

**A HANDBOOK**

**FOR FOREMAN CONFERENCE LEADERS**

**A HANDBOOK FOR FOREMAN CONFERENCE LEADERS****By****MYRL L. CURTIS****Bachelor of Arts****McPherson College****Kansas****1924**

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**Submitted to the Department of Trade and Industrial Education****Oklahoma Agricultural and Mechanical College****In partial fulfillment of the requirements****for the degree of****Master of Science****1937**

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## ACKNOWLEDGMENT

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To Mr. H. A. Huntington is due much credit for the technique and construction of the thesis proper.

M. L. C.

## INTRODUCTION

Nowhere can a foreman better acquire the habit of thinking intelligently through a problem which requires a decision, together with a subsequent carrying out of that decision through the making and execution of a plan, than through the medium of the foreman conference.

The recognition of the value of the foreman conference method of instruction is increasing, as is the demand for such service to individual groups. Because of this fact, there is an increase in the demand for individuals who are trained in the skilful use of this method of instruction.

## Purpose

An industrial conference is merely the pooling of the experiences of men in industry and the selection of those experiences which are more applicable to the particular demands of advancement within industry.

This Handbook for Conference Leaders is designed more especially for men in the petroleum industry upon whom rests the responsibility of securing greater efficiency from "the man on the job." The petroleum industry, with all its variations in procedure, needs more than any other industry the quick, accurate decision of the foreman. Unlike the architect, the doctor or the mechanic, the petroleum industry has no set rule by which the foreman may calculate or solve his problems; instead, each operation is an individual problem and must therefore require an individual solution. The purpose of this thesis is to:

1. Set up a plan for the development of latent leadership in conference leaders.
2. Suggest several procedures for conference leaders.
3. Assist the conference leader in coordinating the previous experiences and training of the conference group with a workable follow-up program through the conference method.

#### Scope of Handbook

This Handbook for Foreman Conference Leaders is designed to include pertinent information which is vital and necessary for successful conference leading. It is not all inclusive, however great care has been practiced in the selection of necessary materials which should be included in such a handbook.

#### Source of Information

The information contained herein has been gleaned from many sources, such as conference reports held throughout the United States and some foreign countries, from many books on the foreman conference, from United States government bulletins and documents and from many magazine articles and newspapers. Much of the information has been accumulated from reports of conferences conducted by the writer.

#### Possible Uses or Values

Value to the Foreman. The ability to conduct a conference intelligently has a fourfold value to a foreman: (1) it will help him to acquire and maintain the confidence of his fellow workers; (2) it will help him to analyze his problems, as well as the prob-

lems of the group, in a constructive way; (3) it will instil in him the virtue of patience, consideration and regard for others; and (4) it will help the foreman to think constructively.

Value to Leaders. This handbook is designed to aid leaders by suggesting methods and tactics in their work in conducting conferences. Through analysis, the leader will be better able to solve the problems of the group.

#### The Meaning of "Conference."

The educational procedure whereby individuals are assisted in acquiring the habit of thinking intelligently through a problem which requires a decision, together with a subsequent carrying out of that decision through the making and execution of a plan, has received more and more attention as an educational procedure or method during the past few years. It has been found particularly serviceable in connection with improving the work of executives of all grades in organization where their duties consist essentially in making decisions rather than in following standard procedures, as Dr. J. C. Wright (10, p. 2) states:

This procedure has been found to be of particular value in the development of certain types of work designed to improve foremanship in industry. As applied to the problem of assisting experienced foremen in dealing more efficiently with the discharge of the various duties and responsibilities with which they have to deal, through the consideration and evaluation of the various factors affecting the situation, resulting in the making of a decision with reference to that situation, has become known as the conference method for improving foremanship.

The increasing recognition of the value of this educational procedure has led to an increasing demand for the services of individuals who are trained in the skilful use of the conference method.



## THE PENALTY OF LEADERSHIP

In every field of human endeavor, he that is first must perpetually live in the white light of publicity. Whether the leadership be vested in a man or in a manufactured product, emulation and envy are ever at work. In art, in literature, in music, in industry, the reward and the punishment are always the same. The reward is widespread recognition; the punishment, fierce denial and detraction. When a man's work becomes a standard for the whole world, it also becomes a target for the shafts of the envious few. If his work be merely mediocre, he will be left severely alone - if he achieve a masterpiece, it will set a million tongues a-wagging. Jealousy does not protrude its forked tongue at the artist who produces a commonplace painting. Whatsoever you write, or paint, or play, or sing, or build, no one will strive to surpass or to slander you, unless your work be stamped with the seal of genius. Long, long after a great work or a good work has been done, those who are disappointed or envious continue to cry out that it can not be done. Spiteful little voices in the domain of art were raised against our own Whistler as a mountebank, long after the big world had acclaimed him its greatest artistic genius. Multitudes flocked to Bayreuth to worship at the musical shrine of Wagner, while the little group of those whom he had dethroned and displaced argued angrily that he was no musician at all. The little world continued to protest that Fulton could never build a steamboat, while the big world flocked to the river banks to see his boat steam by. The leader is assailed because he is a leader, and the effort to equal him is merely added proof of that leadership. Failing to equal or to excel, the follower seeks to depreciate and to destroy - but only confirms once more the superiority of that which he strives to supplant. There is nothing new in this. It is as old as the world and as old as the human passions - envy, fear, greed, ambition, and the desire to surpass. And it all avails nothing. If the leader truly leads, he remains - the leader. Master-poet, master-painter, master-workman, each in his turn is assailed, and each holds his laurels through the ages. That which is good or great makes itself known, no matter how loud the clamor of denial. That which deserves to live - lives.

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## FOREWORD

Industry in the past few years has gone through a rapid transition, many technological changes have come into being which demand more and more versatility from men in industry.

Captains of industry realize today that there are only three things that must be reckoned with -- men, material and equipment. It is only recently that emphasis is being placed upon the development of men to keep abreast with the rapid changes that are now in operation.

So great is this need that there is an increasing demand for foremanship training in industry. Foremanship training, being of a highly specialized nature, comparatively few men have been trained for this type of work, and this thesis is an attempt to compile information so that any individual who is confronted with the problem of conducting foremanship conferences may have somewhat of a guide that will aid him in conducting this type of conference.

The writer has had experience in conference leadership work in the petroleum industry, and with this experience plus additional information gathered, has constructed what he proposes to call a handbook for foreman conference leaders.

There is a great need for additional study and research in this field of adult education to assist industry in the development of men to meet the ever changing industrial situation.

L. K. Covelle  
State Supervisor  
Trade and Industrial Education

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## A HANDBOOK FOR FOREMAN CONFERENCE LEADERS

### CHAPTER I

#### THE DEVELOPMENT OF THE FOREMAN CONFERENCE HISTORY

The vastness of this country, together with the freedom that its people have enjoyed, has caused the American people to undergo a vastly different development from other nations. The hundreds of years of growth in social and industrial development which other nations have had is lacking in the general make-up of the United States of America. Growth in the latter country has been relatively quick and the pioneer spirit has prevailed. The spirit of the pioneer has been one of experimentation.

Evolving from these years of experimentation are the masters of industry of America. Yet this mastery is dependent upon the key men in industry. Mr. Sven Stromgren (10, p. 2) finds that:

It seems to have been at the time of America's entrance into the World War that foreman training began seriously in the United States. At least it is said that many enterprises since that time have had to do with such training, and a few have even claimed to have worked in this sphere since 1908-1910. However this may be, foreman training in America is relatively young, but yet older than like practices in Europe, which, according to my knowledge are but a few years old. Those in Germany as well as in Sweden follow the American type in all essential details.

While no definite information is available regarding the beginning of the conference method of instruction, probably the first foreman conference was conducted in Wilmington, Delaware, for the E. I. du Pont de Nemours and Company in 1918. Following this conference another was held in Philadelphia, Pennsylvania for the Harrison plant of the same

company. These conferences had for their purpose: (1) to draw up subject matter content for the course and (2) to work out the course with a group of foremen in the plant. The conference was carried on by the Honorable Charles R. Allen and Mr. Michael J. Kane, representing the Federal Board for Vocational Education; R. J. Anderson and J. L. Semple, representing the Harrison Plant of the E. I. duPont de Nemours and Company.

During the first ten years in which the conference method was used, the Federal Board conducted fifty-seven foremanship conferences in which approximately 1,050 foremen were active participants. A study of thirty-six conferences, on file in the office of the state supervisor of trades and industrial education, Stillwater, Oklahoma, lists more than 1,200 foremen who have participated in conferences. These thirty-six conferences were selected at random and do not show a fair picture of the vast number of conferences actually conducted since 1918. Tables on page four show conferences conducted in Oklahoma for the years 1933 to 1936, in which 1,704 men took part.

Actual statistics have not been compiled to show the total number of conferences held nor the number of foremen reached through this medium.

Credit is given to the Honorable Charles R. Allen, former consultant for the Federal Board for Vocational Education, for conceiving the idea of the conference method of instruction.

## CHAPTER II

## THE NEED FOR AND USES OF THE CONFERENCE

Soon after 1879, the importance of training workers began to be increasingly recognized and as a result, serious attempts to meet the demand have been made. There has appeared a need for training for men who, by virtue of their position, are bound by responsibilities to both the working force and executives and who are usually designated as foremen. Mr. J. C. Wright (7, p. 53) states:

They form a very important link in the industrial chain, which might be said to be made of (1) a link of executive functions, (2) a link of operating or working functions, and (3) the foremanship link which completes the chain. This middle link of foremanship is one which until very recently has received little or no attention from the standpoint of training and at present forms the weakest point in our industrial chain.

It may be said that from the standpoint of training for industrial efficiency, the original theory was that competent leaders, or securing competent leaders, was all that was necessary to secure industrial efficiency. While this theory largely obtains to the present time, for some time foresighted leaders have seen that competent leaders with untrained men could not develop a fully effective industrial organization.

Since the World War it has become more and more apparent that no matter how competent the leaders or the men, they could not do a thoroughly efficient job without the aid of effective foremanship.

The importance and need of conference work, as offered through vocational training, is recognized in industry today, as will be detected in a letter from Mr. C. P. Dimit, Vice-president of the Phillips Petroleum Company.

"In the Producing Division, we consider our personnel to be our greatest asset, and the success of our business is absolutely dependent upon the selection of outstanding young men who will grow and develop with our organization. Further, we consider it important to assign these men to places in the organization for which they are best suited. It is always our desire to fill positions of responsibility by promotion from within the ranks. However, this policy can not be maintained unless the greatest care is exercised in the selection, placing and training of men within our organization. By reason of these facts, we are convinced that Vocational Training is very helpful to our men and, additionally, we find a demand throughout our organization for employees who have benefited by the semi-technical training offered through these courses.

(Signed) C. P. Dimit  
Vice-president."

Again, the need for trained conference leadership is verified by the calls for conferences received by the department of trade and industrial education in Oklahoma, as evidenced by the following tables showing conferences held in Oklahoma during 1933-34 and 1934-35.

Table 1

CONFERENCES CONDUCTED 1933-34

By T. & I. Staff, A. and M. College  
Stillwater, Oklahoma

Location	Company	Subject	Roll
1. Seminole	I. T. I. O.	Foremanship	35
2. Bartlesville	Empire Companies	"	10
3. Healdton	Magnolia Petr. Co.	"	54
4. Duncan	" " "	"	33
5. Drumright	" " "	"	30
6. Wewoka	" " "	"	39
7. Oklahoma City	Wirt Franklin Petr. Co.	"	22
8. St. Louis	Magnolia Petr. Co.	"	55
9. Oklahoma City	Phillips Petr. Co.	"	30
10. Okmulgee	Empire Companies	"	22
11. Oklahoma City	" "	"	12
12. Seminole	Phillips Petroleum Co.	"	24
13. Ardmore	Police Department	Police Analysis Conf.	40
14. Muskogee	Pure Oil Company	Foremanship	20
15. Alva	Police Department	Police Analysis Conf.	10

16. Alva	Fire Department	Firemanship Analysis	52
17. Ponca City	" "	" "	67
18. Bartlesville	" "	" "	40
19. McAlester	" "	" "	54
20. Mangum	" "	" "	47
21. Muskogee	Pure Oil Company	Foremanship	20
22. Mangum	Police Department	Police Analysis Conf.	25
23. Ardmore	Fire Department	Firemanship Analysis	60
24. Tulsa	Police Department	Police Analysis Conf.	44
25. Ponca City	" "	" " "	14
26. Muskogee	" "	" " "	27
27. Norman	" "	" " "	10
28. Chandler	C. C. C.	Leadership Training	75
29. Stillwater	Fire Department	Firemanship Analysis	20
30. Stillwater	Fire Department	Fire Chief Analysis	19
31. Chandler	C. C. C.	Leadership Training	20
32. Shawnee	Police Department	Police Analysis Conf.	30
33. Chandler	C. C. C.	Leadership Training	25
34. Norman	Oil Service Conference	for Filling Sta. Agents	15
35. Chandler	C. C. C.	Leadership Training	20
36. Tulsa	Stanolind Oil & Gas Co.	Foremanship	10
37. Chandler	C. C. C.	Leadership Training	20

Table 2

CONFERENCES CONDUCTED 1934-35

By T. & I. Staff, A. and M. College  
Stillwater, Oklahoma

Location	Company		Roll
1. Kansas City	Fire Department	Firemanship Analysis	18
2. Abeline, Kans.	" "	" "	Convention
3. Miami	" "	" "	8
4. Mangum	" "	Fire Chief's Analysis	9
5. Woodward	" "	" " "	6
6. Baton Rouge, La.	" "	" " "	28
7. Coffeyville, Kan.	" "	" " "	40
8. Sapulpa	Bartlett-Collins (Glass)	Foremanship	36
9. Three Sands	Shell Petroleum Co.	Safety Conference	35
10. Healdton	" " "	" "	40
11. Oklahoma City	Phillips Petr. Co.	Foremanship Training	21
12. Oklahoma City	" " "	" "	19
13. Oklahoma City	" " "	" "	20
14. Wewoka	" " "	" "	27
15. Tulsa	Petr. Safety Council	Safety	22
16. Lep	Phillips Petroleum Co.	Foremanship Training	43
17. Wolco	Shell Petr. Corp.	" "	12
18. Duncan	Petroleum Industry	Teacher Training	8



19. Drumright	Petroleum Industry	Teacher Training	14
20. Seminole	" "	" "	12
21. Dallas, Texas	" "	Topical Committee	20
22. Bartlesville	" "	" "	20
23. Stillwater	Fire Department	Firemanship Training	8
24. Stillwater	" "	" "	6
25. Oklahoma City	" "	Teacher Training	11
26. Dallas, Texas	Petroleum Industry	Topical Committee	20
27. Tulsa	" "	Safety Conference	18
28. Bartlesville	Empire Company	" "	12

Table 3

## SUMMARY 1933-34 CONFERENCES IN OKLAHOMA

Industry	Number	Enrollment
Conferences with the Petroleum Industry	16	431
Conferences with the C. C. C.	5	160
Conferences with the Police Departments	8	220
Conferences with the Fire Departments	8	359

Table 4

## SUMMARY 1934-35 CONFERENCES IN OKLAHOMA

Industry	Number	Enrollment
Conferences with the Petroleum Industry	17	363
Conferences with the Glass Industry	1	36
Conferences with the Fire Departments	10	135

The following data showing the topics most commonly discussed were compiled from the study of some forty conference reports from the office of the state supervisor of trade and industrial education, A. and M. College, Stillwater.

Table 5

			Factors that Determine Morale	1	16
Accidents (causes)	18	80	Orders, oral (advantages)	12	16
Carelessness (causes)	7	60	Orders, oral (disadvantages)	11	16
Cooperation (good)	16	75	Orders, written (advantages)	11	23
Cooperation (poor)	11	87	Orders, written (disadvantages)	9	4
Confidence (causes of lack of)	1	10	Faulty orders (causes)	4	44
Disloyalty (causes)	1	9	Results of poor orders	5	17
Efficiency (factors of)	1	12	Complete orders	1	10
Efficiency (causes of lack of)	1	45	Promotion of men (factors)	1	13
Firing men (reasons)	1	9	Qualities of a good foreman	3	52
Interest (factors)	14	61	Prevention of waste	4	52
Interest (lack of)	4	32	Poor work (causes)	1	22
Lack of interest (how determined)	2	13	Morale (causes - good)	6	25
Labor turnover (preventative)	5	43	Responsibilities	25	94
Labor turnover (non-preventative)	2	6	Managerial	7	39
Leadership	18	73	Supervisory	6	25
Poor Leadership	4	51	Instructional	5	14
	Frequency	Number of sub-topics		Frequency	Number of sub-topics

Table 5 shows that "Accidents" as a conference topic was listed in eighteen reports. A total of eighty sub-topics or causes of accidents were listed in the forty reports.

"Responsibilities" as a topic was found in twenty-five reports and discussed under ninety-four sub-topics.

#### Uses of the Conference Method

The foreman conference program has been used in greatly varied types of industries throughout the United States and many foreign countries. It is the opinion of the writer that this type of instruction is becoming more recognized as capable leaders are produced. The Federal staff has trained leaders throughout the country and has conducted conferences for numerous industries. Mr. Frank Cushman (10, p. 4) lists the following industries in which conference work has been done:

Textile Mills	Coal Mines
Oil Refineries	Railroad Repair Shops
Pulp and Paper Mills	Metal Mines
Chemical Plants	Smelters
Machine Shops	Textile Machinery
Cement Plants	Lumber Mills
Woodenware Factories	Electric Railways
Iron Factories	Printing Establishments
Cigar Factories	Brass Works
Laundries	Automotive Electric Equipment Factories

The Board for Vocational Education sent out questionnaires to find the spread of the conferences held throughout the states. Thirty-one replies were received from men connected with trade and industrial education and seventy-four reports came from industrial representatives. Information from which the above data were taken was compiled in 1928.

More specific uses of the conference method are: (1) to discuss

problems of mutual interest to the members of a homogeneous group, (2) to draw out functioning facts, (3) to evaluate the facts in the light of the experience of the members, (4) to draw conclusions, and (5) to work out plans for carrying out conclusions.

## CHAPTER III

## THE OBJECTIVES OF THE CONFERENCE

Probably the first and most essential part of a conference is the preliminary analysis of the general objectives. There are certain specific objectives which the leader should have in mind at the outset of a conference such as are found in the following citations. No definite objectives should be predetermined for any specific conference, because no two conferences are alike and therefore objectives can only be discovered after definite needs of the group are found. A wide variation of objectives has been determined from conference reports of various industries.

In one report, the late Mr. Briles, while director of vocational education and conference leader, made the following study in a conference: "What Might be Expected from the Standpoint of Industry from Courses in Foremanship Training Followed by Technical Courses." The following contributions were made by members of the group:

1. Better quality of production.
2. Greater efficiency.
3. Lower costs.
4. Increased sales.
5. Educating the public as to the value of the service of the meat packing industry.
6. Increased production.
7. Better working conditions.
8. Better cooperation between departments.
9. Foremen better able to secure cooperation from members of group.
10. Better compensation for men. Increased profit for management.
11. Development of job pride.
12. Development of sales confidence and initiative.
13. Development of improved equipment and methods.
14. Development of appreciation of the foreman's instructional responsibility. (22, p. 10.)

The primary objective of the foreman conference is to develop the foreman's thinking and a more elastic state of mind by guiding him in working out specific problems instead of introducing general information. Still other objectives selected at random are:

1. To secure a clear conception of the foreman's job as distinguished from the workman's job.
2. To get men to thinking about their jobs as they carry on under actual working conditions.
3. To get a clear general conception of the supervising and managing sides of the foreman's job and the different kinds of responsibilities involved. Wider viewpoint and range of scope of the job.
4. To bring out the necessity of knowing one's whole job before one can know all of his responsibilities and knowing the proper procedure to follow in discharging all responsibilities.
5. To put over the idea of job analysis as a means of efficiency.

This list of objectives is offered by Westinghouse: (15, p. 5.)

1. To furnish company employees with information regarding the company, its products, policies and management.
2. To train men in the habit of creative thought by affording each man the effectiveness of self-expression on varied subjects, such as ideals, policies, etc.
3. To show the relation of inter-dependence (cooperation) of departments, such as:
  - Foreman to management
  - Foreman to foremen
  - Foremen to men
  - Men to superiors
  - Men to men
  - Management to subordinates
  - Departments to departments
4. Broaden the individual's concept of the industry as a whole and the company as a whole.
5. To develop potential or latent leadership (qualifications) needed by a conference leader.

Westinghouse (15, p. 5) says of the conference leader:

He need not be a specialist in the subject to be discussed. He must be fair, tactful, and have good judgment and a sense of humor, and must be resourceful in meeting situations as they may develop.

Mr. Mallary (14, p. 3) suggests that foremanship conferences aim:

1. To assist in developing the latent leadership qualities of the foreman.
2. To aid the foreman in winning the confidence of the men under him.
3. To present a picture of the foreman's responsibilities.
4. To aid the foreman in studying and analyzing his job.
5. To enable the foreman to see the plant as a whole and his own immediate place in the picture.
6. To assist him in a better understanding of human relationships in industry.
7. To urge a greater appreciation of the difficulties of a "green employee."
8. To emphasize training ability and its value in developing the working force.
9. To urge greater care in issuing and handling orders.
10. To promote understanding of the principles of job organization.
11. To promote cooperation with the local schools in a plant training program.
12. To decrease industrial accidents.
13. To work out departmental policies of foremanship.
14. To promote interdepartmental cooperation.
15. To train the foreman in thinking about his job.
16. To assist the foreman in working out a better distribution of his time.

#### What the Conference Must Accomplish

While trade and extension training of any kind is one of those intangible things that can not be evaluated in exact amounts of dollars and cents, the following results (20, p. 31) are expected to follow any successful conference or series of conferences:

1. Better cooperation between management and foreman, between foremen of equal rank, and foremen and men.

2. Better understanding of one another's problems and plant policies.
3. Increased morale of foremen and working force.
4. Reduced labor turnover.
5. Reduced accidents.
6. Lower production costs.
7. Increased efficiency.
8. Increased job pride.
9. Increased satisfaction on the job.
10. A means of discovering special talent and latent ability.

The foreman may be said to receive the following benefits:

1. A clean-cut conception of his job.
2. Ability to think analytically.
3. Ability to distribute supervision profitably.
4. Realization of importance of his job to a greater extent than before.
5. Discovery that fellow foremen can assist in solving difficulties.
6. Increased interest in his job.
7. Ability to instruct new men.
8. Increased loyalty and plant pride.

This entire program is laid out on the basis of promoting satisfaction on the job and plant pride. It has the effect of making foremen feel that they are not quite so big as their jobs and must therefore continue to work toward more efficient methods.



## CHAPTER IV

## PROCEDURE RECOMMENDED FOR USE IN CONDUCTING A CONFERENCE

Definite rules and regulations might well be tabulated for the plan of the conference. It is necessary to make certain arrangements for a conference before the opening date, such as the meeting place and accommodations. A blackboard should be provided and seating arrangements of the conference group be predetermined, as suggested by diagrams in this chapter. It is imperative that conferences begin on time and equally important that they close on time. In emphasis of this latter statement, it is very disconcerting to the group for a conference leader to continue discussions after the closing time as originally agreed upon. The following suggestions are taken from a foreman conference held in St. Louis Missouri, (19, p. 67):

1. Begin and quit on time.
2. Be calm and do not speak too fast. Some persons can not think rapidly. Do not hurry the group's thinking.
3. Be prepared always to have some organized plan to fall back upon if necessary.
4. Be alert and tactful and try not to offend. Never show impatience.
5. Don't be flippant nor allow frivolity. That does not mean that a good joke or story to illustrate a point is out of order.
6. Respect every man's views.
7. From the beginning, inspire confidence in the men and get them to realize that your sole purpose is to assist them.
8. Be simple and clear.
9. Be sure that all understand the various steps of your work, your charts, etc.
10. It is sometimes necessary to energize the group. This can often be done by a good joke or story.
11. Write plainly and speak clearly.
12. Get the group to want a written report and to ask for one.

13. Get the group to see the advantages to be gained by letting the report go to the management and suggest that such be done.
14. Be the last one to leave the room. Give all who want to discuss matters an opportunity to do so. Make special appointments if necessary.
15. Get the men to invite you to visit them on their jobs. You then have a better opportunity to gain their confidence and to learn their real problems.
16. Do not allow discussion to lag. Silence, however, does not always mean that the men are not thinking, but you can be more sure they are thinking if discussion is taking place.
17. Deport yourself at all times with dignity.
18. Be sure to get all to participate in the discussions.

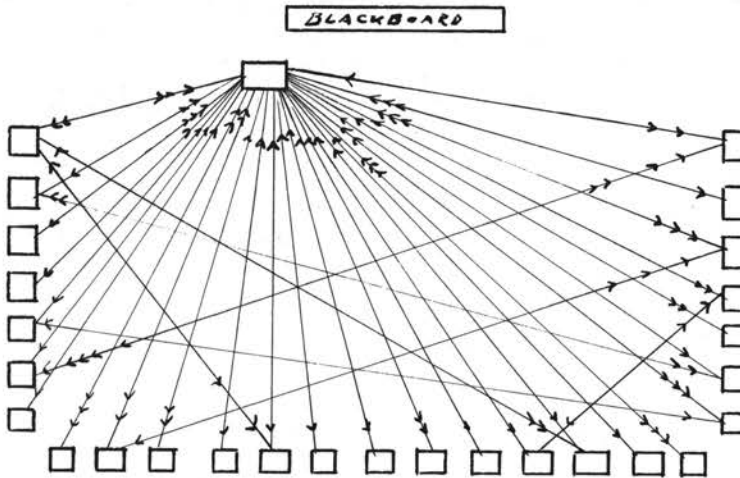
The characteristics of the conference method, as noted in a California conference (14, p. 70) are:

1. The members of the conference group are persons faced with common problems.
2. They have a common desire to seek their solution.
3. Each member of the group has had years of practical experience.
4. The subject under discussion is within their experience.
5. They expect to solve the problem by pooling their experiences.
6. The problem is to be solved by thinking it through together.
7. They meet to learn together -- not to be instructed.
8. To confer together they group themselves informally about a table.
9. The best group is limited to more than twelve and less than twenty-five persons.

The conference method differs from other methods, according to Mr. Rakestraw, (17, p. 2) in the following ways:

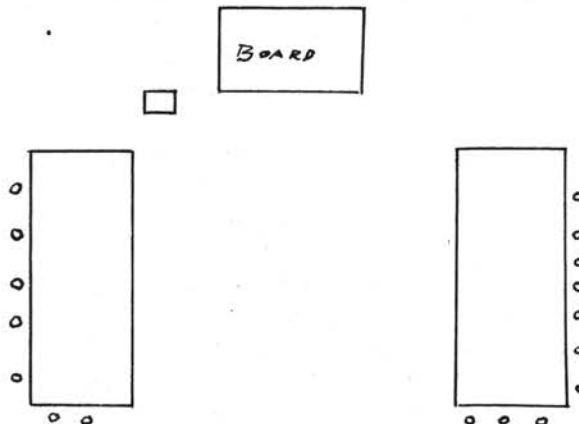
The groups are comparatively small and are composed of individuals with common experiences. Problems for discussion are drawn from the experiences of the group members and the conference leader, instead of imparting knowledge, merely directs the discussion so that the men will make an analytical study of their problems and think through them for a solution. Obviously this method can be used only when each member of the group has had considerable experience in the field of discussion, each member being given an opportunity to relate one or more pertinent experiences with which he is familiar.

The following is a diagram showing seating arrangement and equipment desirable in a conference:



The arrows show the direction of questions, answers, and discussions of members of the conference group and the leader. (Each arrow-head indicates a question or an answer.)

Another, and possibly better arrangement is shown in the following diagram:



### Differences Between Conference Work and Other Educational Agencies

The conference method of instruction differs in many respects from other types of instruction. Some differences (9, p. 35) are indicated by the following tabulations and comparisons:

Table 6  
CHARACTERISTICS

Types	Mental Attitude		Problem Originates with			Treatment		Objectives				Thinking done by		Results		
	Passive	Active	Foreman	Manager	Outsider	Special	General	Information	Inspiration	Specific efficiency	Promotion	Job	Foreman	Somebody else	Increased knowledge	Increased ability to think
1. Conference -----		X	X			X		X	X	X	X	X			X	X
2. Series of lectures	X			X	X		X	X	X				X		?	
3. Disconnected lectures followed by group discussion	X	X		X	X		X	X	X		X		X		?	
4. Addresses on papers by plant officials or experts -----	X			X	X	X	X	X	X		X	X	X		X	
5. Foremen's clubs ---	X	X		X	X		X		X		X	X	X		X	X
6. Outside letter service -----	X			X	X		X	X	X				X		X	
7. Commercial courses Y. M. C. A. and the like -----	X	X		X	X		X	X	X		X		X		X	X
8. Regular meetings between management and foremen on current difficulties -----	X	X		X		X	X	X	X		X		X		X	X

Table 7

## CHARACTERISTICS (9, p. 32) OF THE THREE EDUCATIONAL PROCEDURES

Characteristics	Procedure		
	Imparting information	Instructing	Conducting conferences
Objective			
Purpose	To put individual in possession of information which he does not possess.	To assist an individual to acquire a mastery of a standard procedure.	To assist a group of individuals to do more efficient thinking on jobs calling for decisions.
Job of person in charge	To get information into possession of individual class members.	To get individuals in the class so they are able to do the job.	To assist the individual group members to do more efficient thinking.
Relationship of person in charge to the group or class.	Recognizes as that of instructor and learners.	Recognizes as that of instructor and learners.	Recognizes as that of presiding officer of the conference.
Chief asset of person in charge.	Possesses information or knows where it can be secured.	Can do the job.	Can do efficient, straight thinking himself and preside efficiently.
Psychological conditions.	Absence of information on part of class members.	Absence of job ability on part of class members.	Possession of experience, job ability, and information by group members.
Working conditions.	Group can be taught as a unit.	Group can be taught as a unit.	Educational results purely individual.
Operating mechanics.	Visual or oral presentation or use of source material.	Formal lesson steps.	Steps in constructive thinking.
Source of content.	Other than the group or class.	Other than group or class.	The group.
Content determined by	The instructor.	The instructor.	Do.
Standard performance test.	Correct information possessed by learner.	Correct performance of job by learner.	Intelligent, efficient thinking by group.
Test of accomplishment.	Learner can reproduce information.	Learner can do job unaided.	Group members can handle situations better.

Table 8

## COMPARISON (20, pp. 33-35) OF DEVELOPMENTAL LESSON AND CONFERENCE PROGRAM

	Developmental Lesson	Conference
Purpose	To teach a man something which he does not know.	To help a man think out a problem drawn from his experience.
Person in charge.	An instructor or teacher.	A leader of discussion, a teacher who can do this special type of teaching.
Procedure	The recognized instructional process following the steps -- 1. Preparation (getting ready) 2. Presentation (putting over) 3. Application (trying out) 4. Test (checking up) and sometimes 5. Generalization	The conference procedure -- 1. Assembling facts a. first hand experience b. second hand experience 2. Selection of functioning facts 3. Evaluation of functioning facts 4. Making a decision 5. Making a plan to carry out the decision 6. Carrying out the plan 7. Revision of plan based upon experience with it.
Methods	1. Suggestive question 2. Demonstration 3. Illustration 4. Experimental	Conference devices such as -- 1. Cases, various types 2. Analysis 3. Discussion 4. Rating table -- graphs 5. Questions, various types 6. Majority opinion
Results	1. Members of class have definitely added to their knowledge or skill or both with respect to a job requiring active thinking in advance of what they knew or could do before. 2. Student secures new information 3. Student secures broad viewpoint of subject taught. 4. Student absorbs ideals. 5. Student absorbs information in logical order.	1. Members of conference group have carried on constructive thinking with respect to problems and situations with which they are already familiar. 2. Nothing has been added. What they know has been better organized. 3. Gets broader viewpoint of job. 4. Promotes good feeling. 5. Promotes better understanding between individual and superior. 6. Convinces individuals that they have important place. 7. Individual absorbs information in psychological order.

	Developmental Lesson	Conferences
Points of similarity	1. Past experience and knowledge or skill already possessed is used as a basis on which to build up additional knowledge and skill and active thinking.	1. Past experience is utilized. 2. This experience is analyzed and organized in order that it may be of maximum utility in dealing with new problems.
Points of essential differences	1. Instructor follows an organized plan. 2. Instructor actively teaches 3. Class recognizes relationship of instructor and learner.	1. Leader has general plan which is 100% flexible and is adapted to whatever way discussion may work out. 2. Leader guides discussion. 3. Relation not set up and not implied.
Leader attitude	1. Prepares lesson in detail and follows as prepared. 2. Instructor's idea prevails. 3. Uses certain method. 4. Assumes pupil does not know subject. 5. Relation of instructor and learner is apparent. 6. Instructor has authority to command attention and require work to be done.	1. Prepares general objective and details with regard to auxiliary information and uses to fit the immediate needs. 2. Group idea prevails. 3. Assumes each member of group knows his responsibilities better than leader of conference (pre-suppose experience.) 4. Personal domination of leader is largely eliminated. 5. Helps individuals interchange and classify knowledge. 6. Uses experience or seminar method.
Group attitude	1. Accepts instructor's attitude passively. 2. Pupils come with little sense of responsibility for utilizing what they get. 3. Pupils must obey authority. 4. Pupils must come with general objective only.	1. Conference group does not accept opinion of conference leader as such; he may offer opinions as member of group, if called upon to do so. 2. Group comes with strong sense of job responsibility. 3. Individual usually assumes doubtful attitude as to value of work done in conference until he is convinced of its value. 4. Group comes with specific objectives. 5. Individuals of group bring information to conference. 6. Conclusions from discussions based upon majority opinion of group.

Possible topics for discussion together with the order of their introduction in a conference are effectively illustrated in "Foremanship" by the National Metal Trades Association. (16 p. 34.)

First, "What is the purpose of the conference on leadership?" Write this on the blackboard, then have the group list the various purposes. From the points listed, formulate a definition of "Leadership." Write the definition on the board.

Second, have the group list the "characteristics" of a good leader; then list "how developed."

Third, list (from group discussion) "why foremen should strive to be leaders."

Fourth, list "mistakes which prevent them from becoming leaders," and "how overcome."

The Leadership Conference No. 15, conducted by the same association as named above, adds other suggestions relative to topics to be considered and the order of their appearance.

Purpose of the Conference:

1. To point out what constitutes leadership qualities.
2. To discuss how leadership qualities may be developed by a foreman.
3. To consider reasons why some foremen fail to become leaders.
4. To prove to the foremen that good leadership on their part is a decisive factor in modern plant operation.

Introductory Remarks:

All men are not born natural leaders but leadership qualities may be developed through practice. Foremen should study themselves and the characteristics possessed by a good leader to obtain ideas for self-development.

Further development of the conference, as suggested in the same Leadership Conference No. 15, are:

Definition of Leadership: Ability to direct human effort effectively.

Discussion Plan:

1. Have the group discuss the important characteristics of a good leader.
2. List these suggestions on the blackboard.



3. Lead the group in discussion of some of the reasons that foremen should strive to be leaders.
4. Let the group devote some time to a discussion of mistakes often made by foremen which present them from becoming good leaders.
5. Consider some departmental signs indicating leadership.

#### Sample Questions for Discussion

1. What are some reasons foremen should all strive to be leaders.
2. What are some of the qualifications of a good leader foreman?
3. What are some things that may cause foremen to fail to become leaders?
4. What are some things a foreman may do to develop more personality?
5. What are some outstanding results obtained when there is good departmental leadership?

In a report of a conference on foremanship conducted at Borger, Texas (6, p. 7.) Mr. Dignowity suggests some "objectives" of leadership.

#### Objectives

- I. To show the importance of good leadership.
- II. To prove that good leadership will decrease labor turnover and make the foreman's job easier for him.
- III. To discuss the qualities of a good leader.
  1. Good leadership will reduce labor turnover by keeping men on the job.
    - (a) Men will stay with hard work for the men whom they like and admire.
  2. Good leadership will increase production by keeping the trained men on the job.
    - (a) Green hands can not put out the work so fast and efficiently as experienced men.
  3. Good leadership will reduce cost of production and makes that foreman's job easier who knows how to keep his men.
    - (a) To teach green hands takes time and the instruction is often administered in a very inefficient manner.
    - (b) Green hands will often hold up production because they can not and do not know how to cooperate with other workmen.
    - (c) Green men are dangerous to others and will easily injure themselves; the safe worker knows his job.
    - (d) A foreman having a large labor turnover will overwork himself instructing and supervising too many green men and will get nervous and grouchy on the job.

Mr. C. E. Rakestraw, Regional Supervisor for the Federal Board, analyzed leadership in one of his conferences (19, p. 19) as shown in the following table.

Table 9

A. Personal Characteristics	B. Effects of Good Leadership.	C. How Characteristics Can Be Obtained.	D. How to Show Leadership.
1. Personality 2. Clear Thinking. 3. Ability to express self clearly. 4. Knowledge of human nature. 5. Courage 6. Fairness 7. Persistency 8. Appearance 9. Ability to make decision 10. Ambition 11. Aggressiveness. 12. Initiative	1. Promotes harmony. 2. Gets the work done on time and well. 3. Eliminates friction 4. Prevents accidents 5. Reduces labor turnover.	1. Continuous education. 2. Consistent application 3. Self-analysis 4. Take advantage of every opportunity. 5. Cultivate self-confidence 6. Do not dodge responsibility.	1. Don't be a "yes" man. 2. Cooperate with fellow workers. 3. Secure cooperation 4. Be tactful 5. Take a personal interest in workers. 6. Develop good understudy. 7. Promote safety. 8. Set a good example.

The points to stimulate thinking, according to Mr. Klinefelter

(11, p. 15) are:

1. Preliminary statement by leader.
2. Call for case from individual in the group.
3. Items suggested by leader.
4. Overhead questions.
5. Direct questions to individuals.
6. Leader presented type situation to group.
7. Sometimes take up negative side first.
8. Case cited by leader.
9. Story by leader.
10. Develop chart without naming topic.
11. Develop column from case without placing a heading until after column has been filled.

12. Drawing a sketch or diagram.

The actual measurement of the effectiveness of the conference method is indicated by the stimulation of organized thinking which results in better practices.

## CHAPTER V

## FACTORS INHERENT IN A SUCCESSFUL CONFERENCE

The conference method of instruction, more than any other type of instruction, needs a more accurately defined list of factors for its success. These factors must be adhered to very closely and very rigidly because of the heterogeneous group that makes up the conference membership. While the experiences of the individuals in the group are or should be nearly the same, the amount of formal education of the individuals varies exceedingly. It is because of this latter factor that a studied procedure must be used throughout the conference.

Any course (9, p. 3) designed for the training of conference leaders must recognize the necessity of providing in some way for meeting the following conditions:

1. The selection of candidates on the basis of natural and mental qualifications and experience.
2. The utilization of functioning content.
3. The carrying of the group through an informing stage.
4. The carrying of the group through an appreciation stage.
5. The carrying of the group through a training period which will develop actual doing ability.
6. The provision for a follow-up or extension service which will assist members of the group to progress further in doing ability after they have actually taken up the work of conference leading.
7. The providing of competent individuals to take charge of the work of training conference leaders.

It is not important at this point to discuss particular organizations for meeting the above requirements. It is sufficient here to draw attention to the fact that in such training courses for conference leaders as have been tried out up to the present time, the tendency has been to confuse the informing and appreciation levels with the doing level and hence to greatly undervalue the total time required to give adequate training up to the doing level.

The imparting of information is comparatively easy and takes little time. The securing of appreciations is also comparatively

easy and does not require a great deal of time. The giving of the necessary repetitive observation and practice which is necessary to secure even the minimum doing ability, however, requires much time, both on the part of the instructor and the learner. Armed only with information and appreciations, no individual, no matter how well he may be intrinsically qualified, can undertake successfully to carry on foreman conference work. Unfortunately the tendency has been, in a number of cases, to believe that this is possible. A number of training courses which have been conducted in the past for conference leaders have unquestionably resulted in turning out individuals with considerable information, a high degree of appreciation, and much enthusiasm, but with very little if any doing ability "on the job," owing to the attempt to do the work in too short a period of time.

With the seven factors as listed above in mind, certain other conditions are necessary for the success of a conference. They are:

1. Each member of the group must be able to form an opinion (judgment) based on the experiences or facts brought out in the discussion.
2. The members must have a background of experience in connection with the problem under discussion.
3. The problem should be of common interest, or so made.
4. The topics which the leader or group follow grow out of group or employment heads.

We find another list of factors for the success of a conference given in a conference (4, p. 65) in Honolulu, T. H. It adds:

A foreman conference program is likely to be successful in proportion as:

1. The group is composed of men from the same level of authority.
2. A qualified leader is on the job.
3. The group numbers from ten to twenty.
4. Superintendents and higher executives are kept sufficiently informed as to the general objectives of the program and the progress which is being made.
5. Sessions last for approximately two hours each.
6. The program is regarded by the management as a business proposition and meetings are held on company time.
7. Meetings occur at least once a week for a period of weeks.
8. Management desires to improve supervision on foreman level.
9. Favorable company policies are in effect.
10. The foreman expresses his real opinion instead of being a "yes" man.

11. Suitable working conditions prevail.
12. The work of the conference is confined to the foreman's job and responsibilities.
13. The foremen are all drawn from the same organization.

A Wyoming group lists the following (21, p. 3) advantages of the conference method:

1. The men are stimulated to self activity. They are forced to think the question through and not be mere passive listeners or make quick conclusions.
2. The actual cases that have happened in their regular line of duty are used as a basis for illustration and development of the work, making the results apply directly to their case.
3. The pooling of ideas and experiences is made possible and by this method special ideas, talents, and abilities are traded among the foremen.
4. It gives each a chance to know and find out the methods that others are using and they can weigh and evaluate them for future use. They can combine only the best in practice, thus improving their own work.
5. Information can be given by other methods but the conference method gives it through the actual experience route, and it will be more forcibly impressed upon those concerned.
6. Habits of analyzing and thinking are developed that will carry through in the work after the conference has closed.

The conference leader at the outset of the conference might well suggest certain responsibilities of the conference group for the success of the conference. Suggestions from various conference reports are as follows:

#### Personnel of the Conference Group

Members of the conference group should:

1. Give the group the benefit of their experience.
2. Be impersonal.
3. Be free from prejudice.
4. Control desire to make a speech.
5. Control desire to be pointlessly witty.
6. Listen alertly to the discussion.
7. Be patient when results are slow in coming.
8. Appreciate the other fellow's point of view.
9. Avoid argument.
10. Talk on the problem at hand.
11. Assist chairman in getting results recorded.

12. Avoid trying to prove something.
13. Be prompt at meetings.
14. Attend meetings regularly.
15. Be a good sport when the discussion goes against them.
16. Avoid monopolizing the discussion.

Still further responsibilities of the group, as listed by the same writer, are:

1. To attend regularly.
2. To arrive promptly at each session.
3. To exchange experiences.
4. To present pertinent cases as examples or for analysis.
5. To contribute to the discussion.
6. To aid the leader in keeping the discussion within bounds.
7. To offer only constructive criticism.
8. To leave personalities out of the discussion.
9. To be tolerant of the other fellow's ideas.
10. To at least "try out" the practices advocated by the group.

Conference leaders are not infallible and there are certain definite factors which become faults if used. It is the opinion of the writer that any potential conference leader will be assisted greatly by keeping well in mind the faults of the conference leader as suggested herein. These lists of faults have been selected from various conference reports and point out dangers to be avoided if successful conferences are to be held.

Some faults of conference leaders are included in a St. Louis, Missouri report (13, p. 73) as follows:

1. Leader talks too much. No chance for members to express opinions.
2. Conference group does not have complete understanding of objective.
3. Conference leader allows group to lead him.
4. Conference leader does not take advantage of cases and ideas presented by the group.
5. Conference leader has either too much or not enough enthusiasm.
6. Conference leader does not "fade out" of picture at proper time.
7. Poor distribution of discussion.

8. Failure of conference leader to draw in the reserved man by direct questions.
9. Allows the talkative member too much time.
10. Conference leader makes himself too conspicuous by:
  1. Standing
  2. Tone of voice
  3. General actions
11. Conference leader gets into the argument too much
  1. Destroys initiative
  2. Hinders proper distribution
12. Conference leader interrupts a man's thoughts
13. The conference leader fails to put data on board as suggested by the group. This places him in an argumentative relation with the group or individual.
14. The conference leader fails to repeat the objection of a member to show that he has grasped the thought. This will prevent repetition of contributions by this member.
15. Leader fails to crystalize a minor point in a reasonable length of time.
16. Leader does not follow a logical line of thought. Readjustment of the mind affects interest.
17. Conference leader becomes argumentative.
18. The leader is not patient to the point of degree of full control.
19. Conference leader allows the group to digress from the principal point.
20. Leader does not get the principal objectives from the group.

The conference leader may fail, too, in the art of conducting conferences if he does not avoid the following tendencies suggested by Mr. Gushman (3, pp. 3-4):

1. He allows himself to be drawn into an argument.
2. He applies conference discussions to questions of established fact.
3. He allows conference to become involved in a discussion of irrelevant questions.
4. He uses wrong device for a particular conference situation.
5. He uses poorly organized analytical devices and charts.
6. He makes frequent decisions for group and does not stimulate discussion.
7. He does poor planning and often has wrong approach, uninteresting topics, and unsatisfactory working conditions.
8. He lacks adaptability and sticks to preconceived plans and topics even when changes are advisable.
9. He deals in generalities only.
10. He talks too much.
11. He lacks powers of observation and fails to recognize the symptoms showing developing emergency situations.



12. He allows one or two individuals to dominate discussion.
13. He lacks ability to handle men.
14. He starts conferences under poor working conditions.
15. He uses poor judgment in information carried to management.
16. He ignores the management.

Failures are not due entirely to the poor training of leaders in the details of conference methods and devices, but also to inherent aptitudes, fixed attitudes and the personal characteristics of the conference leader. The following warnings are based upon this fact:

1. Don't select a conference leader who can not command confidence of the group.
2. Don't choose a man who continually gives evidence of using poor judgment.
3. Beware of man who likes to use political methods.
4. Avoid domineering type.
5. Do not select very slow thinkers.
6. Be careful in selection of men of abnormal personal appearance.
7. Do not select men who are overly timid or who suffer from inferiority complexes.
8. Don't expect the best type of foreman conference leaders from men who have had no real experience as production workers.

Mr. Frank Cushman, in his report of "The Training of Foremen Conference Leaders" (3, p. 6) gives a plan for the evaluation of a demonstration conference. He says:

Both experienced and inexperienced conference leaders within and without the class have difficulty in translating theory of conference practice into operating procedure. The following are examples of practices needing correction:

1. Theory: The conference procedure is the right one only when the problem being considered lies in some degree within the experience of a fair proportion of the group members.  
Practice: The conference leader continues his attack on the problems when it is evident that

- (1) facts stated are guesses, and (2) values are artificial.
2. Theory: The conference procedure should not be applied to the problem of establishing values when such values have already been definitely fixed.  
Practice: The conference leader allows cross argument and discussions when information as to fact is already available to the group.
  3. Theory: The problem should be clearly defined before definite analysis is attempted.  
Practice: Conference leaders do not differentiate between devices for stimulating general discussion and devices for translating experiences into effective remedies.
  4. Theory: Situations arising in conference meetings may justify the use of the informing process and of organized instruction as a means of giving effective progress towards desired objective.  
Practice: In general the leader uses only the conference procedure and the informing process.

The factors involved in making the conference a success are suggested in a report of a conference conducted in San Francisco, California (14, p. 4). They include:

A. Responsibilities of the Leader:

1. To understand and be sympathetic to the foreman's point of view.
2. To keep the discussion progressing to a conclusion.
3. To know how to start a discussion.
4. To sense the truth in the discussion and aid in separating it from the chaff.
5. To maintain order in the discussion.
6. To present on the blackboard the ideas of the group.
7. To be skilful in summarizing the expression of the group.
8. To interject as little as possible of his own personality into the conference.
9. To start and stop the meetings on time.
10. To remember that he is first and last the servant of the group.

B. Responsibilities of the Members:

1. To attend regularly.
2. To arrive promptly at each session.

3. To exchange experiences.
4. To present pertinent cases as examples or for analysis.
5. To contribute to the discussion.
6. To aid the leader in keeping the discussion within bounds.
7. To offer only constructive criticism.
8. To leave personalities out of the discussion.
9. To be tolerant of the other fellow's ideas.
10. To at least "try out" the practices advocated by the group.

CHAPTER VI

QUALIFICATIONS OF THE LEADER

The conference leader is not an authority on any subject under discussion and therefore should make no decisions pertinent to the job. His job is like that of a suction pump -- to draw information from the group by asking questions or citing case problems, whose answers bring out the desired information.

The job of the conference leader has been effectively analyzed in a Honolulu conference (4, p. 4). It includes:

The conference leader has a very difficult and a very high grade teaching job. This is true notwithstanding the fact that he is primarily neither an imparter of information nor a teacher in the ordinary sense. In dealing with groups of mature men of long experience, the success of a conference leader will depend very largely upon the degree to which he can function as a teacher without having his group of foremen look upon him as one whose job it is to teach them something which they do not know about their jobs. This means that a leader must carefully avoid ordinary class room methods and the ordinary relationship of teacher and pupil must be avoided. A conference leader must secure the confidence of his men. He must establish a relationship which involves mutual understanding and respect. The members of the group must be entirely at ease. They should be neither self-conscious nor under any formal or artificial restraint. This is necessary because it is important to promote a great deal of active thinking in a conference and it is desirable for each and every group member to express ideas freely and openly without stopping to think twice and wondering whether what he is planning to say is the correct thing.

Again we find other qualifications set out in the Federal bulletin, T & I Series No. 7 (7, p. 80) which states:

The foreman instructor, no matter how well he knows his subject, will have much difficulty in "putting it over" if he fails to utilize at least the simpler principles and methods of effective teaching. The teacher instructor,

without experiences in this particular line of work, is liable to use methods that are not efficient in view of the particular aims and conditions under which the work must be conducted, and is in many cases liable to inject too much "school" atmosphere into the work since he naturally follows his usual customs.

The following information helps point out additional items needed in the qualifications of a leader (14, p. 61):

The boss drives his men; the leader coaches them.  
 The boss depends upon authority; the leader on good will.  
 The boss inspires fear; the leader inspires enthusiasm.  
 The boss says "I;" the leader says "We."  
 The boss assigns the tasks; the leader sets the pace.  
 The boss says, "Get here on time;" the leader gets there ahead of time.  
 The boss fixes the blame for the breakdown; the leader fixes the breakdown.  
 The boss knows how it is done; the leader shows how.  
 The boss makes work a drudgery; the leader makes it a game.  
 The boss says "Go;" the leader says "Let's go."

Not everyone has the ability to conduct a conference. The fact that one has a positive personality should by no means be construed to mean that he would become a good conference leader. The question "who can lead" is of utmost importance in conference leading. Those who have witnessed the conference procedure generally think that the job is as easy and simple one. The perplexity of the problem can be appreciated only when one conducts a conference.

The general attributes necessary for the conference leader are discussed in Miscellaneous Bulletin No. 790 (8, p. 9) and are:

1. Physical personality: Native strength of body is an invaluable asset for a leader who comes in direct contact with people moved more by emotional stimuli than rational considerations. It also has powerful influence with those moved by intellectual appeal.
2. Address: Ready speech and ease in kindly repartee are assets for any leader.

3. Personal character and qualities: Native strength of character and the exercise of outstanding personal qualities constitute a leadership asset. A complete list of desirable personal qualities would be long. It would certainly include those mentioned herewith:
- a. Good temper. Irritability and sourness lose many a cause. A cheerful, even temper coupled with power of inhibition and self-discipline is an important asset.
  - b. Originality and initiative. Uniqueness of character and thought enables one to plan an appeal to others and to use methods of execution which attract attention. Originality is an asset but it must be tempered with good judgment and inspired with initiative. The original person without sound judgment is a crank, and without initiative is a dreamer.
  - c. Flexibility and versatility. The art of being led is an important item in successful leadership. A leader should be able to alter his plans and tactics the moment he sees the old methods are not working. He must be sensitive to the need of change, ready to learn, and willing to adopt new methods. Mental flexibility is an earmark of successful leadership. By forethought, however, he should avoid the necessity for undue changing.
  - d. Sense of justice. A strong sense of justice is an asset in a leader of any group. This is especially so if without condescension it is manifested with direct contact groups by warm-blooded personal practice rather than by blind adherence to abstract righteousness.
  - e. Loyalty. Few people are capable of objectifying their judgment to the extent that they prefer a cause in the abstract to its concrete applications to themselves. A successful leader identifies himself personally with his followers, makes their cause his, and keeps faith naturally with them.
  - f. Sympathy. A leader must have aptitude for understanding human need or appeal and readiness of sympathetic response to it. A constituency understands these primary aptitudes when they know little of the abstract theory and practice of institutions (derivative ideals). A cold and intellectual personality has little chance of successful leadership with direct contact groups.
  - g. Courage and persistence. With any group, courage of conviction, independence of judgment, and willingness to

take risks are determining assets. In the face of opposition, a weak personality loses his nerve, becomes convinced that he is wrong, that his cause is unworthy, and that the chances of success are poor. The value of persistency can not be over estimated. With adverse conditions a leader must hold on as long as there is a fair chance of success. He must not be so dogged and uncompromising as not to perceive a defunct cause. Headstrong leaders become bigots.

4. Acquirements secured through specific formal training: Intellectual training may profitably supplement natural ability in leaders. Such training should embrace intelligent study of social institutions, organizations, and tendencies, general knowledge of human nature, and an understanding of collective and individual behavior. Upon all of these items a chance for discussion and reasoning should be afforded.

An education in the principles and data of sciences (social sciences), training in respect for proved facts, and in intelligent social leadership will make an appreciable contribution in the development of leaders. It should be borne in mind, however, that the greatest advantage therefrom will accrue in that leadership which deals particularly with indirect contact groups.

5. Organizing and executive ability: Endowed with these other native qualities and equipped with a trained intellect, potential leaders are possessed of natural organizing and executive ability. This ability is reflected in their clarity of thinking.
6. Experience: The sureness of touch and fineness of technique, are indispensable for the success of a cause, and original capacity for sound judgment is strengthened by experience.

The same reference (8, p. 15) also adds the following necessary attributes:

1. Experience:
  - a. Experience in industry, preferably as a worker and as a director of men.
  - b. Successful teaching experience. Schools may aid in organizing and evaluating this experience but they can not afford an opportunity to acquire it to an adequate degree.
2. Personal characteristics:

- a. Good general appearance, including carriage, attitude, dress, and personal neatness.
- b. A good voice, including pitch, quality, ease, and clearness.
- c. Good health and good health habits.
- d. Initiative and independence in originating and carrying out ideas. This self-reliance is difficult to develop in a mature individual, but a well directed effort can improve this ability.
- e. Honesty, including ability to make accurate statements, sound moral principles, moral courage, and fair mindedness.
- f. Tact, including adroitness and quick appreciation of the proper thing to do or say under any given set of conditions.
- g. Cordiality and ease in meeting people.
- h. Poise, including the ability to control and to conceal emotions, to proceed with an apparent feeling of power and mastery in any situation.
- i. Loyalty, including ability to cooperate, to maintain an attitude of helpfulness and to give hearty support to superior officers.

It must be recognized that certain of these characteristics are natural endowments, just as intelligence is, but certain others are largely matters of habit, which may be improved by training, provided they are not of too long standing. Whether natural or acquired, the possession of these abilities is essential and the individual who does not possess them to a fair degree should not be accepted for training in this field.

### 3. Educational

Sufficient educational preparation to enable him to pursue with profit the training outlined is presupposed. This does not imply any definite point reached in formal education such as baccalaureate degree, master's degree, or doctor's degree.

It is, of course, obvious that the possession of the experiences of the characteristics listed above does not guarantee the necessary assets for the successful performance of the job. It is quite possible that an individual might have had all the experiences and might possess all the characteristics noted above and yet be unqualified as a supervisor; and it is conceivable that in the absence of some of these experiences or characteristics, he might qualify, but such experiences and characteristics constitute a strong presumption in his favor and an ideal background for further training.



In the opinion of the writer, leadership is dependent upon characteristic traits or personal qualities. If this be true, it is obvious that a good leader should possess habits that are conducive to good leadership. The home economics department at the A. and M. College at Stillwater has prepared a list of traits, and the method whereby these characteristics may be acquired by the individual. Obviously this material was written for students, and the conference leader will make the necessary changes to fit his needs or case.

Procedures Valuable in Developing Personal Qualities Needed  
By a Conference Leader.

1. To develop tolerance:
  - a. Get the other person's viewpoint
  - b. Inform yourself before condemning.
  - c. Distinguish between conviction and mere personal opinion.
  - d. Remember that others have a right to both, and that you have a right to contend only for the former.
  - d. If contention comes, let it always be good natured. Treat mere differences of opinion as trivial matters to be dismissed quickly from the mind.
  - e. Never allow yourself to become ruffled with chronic fault finders. This is your greatest chance to school yourself in tolerance.
  - f. Study your own supersensitiveness and endeavor to correct your reactions at every such point.
  
2. To develop poise:
  - a. Take advantage of opportunities to appear in public, as in making reports in class; leading young people's meetings; taking part in Y. M. or Y. W. programs, etc.
  - b. Overcome timidity by studying how to meet persons and situations.
  - c. Be genuine; don't pretend.
  - d. Avoid affectation.
  - e. Get over the "hurry complex." Don't start until ready. Be deliberate.
  - f. When appearing before others, look them in the face.
  - g. Remember it is as easy to do things before others as to do them alone.
  - h. Practice introducing new topics of conversation with small groups.
  - i. Be sure personal appearance is right, then forget it.
  - j. Overcome objectionable mannerisms.
  - k. Forget yourself. Think of your task.

3. To develop self-control:
  - a. Cultivate unselfishness.
  - b. Make yourself think through a trying situation honestly and sanely.
  - c. Conceal unpleasant feelings.
  - d. Change activity. If you find yourself losing your self-control, get away.
  - e. Remember that self-control is a habit. A rule in habit formation is to allow no exceptions. Avoid losing your self-control at all.
  - f. No situation justifies hatred, or even sarcasm.
  - g. Remember that anger is a destructive force. No situation justifies giving way to it.
  
4. To develop adaptability:
  - a. Remember that "what can't be cured must be endured" and that your part is to be happy about it, whether you like it or not. "If you can't have what you like, learn to like what you have."
  - b. If you find things unsatisfactory in any situation, try to improve them; but do it in the right way. Go to the proper persons with your suggestions; but if they can not help you, do not be disappointed or discouraged. Never make demands; and never peddle grievances.
  
5. To develop personal appearance:
  - a. Do not follow extreme styles.
  - b. Keep clothing cleaned, brushed and pressed, and shoes clean and polished.
  - c. Dress to express your personality.
  - d. Endeavor to develop erect, graceful carriage.
  - e. Young men should keep hair neatly combed and faces smoothly shaved.
  
6. To develop optimism:
  - a. Be blind to others' faults, looking always for their good qualities instead.
  - b. See the bright side.
  - c. Banish troubles quickly. Do not inflict them upon your friends.
  - d. Remember that worries normally pass away. Why should we let them trouble us at all? Keep smiling.
  
7. To develop interest in teaching:
  - a. Study teaching problems with future situations in mind. Keep it in mind that said problems will some day be your own.
  - b. Remember that it is for you to be a good teacher or not to teach at all. Then it becomes exceedingly interesting.
  - c. Try to see the great truth that the shaping of lives and characters of young people is one of the most useful works in the whole world. Every good teacher does this.

8. To develop enthusiasm:
  - a. Strive to attain the broadest possible vision of your chosen work. See the forest rather than the trees.
  - b. Set up high ideals; then devote yourself to their attainment.
  - c. Make it a habit to put your whole soul into everything you do.
  
9. To develop judgment:
  - a. Avoid the common fault of reaching a decision in the absence of sufficient knowledge. Good judgment requires due consideration of all relevant facts, or if not all, then as many as can be had.
  - b. Keep your mind free from even a trace of prejudice or bias; for these are, after ignorance of facts, the most common causes of bad judgment in the affairs of life. Above all, think honestly.
  - c. When in doubt regarding a decision, withhold it.
  
10. To develop friendliness:
  - a. Go out of your way to cheer up the homesick student.
  - b. Avoid haughty airs, they repel.
  - c. Take for granted the friendliness of other. Don't wait for them to speak first.
  - d. Be thoughtful of the wishes of others in little things, as well as the big.
  - e. Remember that haughty airs often cover shyness and timidity.
  - f. Radiate friendliness.
  - g. Show your friendliness as naturally toward persons of the opposite sex as toward those of your own; toward those of a lower as well as those of a higher station in life.
  - h. Distinguish clearly between friendliness and intimacy.
  
11. To develop courtesy and consideration:
  - a. Never hurt the feelings of another person no matter how little he is or how little you like him.
  - b. Study to do the little things that others like, also the big things; and show your pleasure in doing them.
  
12. To develop refinement:
  - a. Make sincere effort to develop appreciation of good music, literature, art, etc.
  - b. Let your thoughts be of things involving high ideals, worthy motives, and noble purposes.
  - c. Be courteous and considerate in little things.
  - d. Cultivate the habit of using good English and study how to carry on interesting conversations.
  - e. Avoid common vulgarities as eavesdropping, gum chewing, use of toothpicks, slang, profanity, offensive or unpleasant topics of conversation, etc.
  - f. Avoid affectation. There is no greater vulgarity than to pretend to be something that you are not.

13. To develop a spirit of service:
  - a. Watch for every chance to do favors unasked.
  - b. Be eager to help all who need help, regardless of whether service rendered will be reciprocated.
  - c. In public functions, be where the hard work is being done when it is being done.
  - d. In all group activities, endeavor to contribute more than you get.
  - e. In your daily work, be willing always to do more than you are paid for.
  - f. Take a regular part in activities for which no pay is received.
  
14. To develop firmness:
  - a. Do not confuse firmness with obstinacy or obtuseness. Firmness yields when it sees itself wrong; and it wastes no energy in opposing things that do not matter.
  - b. Be firm when principles or ideals that you feel to be right are at stake; but in such stand, endeavor to give no offense. If others take offense, your effort is lost; for they will not yield even though they are wrong and you are right.
  
15. To develop sympathy:
  - a. Try to keep your feelings "in tune" with the feelings of those around you. Don't allow yourself to be an intellectual recluse, living apart in thoughts and feelings from those about you.
  - b. Remember that in the eyes of young people, you do not "understand them" unless you actually share in their emotions or feelings; and unless you "understand them" there will be a lack of response that will make your efforts more or less fruitless.
  - c. Study the home environment and background of experience of those with whom you are working.

The importance of self-analysis can not be over emphasized. The conference leader should profit by the following suggestions if he is to conduct successful conferences. The source of this information is anonymous and is reproduced here as found in the files of the office of Mr. L. K. Covelle, state supervisor of trades and industrial education, A. and M. College, Stillwater, Oklahoma.

#### The Importance of Self-analysis:

It is seldom that a man gives himself a voluntary, searching, self-analysis. He waits until someone in authority gives him an embarrassing jolt or at least until pressure from

outside is brought to bear upon him. As foreman, you will find it much better to be your own "jolter."

Not only now but from time to time you should give yourself a thorough examination and find what your strong points and weak points are, and what your capacities and limitations are. Having learned these things you should set about strengthening your strong or positive qualities and remedying your weak or negative qualities. You should likewise attempt to outgrow your limitations and increase your capacities or capabilities; for it is hardly possible that you can develop other people beyond your own capacity.

Recognizing Your Weak Points. If you, in the handling of your job, complacently think you have no weak points, it is an indication that you are in dire need of such an analysis and should lose no time in attending to the matter and, also, should be all the harder on yourself. It is hopeless for you even to think of success or promotion until you first realize the need of self-betterment. The careers of successful men in all walks of life point to one thing which was the mainspring of their success, namely, a hunger to increase their efficiency in performing their duties, whatever they were.

Methods of Self-analysis. In analyzing yourself, assume that you are a high-priced psychologist and that it is costing you good money to have your mental capacities and attributes analyzed and classified and that you want to get your money's worth by having a thorough job done. Be as hard on yourself as such an expert would be. Remember that it is possible to do such a good job in analysis, if properly followed up with self-correction, as to warrant the paying of a fee to an outsider to do the same job. Nothing pays such good dividends as an investment in self-improvement.

What Are Your Strong and Weak Points? However, you can do the job yourself. How strong are you in forcefulness, tact, justice, loyalty, initiative, decisiveness, thoroughness, inventiveness, resourcefulness, friendliness, foresightedness, sympathy, unselfishness, progressiveness, open-mindedness, disposition, responsibility, observation, optimism, and enthusiasm? These are qualities necessary for you to have. The possession of some of them brought you to your present position. Which qualities can you improve upon so as to better your foremanship?

Have you control of yourself? Do you let anger and pride and prejudice control your behavior at times? Do you hold spite? These are questions you should ask yourself. You can not expect to rule others until you first rule yourself. Subduing such weaknesses takes the hardest kind of self-discipline, but you can never be a leader in the true sense until you practice this

self-restraint.

Do the men respect you; do they trust you; do they come to you for advice and help; do they have confidence in your ability and knowledge? If not, why not? If they do not do these things, it shows that you have quite a number of weaknesses to correct.

What do you know about planning and scheduling and cost control? Do you know the full industrial service policies of the company? Do you teach, or simply tell? Do you make a serious effort to inspire? Do you know the difference between firmness and rudeness; persistency and obstinacy; justice and severity; fairness and partiality; kindness and familiarity; dignity and aloofness? If not, then how can you expect to handle men to the advantage of all when a close discrimination between these qualities is essential to such an end?

Other Pertinent Questions. Are you really interested in the work or are you simply using the job to provide a living? These questions should bring forward to you further thoughts as to whether you are trying to improve your technical knowledge of the work, or to better the quality of the work and to improve the methods of handling the work. If the answers to these questions are favorable, does it only mean that you are doing just enough to hold down the job, or are you making an earnest effort to prepare yourself for greater responsibilities?

These are pertinent questions you should ask in taking stock of yourself. They are very practical but they are merely questions of the first order. They do not go beyond the outer margin of the job. The foreman of the future is going to be asked to answer questions much harder than these.

Learn to Believe in Yourself. Learn to appraise yourself at your true value and have confidence in your value. Believe in yourself and others will believe in you.

Learn to Believe in Your Work. Study your job continually and learn all you can about the work which closely relates to yours. Read trade magazines and books pertaining to your work. Have an ambition to be better informed on your work than any other person. Believe in your work and in the organization for which you work.

Learn to Do Your Own Thinking. You must learn to do your own thinking. This may be a hard task because the habits of years may have influenced you into accepting without question many things which you have heard or read. Pick your information

to pieces. Find out of what it is composed when separated into its various factors. Learn to analyze the information and to judge whether or not it is true and logical. Consider from where the information came and whether or not it was given out for some prejudicial motive. Then make a just decision. Also, be a thought-giver as well as a thought-getter.

Your Obligation of Service. In the past there has been much unrest and industrial friction, and on the whole, there has been very little attention given to a real constructive program. The future is going to see a time when there is a closer industrial unity among those concerned. The constructive work must come from within each plant, and not from without, and the foreman will be helpful in bringing this about.

The solution to most of our troubles, real and imaginary, lies in a better appreciation by all of us in our obligation of service. The more intelligent of us at the start must set an example by looking to find ways in which we can better serve others, and teach them in turn to pass along a still further contribution of service.

To carry through such a program, you, as foreman, must first begin to open up the field by learning to go beyond the present confines of your job in anticipation of the need. This will require a larger development in both your physical and mental capacities. You must look to your physical fitness and to your mental alertness in order that you may give full service.

The successful conference leader must know human traits. The response given by men is prompted by some idea or thought which may or may not reveal the feeling of the men. It is imperative that the leader know the source of the idea, in order that he may provide the correct trend of thought of the group for the correct solution of the problem. Mr. Walters, in his "Applied Personnel Administration" (23, pp. 8-10) has set up methods whereby human traits may be evaluated. They are as follows:

There are three very general requirements that techniques for evaluating human traits should satisfy. The first is that the trait ultimately measured should

be a conduct or behavior trait and not some fixed anatomical characteristic. The second requirement is that the conduct of behavior measured shall be significant for the position or vocation in question. The third rule is that the measurement of the significant conduct shall be adequate. The term "conduct" includes conduct crystallized in work done, words written, and features molded and shaped through frequent activity and use, if such be possible.

Many individuals boast of their ability to judge correctly the fitness of an applicant for a position upon the first impression that he makes, his gait, his manner of speech, the appearance of his clothing, the warmth of his handshake, the way in which he meets a rebuff, etc. Although these are forms of conduct, the conduct observed is not significant (with a few possible exceptions) and the measurement of this conduct is not adequate.

When first impressions are to be gained from a photograph, the real conduct indicators are almost, if not entirely, missing and physical traits take their place. Where personal appearance is a vital factor in success, it may be determined to a certain degree from a photograph. But even such a trait as neatness can be estimated only with considerable error.

To be effective, the letter of application must comply with the three requirements which have been mentioned. Its general use is to eliminate "impossible" applicants. If the writer is allowed to choose the general character and content of the letter, the conduct record submitted is not likely to be either significant or adequate. Also, errors of veracity and of self-estimation are introduced. If the writer is asked to answer specific questions as to his experience, marital status, age, etc., significant facts must be gleaned from the non-significant, and these must be weighed according to their relative importance as symptoms of success. Also, the personal bias of the judge must be eliminated. When these conditions are complied with, the letter of application may be of some service.

There is no way of checking against the many errors of the letter of recommendation except to know the character of the writer and to demand testimonials from a number of persons. Even where actual dishonesty or carelessness is not present, the fallibility of human judgment will play a part. Letters of recommendation most frequently deal with the personal traits of an individual and it is in just such cases that the error of judgment is greatest.



The most widely used method of studying human nature is the interview. It should deal with conduct and records of conduct. Whether this conduct is significant must be determined specifically for each position or vocation. This is a problem of job analysis. Up to the present time, few attempts have been made to investigate such matters.

Unfortunately, pseudo-scientific methods of phrenology and physiognomy are employed in personnel work to an extent that amazes the scientifically minded student. While some of the so-called "character analysts" may possibly have a keen perception of human traits, it is very doubtful if such perception will ever be reduced to a science. No good judge of character really goes by the shape of the face; he goes by little behavior signs which he has not analyzed out, and therefore can not explain to another person.

There is a pressing need, therefore, for techniques of evaluating human characteristics which will be much more reliable, objective, and valid than the present methods.

CHAPTER VII  
CONFERENCE TECHNIQUES

The success of a conference depends largely upon the techniques used. The most common techniques used in conducting foremen conferences, as illustrated in the following reports are: (1) Explaining the purpose and procedure of the foreman conference method to those present; (2) Getting the men to analyze their responsibilities; (3) Analyzing cooperatively the meaning of each responsibility; and (4) Setting up type problems facing the foremen, to be analyzed in the conference. By discussions the group exchanges ideas and by virtue of the experience of the group as a whole, better methods of foremanship evolve. Specific techniques must be used with specific topics.

The making of effective and satisfying adjustments between men and their work demands judgment based on knowledge of the conditions under which people work productively and happily. Scientific research alone will furnish this knowledge. Only in this way may we expect the development of fundamental techniques which will facilitate the solution of this problem.

The essential techniques of the foreman conference are exemplified by the conference reports which follow in this chapter. The first report is that of the Division of Extension, University of Texas, conducted at Borger, 1927 (6, pp. 28-29.)

Subject: Responsibilities

- Objectives: 1. To bring home to the men the magnitude of their job.  
2. To get them to think about their responsibilities from a managerial, supervisory, and instructional point of view.

During the preceding meetings, the leader had told the men that if they were not getting any benefit from the conference, these conferences would be discontinued, as he did not want to rob them and the company of valuable time. The men expressed a desire to continue the work and were asked to list all their responsibilities. Before any of the responsibilities were put on the board, the leader discussed:

The Foreman's Job:

It was pointed out that the foreman was the most important factor in any industry due to his position and the many responsibilities resting on him and his decisions. The responsibilities of each group follow in the order given by the men:

Responsibilities

Group 1

- |  |  |
|--|--|
| 1. To fire men.                                      | 14. Repair equipment.                      |
| 2. To work men.                                      | 15. Cooperation.                           |
| 3. To be responsible for all machinery.              | 16. Supervision.                           |
| 4. To be responsible for all work done by men.       | 17. Reports.                               |
| 5. To give orders and see that they are carried out. | 18. Prevent waste.                         |
| 6. To plan work.                                     | 19. Movement of materials.                 |
| 7. To be responsible for time (money due men.)       | 20. Create loyalty among workers.          |
| 8. To be responsible for production (oil.)           | 21. Keep down cost.                        |
| 9. To be responsible for all material.               | 22. For appearance of property.            |
| 10. Safety of men.                                   | 23. Responsibility for property.           |
| 11. Company cars.                                    | 24. Ordering new material.                 |
| 12. Welfare of workers.                              | 25. Maintaining discipline.                |
| 13. Instruction of workers.                          | 26. Arouse interest of men on job.         |
|  | 27. Judge ability of men.                  |
|  | 28. Know the job.                          |
|  | 29. See that the men have proper tools.    |
|  | 30. Responsible for the morals of the men. |

Again in a report of foremanship improvement conducted by Mr. L. K. Covelle, state supervisor of trades and industrial education, at the Oklahoma A. and M. College in 1933 (1, pp. 4-5) we find the following:

Step 1. The analysis of the foreman's responsibilities:

1. The attitude of his men.
2. Condition of property under his supervision.
3. Cost of production.
4. Fire hazards and accidents.
5. Seeing that work is done safely and economically.
6. Efficient operation.

7. Cooperation between management and men.
8. Care of materials.
9. Conditions under which men work.
10. Value of property in his charge.
11. Care of equipment.
12. Character and conduct of men.
13. Selection and placing of men.
14. Working condition of tools.
15. Proper training of new men.
16. Proper training of old men for safe and economical operation.
17. Training men for promotion.
18. Having confidence in men.
19. Getting men to have confidence in him.
20. Practicing Golden Rule.
21. Developing and maintaining loyalty.
22. Proper charging of materials.
23. Distribution and reporting of time of men.

### Step 2. Classification of Foreman's Responsibilities:

In order that the responsibilities might be classified for purposes of analysis, the following three classes were named and defined:

1. Managerial - making necessary plans to have work carried out efficiently, economically, and safely.
2. Supervisory- seeing that plans are carried out effectively, safely, and immediately.
3. Instructional - training men in his employ to carry out plans in an efficient and safe manner.

The twenty-three responsibilities were then classified under the above headings as follows:

Managerial	Supervisory	Instructional
I	I	I
1. The attitude of his employees.	5. Seeing that work is done safely and economically.	4. Fire hazards and accidents.
2. Condition of property.		7. Cooperation between management and men.
3. Cost of production.		15. Training of new employees.
9. Conditions under which men work.		16. Training of old employees for safe and economical operations.
12. Character and conduct of men.		17. Training of employees for advancement.
13. Selection and placement of men.		
21. Developing and maintaining loyalty.		

Managerial	Supervisory	Instructional
II	II	II
5. Seeing that work is done safely and economically. 7. Cooperation between management and men. 15. Training of new employees. 16. Training of old employees for safe and economical operation. 17. Training employees for promotion. 18. Having confidence in men. 19. Getting men to have confidence in him. 20. Practicing Golden Rule.	2. Condition of property. 8. Cost of production. 4. Fire hazards and accidents. 9. Conditions under which men work. 10. Value of property in his charge. 11. Care of equipment. 14. Working condition of tools. 22. Charging of materials. 23. Distribution and reporting of time of men.	1. The attitude of his employees. 12. Character and conduct of employees. 21. Developing and maintaining loyalty.
III	III	III
	7. Cooperation between management and men. 8. Care of materials.	5. Seeing that work is done safely and economically. 6. Efficient operation.

**Step 3. Listing of responsibilities considered most important by the conference members.**

To produce discussion, topics that were of most interest to the men, a vote was taken on the twenty-three responsibilities, names with the following four selected in order of importance:

1. Cost of production.
2. Efficiency in operation.
3. Working condition of tools.
4. Practicing the Golden Rule.

It was agreed that if time permitted, each of the above named responsibilities would be discussed.

Analyzing such responsibilities, the following items represent the analysis made in this conference.

Step 4. Cost of Production.

Analysis of the cost of production revealed the following determining factors:

1. Selection and placement of men.
2. Selection, instalation and care of materials and equipment.
3. Accidents.
4. Fires.
5. Waste.
6. Efficiency in operation.
7. Efficient planning.
8. Efficient supervision.
9. Efficient training.
10. Wages.

Much discussion arose as to how to choose a man, and the following was recorded as a fair guide in such choice:

Determining Factors	How Determined	How Developed
1. Experience	1. Records	1. Training
2. Attitude	2. Agitation	2. Supervision
3. Health	Know-it-all type	3. Added responsibilities
4. Character	Personal appearance	4. Establishing confidence
5. Age	3. Examination	5. Tactful criticism
6. Intelligence	4. Reputation	6. Education:
7. Previous record	5. 21 - 45	job training
	6. How he talks;	related information
	Ability to	health habits
	sell himself;	safety knowledge
	how he looks.	7. First aid training
	7. Investigation-	8. Personal contact
	own company	9. Intimate acquaintance
	other companies	10. Observation

The writer's report on this conference has only carried the analysis through its first steps to show the pattern used. Here, as in practically every case, the value of the conference was the discussion. The discussions can not be written into the report, but the items named will recall the various discussions to the members of the group.

The Regional Supervisor of the Federal Board for Vocational Education for the Southern region, in a conference in Chattanooga, Tennessee in 1931 (18, pp. 8-14) makes the following comments on the responsibilities of the foreman:

The Foreman's Responsibility to His Men:

1. Team-work is recognized as one of the most essential factors in efficient production.
2. Working conditions, such as heat, light, ventilation, general plant, cleanliness and sanitation, all tend to speed up production if properly cared for.
3. Proper instruction. One big reason why a man is selected as a foreman is because he can give proper instruction as to how jobs should be done.
4. Give orders properly. The men must understand clearly and definitely what is expected of them and the best orders do not need to be repeated.
5. See that the man understands. Checking on whether orders are clearly understood is always time well spent and frequently saves loss.
6. Proper equipment, tools, and materials. No workman can be expected to work at maximum efficiency unless he has proper equipment and tools best suited to the specific job being done. A competent workman may do poor work while using the wrong tools, damaged or defective tools and machines. It is the foreman's job to see that these items are taken care of.
7. Proper care and handling of tools and equipment. The best of tools and equipment must be properly handled and the men should be prevented from decreasing their own efficiency by improper care or handling.
8. Keeping machines and equipment in condition. Different men may handle or be required to use the same machines and equipment, and in fairness to all, they should be kept in good condition both while in use and while not in use or while in storage.
9. Fairness to the men was agreed upon as one of the most important duties of a foreman, as lack of fairness or partiality and favoritism could cause a great deal of trouble in a working force.

10. Safe working conditions, as far as it is possible for the foreman to govern such things, should always be provided and the improvement of such conditions as to safety should always be kept in mind.
11. Breaking in new men on the job. Even an experienced worker in another plant may find great difficulty in adjusting himself to certain new conditions, practices of doing work, location of various items used in the work, etc., and the foreman should either give this information to the man himself or be sure that this responsibility is delegated to a competent and experienced fellow-worker.
12. Proper placing on jobs. The total efficiency of a gang depends largely upon whether each man is doing the thing for which he is best fitted, either by nature, physique, experience, etc., and the good foreman will secure greatest efficiency by proper placement.
13. Fit men for promotion. The man who is alert, ambitious, and industrious has a right to expect that he will be given an opportunity to fit himself for promotion to a higher grade of work, and a good foreman in the interests of his company will keep this in mind when opportunities occur.
14. Being open minded and offering counsel whenever possible. The foreman should be open minded and realize that frequently a workman may make a valuable suggestion which might improve the methods of doing some particular job. In addition, the foreman who is approachable oftentimes saves a man to the company or secures better efficiency from him by listening to his troubles and by offering counsel and advice which will help straighten out a situation or which will build up the man's morale.
15. Good fellowship, promoting morale. It was agreed that the foreman could secure better results from a gang in the majority of instances by being pleasant and agreeable rather than appearing grouchy, fault-finding, etc. It was agreed that the day of the "cussing" foreman who was known as a driver is about past. A gang of men working in a cheerful frame of mind can turn out more production and as a rule will do better work when the foreman's back is turned or when he is on another part of the job.
16. Sanitary conditions. If sanitary conditions are maintained around the plant, it not only makes it more probable that the men will not lose time through illness, but they will also be in a better frame of mind, have higher morale, and be less likely to want to change to another job.



17. Firmness. Workers really appreciate a man who knows what he wants and insists that work be done correctly, and it is unfair to willing members of a crew to permit some workers in the same gang to loaf or shirk.
18. Acquaint men with company policies. The foreman owes it to the men as well as to the company to explain the necessity for rules and regulations, plant conditions, and company policies in general. His attitude toward anything coming from the management is quickly sensed by the men, and a wrong attitude on his part is quickly taken up by the men.
19. Be patient. Frequently men make errors even when trying to do a job correctly, and patience is a virtue which is well worth cultivating, even though sometimes difficult to achieve.
20. Maintain discipline. In fairness to all men in the gang, the foreman should be the boss and see that none impose on others in the working force or go contrary to company regulations without suffering the consequences.

#### The Foreman's Responsibilities to the Company:

1. Keeping down labor turnover. All agreed that it was an expensive proposition to the company to hire a new man even though he might be quite competent in his job. While this item of labor turnover was not a pressing one at the present time due to general conditions, it was recognized that in normal times it was a real responsibility.
2. Loyalty to the company was recognized as a cardinal virtue and which would involve trying to protect the interests of the company in every way, not knocking policies or working conditions either with employees or with persons outside the plant.
3. Get out production is of course the great duty and responsibility of the foreman, but the group agreed that quality should come first and then quantity. They believed that there is something in the adage that haste makes waste.
4. Keep down accidents to men and equipment. Failure to take proper precautions to safeguard men in the effort to get out a rush order, or damaging equipment through haste were recognized as very poor economy.
5. Keep up cleanliness. Keeping the shop or yard as clean and neat as possible was recognized as an asset to the company in numerous ways.
6. Eliminate waste. Keeping down the many and varied causes of waste around a plant they recognized as a big job and one in which there was always an opportunity to make further improvement. It was agreed

that there might be waste of time, materials, equipment and tools, etc.

7. Keep down labor cost. Not using more men than absolutely necessary to do any job was recognized as a direct responsibility, although there is frequently temptation for the foreman to always be on the safe side and have plenty of help.
8. Cooperation of men and departments. It was felt that where various departments came in contact in the job of getting out the finished product, that cooperation of the highest type was necessary in the best interest of the company. One foreman should not fail to do his part and thus make it more difficult for another foreman to carry on.
9. Getting jobs out on time. If a man has promised a job at a certain time, he owes it to the company to come through if humanly possible.
10. Proper planning of work will insure greater probability of getting jobs out on time, preventing waste, and securing quality product.
11. Improving quality and increasing production. The foreman should always be looking toward the ideal situation of having all work first quality and at the same time getting out the largest quantity which is consistent.
12. See that company policies are carried out. This, of course, is a necessary by-product of real loyalty.
13. Morale, friendly feeling toward company. Looking after the company interests is the same as the foreman looking after his own interests, and certainly a foreman can not do his best unless he has a friendly feeling toward the management.
14. Improvement of methods of production. Any improvement which can be suggested which will help the company earn more money or to furnish product at a lower cost will mean more business for the company and better working conditions for all.
15. Keeping records of material and time reports. Accuracy in records and reports is absolutely essential in figuring costs and enabling company to do business profitably.
16. Training of new men is a most essential duty in order to keep down costs from waste through ignorance and also accidents due to improper instruction or lack of instruction.
17. Proper handling and storage of tools and equipment can effect considerable saving in conserving equipment, saving replacement costs, and preventing waste of time in making emergency repairs or substitutions.
18. Maintenance of tools and equipment. The proper oiling, greasing, reporting of needs for repairs when this need is first noted, and frequent checking of the condition of tools and equipment are all important.

19. Proper ordering of tools, materials, and equipment involves not only specifying the exact item wanted, but also the proper amount, not too much or too little, and in addition involves the placing of orders as soon as need arises or, if possible, in anticipation of known needs.
20. Salvage of tools and equipment. All tools and equipment that may be salvaged by the replacing of parts, regrinding, welding, etc. should be carefully attended to, and the workmen should not be permitted to discard anything which might be put to some other use if repaired or reworked.

The following outline (20, pp. 12-18) is given as illustrating the work of a conference group in analyzing the subject, "The Cost of Poor Cooperation:"

<u>Cause of Poor Cooperation</u>	<u>Cost Elements</u>
1. Misunderstanding	<ol style="list-style-type: none"> <li>1. Loss of time and material</li> <li>2. Loss of service</li> <li>3. Loss of life</li> <li>4. Personal injuries</li> <li>5. Labor turnover</li> </ol>
2. Indifference	<ol style="list-style-type: none"> <li>1. Loss of interest</li> <li>2. Poor service</li> <li>3. Decreased job pride</li> <li>4. Accidents</li> <li>5. Poor reputation for company</li> <li>6. Decreased production</li> </ol>
3. Jealousy	<ol style="list-style-type: none"> <li>1. Strife among men</li> <li>2. Loss of production</li> </ol>
4. Disloyalty	<ol style="list-style-type: none"> <li>1. Loss of confidence</li> <li>2. Increased labor turnover</li> <li>3. Decreased production</li> <li>4. Loss of service</li> </ol>
5. Not willing to take blame for his own mistakes.	<ol style="list-style-type: none"> <li>1. Loss of respect</li> <li>2. Breeds dissatisfaction</li> <li>3. Increases labor turnover</li> </ol>
6. Narrow-mindedness	<ol style="list-style-type: none"> <li>1. Causes accidents</li> <li>2. Discourages helpful suggestions</li> <li>3. Retards progress</li> <li>4. Dissatisfied help</li> </ol>

<u>Causes of Poor Cooperation</u>	<u>Cost Elements</u>
7. Ingratitude	1. Decreases job pride 2. Decreases ambition 3. Indifference 4. Discourages helpful suggestions
8. Discourtesy	1. Poor service 2. Bad reputation for company 3. Indifference 4. Discourages suggestions 5. Loss of respect 6. Increases labor turnover
9. Wrong policy	1. Bad reputation for company 2. Unstabilizes the organization 3. Decreases production 4. Failure
10. Laziness	1. Loss of time 2. Accidents 3. Increase labor turnover 4. Loss of service
11. Self-conceit	1. Loss of respect 2. Breeds dissatisfaction 3. Kills initiative in men 4. Discourages suggestions
12. Under-paid	1. Increases labor turnover 2. Lack of interest 3. Dissatisfaction 4. Waste of time and material 5. Decreases production
13. Domineering	1. Loss of interest 2. Loss of respect 3. Ingurious to good leadership 4. Decreases production
14. Ignorance	1. Causes accidents 2. Loss of time and material 3. Will not know how to cooperate 4. Dissatisfaction among men
15. Dissipation	1. Loss of energy
16. Undue criticism	1. Causes friction 2. Kills loyalty 3. Increases labor turnover
17. Unapproachable	1. Discourages helpful suggestions 2. Loss of respect 3. Sets poor example 4. Creates bad impression

Cause of Poor CooperationCost Elements

- |   |   |
|---|---|
| 18. Lack of confidence                  | <ol style="list-style-type: none"> <li>1. Loss of production</li> <li>2. Prevents initiative</li> <li>3. Kills interest in company welfare</li> <li>4. Failure</li> </ol>                                       |
| 19. Grouchy disposition                 | <ol style="list-style-type: none"> <li>1. Discourages suggestions</li> <li>2. Loss of respect</li> <li>3. Creates bad impression</li> <li>4. Loss of friendship</li> </ol>                                      |
| 20. Disrespect                          | <ol style="list-style-type: none"> <li>1. Loss of friendship</li> <li>2. Loss of loyalty</li> <li>3. Decreased production</li> <li>4. Increased labor turnover.</li> </ol>                                      |
| 21. Poor working conditions             | <ol style="list-style-type: none"> <li>1. Loss of production</li> <li>2. Dissatisfaction</li> <li>3. Labor turnover</li> <li>4. Poor health</li> <li>5. Accidents</li> <li>6. Loss of shop pride</li> </ol>     |
| 22. Agitation                           | <ol style="list-style-type: none"> <li>1. Discontent</li> <li>2. Labor turnover</li> <li>3. Loss of time and material</li> <li>4. Kills interest in company welfare.</li> </ol>                                 |
| 23. Obscene language                    | <ol style="list-style-type: none"> <li>1. Loss of interest</li> </ol>   |
| 24. False pride                         | <ol style="list-style-type: none"> <li>1. Loss of good leadership</li> <li>2. Loss of respect</li> <li>3. Discourages helpful suggestions</li> </ol>  |
| 25. Lack of appreciation of suggestions | <ol style="list-style-type: none"> <li>1. Discourages suggestions</li> <li>2. Kills interest</li> </ol>   |
| 26. Timidity in offering suggestions    | <ol style="list-style-type: none"> <li>1. Loss of time and material</li> <li>2. Liable to cause accidents</li> <li>3. Loss of self-confidence</li> <li>4. Loss of shop pride</li> </ol>                         |
| 27. Failure to give credit where due    | <ol style="list-style-type: none"> <li>1. Discourages initiative</li> <li>2. Kills ambition</li> <li>3. Loss of self-confidence</li> <li>4. Decreases production</li> <li>5. Kills loyalty among men</li> </ol> |

<u>Cause of Poor Cooperation</u>	<u>Cost Elements</u>
28. Inability to place responsibility correctly	<ol style="list-style-type: none"> <li>1. Dissatisfaction among men</li> <li>2. Increased labor turnover</li> <li>3. Decreased production</li> </ol>
29. Too sensitive	<ol style="list-style-type: none"> <li>1. Decreases production</li> <li>2. Dissatisfaction among men</li> <li>3. Discourages helpful suggestions</li> </ol>
30. Stubbornness	<ol style="list-style-type: none"> <li>1. Decreases production</li> <li>2. Loss of respect</li> <li>3. Increases labor turnover</li> <li>4. Dissatisfaction among men</li> </ol>
31. Lack of well defined duties	<ol style="list-style-type: none"> <li>1. Loss of time and material</li> <li>2. Causes accidents</li> <li>3. Loss of service</li> </ol>
32. Prejudice	<ol style="list-style-type: none"> <li>1. Kills loyalty</li> <li>2. Increases production costs</li> <li>3. Loss of service</li> </ol>
33. Distrust and suspicion	<ol style="list-style-type: none"> <li>1. Loss of confidence</li> <li>2. Kills loyalty</li> <li>3. Dissatisfaction among men</li> <li>4. Friction</li> </ol>
34. Contrariness	<ol style="list-style-type: none"> <li>1. Decreases production</li> <li>2. Dissatisfaction among men</li> <li>3. Increases labor turnover</li> <li>4. Delays progress</li> </ol>
35. Partiality	<ol style="list-style-type: none"> <li>1. Dissatisfaction among men</li> <li>2. Loss of confidence</li> <li>3. Loss of loyalty</li> </ol>
36. Strained personal relations	<ol style="list-style-type: none"> <li>1. Loss of time and material</li> <li>2. Loss of respect among men</li> <li>3. Loss of service</li> <li>4. Inferior work</li> </ol>
37. Lack of information about other departments	<ol style="list-style-type: none"> <li>1. Loss of time and material</li> <li>2. Loss of interest</li> <li>3. Friction</li> <li>4. Poor service</li> </ol>
38. Poor judge of human nature	<ol style="list-style-type: none"> <li>1. Dissatisfaction</li> <li>2. Inefficient organization</li> <li>3. Loss of time and material</li> <li>4. Increases labor turnover</li> </ol>

The following cases were given out to the group to stimulate a discussion on "cooperation."

1. A foreman of a manufacturing department has two repair jobs, both of which are equally important and urgent. The proper orders have been issued through the master mechanic to the repair department foreman. The repair department foreman sends two men into the production department to start Job No. 1 and arranges for two other men to get out material for Job No. 2 in the shop. The foreman of the manufacturing department, knowing nothing of the repair department foreman's plans, sees two men working on one job and because of his desire to have both jobs started, directs one of these men to start on Job No. 2. The result of this action on the part of the departmental foreman is slowing down of Job No. 1 and a duplication of effort and waste of material on Job No. 2. The result is a lively argument between the repair department foreman and the departmental foreman and a delay on both jobs.
2. The superintendent of a certain plant asked the foreman of the paint department to paint several signs bearing the statement: "No admittance." The foreman requested that the order be put in writing. A typewritten order came through which read: "No admission." When the foreman called the superintendent's attention to the changed wording, the superintendent ordered him to follow the typewritten order. He did so, the signs were made and posted, and several days later they were repainted with the original phrase: "No admittance." Was there a failure to cooperate?
3. In a flour mill operating three shifts, each crew in the packing room leaves full bins for the next crew. Is this cooperation and if so, why?
4. A man spends time in helping others to the detriment of his own work. Is this cooperation?
5. If several foreman ask the assistance of another foreman at about the same time in doing special work for their departments when he can only find time for one of the jobs, what is the solution?
6. Something goes wrong in one of the departments. The management sends out a notice to each department stating what has happened, without naming the department. Why was this done? Was this good cooperation?

7. What will a foreman do with the fellow who asks the same question a number of times?
8. A workman notices his blue print is out of date. Instead of making up the parts and getting the piece rate when he knows if he does he will have a chance to make them over at the same rate, he reports the error to the foreman. Is this desirable cooperation?
9. If the foreman leaves his assistant in charge and upon returning sees a workman doing a job in the wrong way, should he "bawl" the man out, call the assistant to the job and demand an explanation, or go to the assistant in private, call the matter to his attention and have him straighten it out?
10. A general superintendent at a foremen's banquet expressed his appreciation of the manner in which all the foremen have cooperated in cutting costs and keeping up production during the most trying part of a depression. In commenting on this good work, he incidentally mentioned the good work of four or five foremen as being typical of the work done by all. One of the foremen, who was not mentioned, afterward remarked that the superintendent purposely omitted mentioning his name and that he was tired of working hard and having some body else get the credit. Was this cooperation? What was the trouble?
11. A workman supplied with rubber boots by the company stepped on a hot iron and burned the boots, remarking when his attention was called to the burn by another employee, "I don't care, I don't have to buy them." Is this cooperation?
12. In a certain plant whose departments were each striving to attain the highest percentage of production, the foreman of the leading department jokingly remarked to a workman in the next highest department that the reason why they had gotten up so far was because they had not kept their records straight. The remark circulated around and was added to until by the time it reached the foreman of the next highest department it reflected on his honesty. He blew up and a lively time ensued between the two foremen until the matter was finally run down. Was there a failure to cooperate here? On whose part?
13. A foreman transmits an order from the superintendent to one of his men. The order looks foolish to the foreman. He says to the man, "The superintendent wants this done." Is this cooperation?



14. In a certain plant where the material in process passed through all the departments, the superintendent called the foremen together to see why the product was not running up to standard. Every foreman had an alibi ready to prove that he was not to blame. Was this cooperation?
15. A foreman demanded of a workman why he carried out an order differently from the way it was usually done. The man started to explain by saying, "Well, I thought that was the best way . . ." The foreman remarked, "Who ever told you to think? I do the thinking around this joint." Was this cooperation?
16. A man went to a foreman with a suggestion regarding a way to save time in handling material. The foreman said to the man, "Say, who's running this place?" Was this cooperation?

CHAPTER VIII  
CONFERENCE DEVICES

There are many and varied devices which the conference leader may use in conducting foremen conferences. Each leader will select a specific device for each conference topic. Skill is required in the selection of these devices. The success of the conference will depend largely upon the skill of the leader in the selection of the proper device to use. The following are devices selected from a conference report by Mr. Travis (20, p. 5):

1. Cases by the leader
  - a. Hypothetical
  - b. Real
2. Cases by group members
3. Direct statements by leader
4. Suggestive questions by conference leader
5. Direct statements by group members
6. Discussion
7. Analysis -- various types
8. Built up lists of functioning facts
9. Illustration by leader
10. Pro and con analysis , advantages and disadvantages
11. Rating table
12. Qualitative graph
13. Suggestions from group
14. Majority opinion
15. Summary of discussion
16. Direct questions
17. Overhead questions
18. Points for discussion

Mr. C. E. Rakestraw, in a St. Louis report (19, p. 6) suggests the following "devices used by conference leaders:"

1. Direct statement -- deliberate or provocative statement, either true or false.
2. Pro and con statement.
3. Direct question.
4. Suggestive question -- thought provoking.
5. Cases
6. Chart
7. Analysis

8. Rating table
9. Graphs
10. Illustrations
11. Turning questions back on the group
12. Taking up the negative side first
13. Suggestions
14. Formulating idea in good language
15. Asking majority opinion
16. Stories
17. Coaching one member to take a certain attitude
18. Thinking formulas -- chart heading or column heading
19. Leader sitting down and getting up
20. Forms and blanks
21. Summary by leader
22. Indirect questions
23. Points for discussion
24. Blackboard work
25. A comparative question

The conference conducted in Oakland, California (20, p. 33)

lists the following conference devices:

1. Actual cases (from outside) by leader
2. Actual cases (from outside) by group members
3. Actual cases (from inside) by group members
4. Hypothetical cases by leader
5. Hypothetical cases by group members
6. Direct statements by leader
7. Direct statements by group members
8. Suggested questions by leader
9. Discussion
10. Building up a list of functioning facts
11. Illustration by leader
12. Pro and con analysis
13. Rating table
14. Qualitative graph
15. Suggestions from group
16. Majority opinion
17. Analysis
  - a. Organization
  - b. Responsibility
  - c. Job responsibility
  - d. Production difficulty
  - e. Accident
  - f. Carelessness
18. Report back to group
19. Summary

The experience of the writer has been that topics for discussion are not always at hand for conferences. It is imperative that the

leader of the conference have at hand many topics, one or more of which may be used for group discussion. Mr. Frank Cushman, of the Federal Board for Vocational Education, has listed (3, pp. 5-10) many topics. Other reports list many but all are included in Cushman's report, as follows:

- |  |   |
|--|---|
| 1. Cooperation                         | 41. Character   |
| 2. Safety                              | 42. Reputation  |
| 3. Accident prevention                 | 43. Religion  |
| 4. Instructing men                     | 44. Politics  |
| 5. Foremen's job                       | 45. Specifications                                    |
| 6. Orders                              | 46. Language  |
| 7. Suggestions                         | 47. Plant pride                                       |
| 8. Interest factor                     | 48. Inspection  |
| 9. Leadership                          | 49. Social affairs                                    |
| 10. Job analysis                       | 50. Managerial responsibilities                       |
| 11. Department analysis                | 51. Welfare   |
| 12. Labor turnover                     | 52. Selection of men                                  |
| 13. Carelessness                       | 53. Promotion   |
| 14. Morale                             | 54. Education   |
| 15. Discipline                         | 55. Salesmanship                                      |
| 16. Handling material                  | 56. Dissatisfied customers                            |
| 17. Production difficulties            | 57. Piece work rate                                   |
| 18. Supervision                        | 58. Initiative  |
| 19. Reports                            | 59. Delegating responsibilities                       |
| 20. Records                            | 60. Costs (study)                                     |
| 21. Care of machinery                  | 61. Effects of poor work on one department to another |
| 22. Hiring men                         | 62. Be open for suggestion                            |
| 23. Firing men                         | 63. Patience  |
| 24. Waste material                     | 64. Bonuses   |
| 25. Care of tools                      | 65. Insurance   |
| 26. Promptness                         | 66. Courtesy  |
| 27. Sanitation                         | 67. Playing favorites                                 |
| 28. Quality of production              | 68. Maintenance of equipment                          |
| 29. Planning of work                   | 69. Self control                                      |
| 30. Relation of foremen to men         | 70. Working conditions                                |
| 31. Loyalty                            | 71. Keeping foreman up to date                        |
| 32. Adjusting difficulties between men | 72. Handling customers                                |
| 33. Keeping men contented              | 73. Public relations                                  |
| 34. Efficient use of foremen's time    | 74. Disagreeable work                                 |
| 35. Efficient use of men's time        | 75. Personality                                       |
| 36. How to get along with boss         | 76. Personal conduct                                  |
| 37. Fire prevention                    | 77. How do wives interfere with husbands' promotions? |
| 38. Self management                    |   |
| 39. Health of men                      |   |
| 40. Personal appearance                |   |

- |  |   |
|--|---|
| 78. Company policies                       | 115. Ambition                                 |
| 79. Organization                           | 116. Trouble maker                            |
| 80. Wages                                  | 117. Union labor                              |
| 81. Handling unemployment                  | 118. Debts                                    |
| 82. Breaking in new men                    | 119. Visitors                                 |
| 83. Handling handicapped men               | 120. Publicity                                |
| 84. Criticism                              | 121. Solicitors                               |
| 85. Labor laws                             | 122. Overtime                                 |
| 86. Competition                            | 123. Praise                                   |
| 87. Jealousy                               | 124. Relatives and friends                    |
| 88. Standing back of orders                | 125. Seniority of service                     |
| 89. Holdover jobs                          | 126. Recognition of service                   |
| 90. Vacations                              | 127. Theft and loss                           |
| 91. Pensions                               | 128. Dissatisfied worker                      |
| 92. Peak loads                             | 129. Rotation of workers                      |
| 93. Routing production                     | 130. Man problems                             |
| 94. Lack of technical know-<br>ledge       | 131. Looking for losses                       |
| 95. Temporary employment                   | 132. Judging men (rating)                     |
| 96. Economy                                | 133. Settling disputes                        |
| 97. Self satisfaction                      | 134. Qualifications of foreman                |
| 98. Handling periods of<br>unrust (rumors) | 135. Tact                                     |
| 99. Training costs                         | 136. Courage                                  |
| 100. Over-production                       | 137. Diplomacy                                |
| 101. First aid                             | 138. Borderline responsibilities              |
| 102. Holding men's confidence              | 139. Aggressiveness                           |
| 103. Comfort periods                       | 140. Protecting key position                  |
| 104. Handling fatigue                      | 141. Apprentices                              |
| 105. Temporary shut-downs                  | 142. Youthful workers                         |
| 106. Material supply                       | 143. The hardboiled foreman                   |
| 107. Time schedules                        | 144. Dignity                                  |
| 108. News bulletins                        | 145. Dead-end jobs                            |
| 109. Reclaiming materials                  | 146. Safety records                           |
| 110. Fear                                  | 147. Salvage                                  |
| 111. Ridicule                              | 148. Sales to employees                       |
| 112. Appreciation                          | 149. Increasing production                    |
| 113. Floaters                              | 150. Distribution of foreman's time           |
| 114. Man power                             | 151. Plans                                    |
|  | 152. Difference between foreman<br>and worker |

#### Dangerous Topics

Topics which could be considered dangerous, which could possibly result in ill feeling among members of the group and would not contribute materially to the efficiency of the conference or be of any practical value to the members of the group should be avoided. Mr. Cushman (3, p. 11) suggests:

1. Character
2. Reputation
3. Religion
4. Politics
5. Social affairs
6. Union labor
7. Company policies
8. Relatives and friends

In the same report, page 12, additional potentially dangerous topics as suggested by Mr. L. Parker were:

1. "Panning" the management.
2. "Panning" company policies.
3. Making comparisons discreditable to the organization.
4. The uncovering of actual bad situations or processes.
5. The matter of the "closed" versus the "open" shop.
6. Personalities between group members.
7. Personal criticism directed at the "higher ups."
8. Antagonistic groups within the organization.
9. Prejudice to certain classes of workers.
10. Inaugurating new practices.
11. Antagonistic individuals utilizing the conference to "dig" at each other.
12. A comparison of the value of different individuals in the organization to the organization.
13. Comparing the value of a special department.
14. Situations where one member of the group is trying to "frame" another member.
15. Where one member of the group is very unpopular with the other members of the group and the other members of the group "have it in for him" and "take a crack at him" whenever they can.

## CHAPTER IX

## A SUGGESTED FOLLOW UP EDUCATIONAL PROGRAM FOR CONFERENCE LEADERS

The close of the conference period is by no means the end of the training period of the foreman. The conference should serve as a stimulus to further improvement on the part of the men.

The writer suggests the following procedures as required in a successful follow up program for foremen.

1. Someone in the organization should be made responsible for the follow up program. It should not be "anybody's job."

2. A qualified conference leader is the most important factor in the program, hence one should be selected very carefully.

3. Foremanship conferences should not be confused with business meetings or official conferences on production problems.

4. A program should be set up, as for example, monthly or bi-weekly conferences during the working or other convenient time of the men. These meetings should be approximately two hours in length.

5. Suitable working conditions should be provided. This refers to such items as:

a. A conference room with suitable furniture;

b. Meetings called at times convenient for the men and for the plant.

6. A planned educational program should be put into effect, following a sequence, and made flexible to suit the needs of each individual.

Benjamin E. Mallary, supervisor of trades and industrial education in California (14, pp. 67-69) suggests the following plans of follow up:

**A. Foreman's Club.**

1. Advantages of Foreman's Club:
  - a. In many cases there is already such an organization.
  - b. Easy to organize if there is none.
  - c. Promotion of mutual acquaintance.
  - d. Sociability
2. Disadvantages of Foreman's Club:
  - a. Primarily interested in technical questions.
  - b. Tendency to have set programs, papers, etc. instead of discussions.
  - c. Organization may be too large for conference discussions.
  - d. No one specifically responsible for maintaining conference program.
  - e. Probably handled by disconnected discussions of unrelated topics.
3. Factors entering into such a plan:
  - a. Intelligent leadership.
  - b. Degree to which free discussions of all phases of the foreman's job can be realized.
  - c. Interest of the foreman in the club.

**B. Plant program carried on by member of the organization**

1. Advantages of the plan:
  - a. Conference leader has been through the first series and has some knowledge of how a conference should work.
  - b. Conference leader from organization will know company policies and organization.
  - c. Conference leader partly trained as by-product of first series.
2. Disadvantages of the plan:
  - a. Man from organization will have inside information and may have difficulty in securing impartial discussion of plant cases.
  - b. Not necessarily any tie-up with public educational system.
  - c. Conference leaders may run out of ideas if there is no follow up for him (as conference leader).
3. Factors entering into such a plan:
  - a. Degree to which conference leader has the confidence of the foremen.
  - b. Ability of conference leader to grasp the principles worked out in the first series and apply them himself.
  - c. Ability of conference leader to discuss problems with the foremen on a man-to-man basis.

**C. An individual plant to hire its own educational director.**

1. Advantages of the plan:
  - a. Expert service by man tied up with the organization.
  - b. A well balanced plant program.



2. Disadvantages of the plan:
    - a. High cost of such service.
    - b. Scarcity of qualified men.
    - c. Outsider coming into organization may arouse antagonism.
    - d. Educational program may not be tied up with public school program.
  3. Factors entering into success of the plan:
    - a. Highly qualified educational director.
    - b. Degree to which educational director secures the confidence of the men and the management.
- D. Public school to furnish expert service to plant. (This is a real job for coordinator of part-time trade extension work.)
1. Advantages of the plan:
    - a. Close correlation between plant program and public school program.
    - b. Expert service available without direct expense to plant.
    - c. Possibility of discussing all questions in a strictly impartial manner.
  2. Disadvantages of the plan:
    - a. Possibility of having a poorly qualified man on the job at low pay.
  3. Factors entering into success of the plan:
    - a. Ability of conference leader to sell his ideas to industry.
    - b. Cooperation between schools and industry.
    - c. Attitude of the city superintendent and board of education toward this type of activity.

Many other follow up programs are suggested in various conference reports, and in the opinion of the writer, the follow up part of the training program in any industry is of more importance than the conference itself.

There is a definite lack of follow up programs in ninety-two per cent of the reports reviewed and summarized in this thesis.

The results to be secured from an efficiently organized foreman conference and its follow up program should stimulate the foremen to further personal advancement and eventual successful achievement of their objective - "greater leadership through better foremanship."

if the program is to warrant serious consideration by industrial-  
ists and foremen alike.

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