and complete attention to what a person has to say without interrupting him.
2. Refrain from giving advice.
3. Don't reply or make moral judgment.
4. Don't argue.
5. Don't try to be clever.
6. Don't dominate.
7. Don't ask leading questions.
8. Get a person to talk about matters important to him; not to the interviewer.

SUMMARY OF THE COURSE

Numbers indicate the
corresponding worksheet.

The Principles of Organization (8):

1. Unity of command.
2. Span of control.
3. Homogeneous job assignment.
4. Delegation of authority.

The Functions of Management (25):

1. Planning.
2. Organizing.
3. Directing.
4. Coordinating.
5. Controlling.

Developing an Understudy by (28):

1. Asking "What do you think?"
2. Sending him upstairs.
3. Letting him get the facts.
4. Man-management.
5. Leaving him in charge.

Inducting a New Worker by (33):

1. Greeting him cordially.
2. Showing a sincere interest in him.
3. Explaining the part he will play.
4. Showing him around.
5. Introducing him to those concerned.
6. Arranging for his training.
7. Following-up.

Preparing the Instruction by (45):

1. Making a training timetable.
2. Making a job breakdown.
3. Getting all the materials.
4. Arranging the work place.

Instructing by (37):

1. Preparing the worker.

(Cont'd.)

2. Presenting the operation.
3. Having try-out performance.
4. Following-up.

Conducting a Meeting by (63, 64):

1. Getting ready--
 - a. Having an outline.
 - b. Planning how to run the meeting.
 - c. Having necessary materials ready.
 - d. Arranging the meeting place properly.
2. Conducting--
 - a. Opening the meeting.
 - b. Presenting the topic.
 - c. Conducting the discussion.
 - d. Summarizing the discussion.

Improving Job Methods by (71):

1. Selecting the job.
2. Breaking down the job.
3. Questioning every detail.
4. Developing an improved method.
5. Applying the new method.

Promoting Safety on the Job and Good Housekeeping by (93):

1. Developing safety consciousness.

Developing Initiative by:

1. Simple order.
2. Less obvious order.
3. General ideas.
4. Suggestion.
5. Spontaneous accomplishment.

Showing Initiative by:

1. Considering it carefully.
2. Finding at least three improvements.
3. Carrying out literally but injecting into it the spirit of the order.
4. Doing more than what is expected.

(Cont'd.)

Building Confidence by (97):

1. Greeting him cordially.
2. Finding out his special interests.
3. Showing sincere interest.
4. Encouraging him to come to see you.
5. Helping him.

Using the Reprimand (99):

1. When calm.
2. When alone.
3. When deserved.
4. Straight to the shoulders.
5. Including encouragement.
6. Leaving him anxious to improve.

Handling a Problem by (100):

1. Getting all the facts.
2. Weighing and deciding.
3. Taking action.
4. Checking results.

Utilizing Men Effectively by (104):

1. Getting the right man in the right job.
2. Keeping him on the job.
3. Stimulating his will to work.
4. Increasing his capacity to produce.
5. Using him fully on essential tasks.

Taking into Consideration as the Foundations of Personnel Relationships (102):

1. Fair treatment.
2. Recognition.
3. Opportunity.
4. Security.

And Building Morale.

THERE IS ONE THING LEFT.
IT IS YOUR APPLICATION.

CREATIVE AND SPECIAL JOBS FOR SUPERVISORS

1. Set up an organization chart.
2. Make a duty analysis: individual, unit, group.
3. Set a standard.
4. Set up mechanical and statistical controls: files, graphs, forms.
5. Improve a procedure.
6. Improve a job method: individual, group.
7. Improve a layout.
8. Set up a procedure.
9. Systematize a method of orders. written.
10. Find ways for building confidence.
11. Set up a procedure for inducting a new worker.
12. Help develop initiative.
13. Set up a time budget.
14. Make a flow diagram.
15. Make a flow process chart.
16. Construct a training timetable.
17. Make training job breakdowns.
18. Plan group meetings: schedules and outlines.
19. Set up a contact plan with subordinates.
20. Plan for developing an understudy.
21. Set up absence control.
22. Plan a system of unit incentives.
23. Instruct a worker systematically.
24. Handle a grievance quickly but carefully.

An industrial engineer in the United States has proposed a supervisor's daily time budget:

Getting work started	1--2 hours
Systematic inspection	2--3
Personnel problems	1--2
Checking at the end of the day	1--1½
Paperwork	½
Constructive thinking	1
Unforeseen developments	1

Compare this timetable with the one on Worksheet 17. Which is "special work"? Which is "creative work"?

Sometimes things do not go according to the timetable. You may have to stick to one task all day long. You may have to spend an extra amount of time on routine duties on some days. But what is really important is not to follow the timetable literally, but to perform the details involved in it.

HOW ARE YOU GETTING ALONG?

1. Have you confidence in your job of supervision?
2. What have you done about duty analysis and an organization chart?
What are the results?
3. What about your time budget? Your types of work?
4. Did you get a new man? What about him?
5. What about your understudy?
6. What have you done about job instruction? What are the results?
7. What about method improvement? What are the results? What is
your future plan?
8. What have you done about safety on your job?
9. Has the atmosphere in your unit changed? What about your atti-
tude? Your men's? Your superior's?
10. Has any outstanding change on the job taken place among your men?
11. What is the most helpful thing you learned in the course?
12. What is your biggest problem now?