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ABSTRACT

This thesis represents an investigation of attitude and behavior change as a result of human relations training. The elements of heredity and environment are proffered as a basis for attitude and behavior formation. It is denoted that these elements are also instrumental in subsequent development of adult behavior.

As noted in the literature, the term "individual differences" embodies the effect of virtually unique heredity and environmental conditions to which each person is exposed. These differences are also partly determined by the growth in developmental trends, which varies from individual to individual and from time to time.

The existence of individual differences has been emphasized so that one might appreciate the overwhelming task that confronts any human relations instructor. With a kaleidoscopic array of individuals that might be expected in the average training program, it seems fitting to question the results that might be accrued from such training.

It is the conclusion of this thesis that human relations training can effect a positive change in attitude and behavior of some individuals. There is a small group of individuals who will not change their overt behavior

in spite of training, and there is another small segment who will develop in human relations techniques exclusive of training.

However, the majority of the population within any selected training group can be expected to develop and change in attitude and behavior. Each individual, according to some rate of growth that in all likelihood is unlike his fellow trainees on either side of him.

BEHAVIOR CHANGE THROUGH TRAINING

BY

ROBERT W. MESSERSCHMIDT

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PREFACE

The purpose of this paper is to investigate a particular ramification of human relations training. Of specific interest will be the problem of whether human relations training can effectively change the attitudes and behavior of the trainees in a training program.

In the first chapter, the problem is spelled out in more specific terms. The frequently used terms of attitude and behavior are defined and amplified with reference to their use in this thesis.

Chapter two delves into the areas of heredity and environment. A full chapter has been devoted to these two elements in an effort to display the devastating effect in producing what is known as "individual differences." As a result of their unavoidable influence, the individual emerges as a unique creature, virtually unlike any other person in composite characteristics.

The third chapter represents a survey of the development and growth. An attempt is made to correlate these trends with development in human relations through exposure to human relations training.

In the fourth chapter, consideration is given to some of the training techniques which one might encounter in a

training program. It offers some approaches which might be useful in establishing a program, as well as some points worthy of consideration.

The conclusions and recommendations of this thesis are set forth in chapter five. They represent an evaluation of the material presented in the bibliography and appear as the author perceived the complex of the written word.

Critical evaluations, billed as chapter six, serve a most important function in this paper. Three men, at discrete management levels at the Western Electric Engineering Research Center, were asked to read this thesis and were then asked to render their personal evaluation of the material. The author feels that their words, which reflect years of academic and industrial experience, contribute immeasurably to the worth of this thesis.

The author wishes to acknowledge the assistance of Prof. Joseph A. Rich, in the preparation of this thesis. His comments and criticisms served to create a logical presentation on the chosen problem. Appreciation is also extended to three kind, and patient young ladies who typed and re-typed the manuscript. They include Miss D. Pendyke, Miss J. Pendyke, and Miss M. Rosanio.

Robert W. Messerschmidt

June, 1960

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CHAPTER I

INTRODUCTION

It is the purpose of this paper to determine whether human relations training can effectively change the attitudes and behavior of the people for whom the training has been designed. This initially appeared to be a formidable task, with little or no prospect of a solution.

A preliminary investigation seemed to indicate that it might be difficult, if not impossible, to assess the value of human relations training. The results from a specific training program seemed to vary from group to group, as well as among individuals within any one group.

This was the sort of thing that initial thinking on the problem brought to mind. It was felt that a better answer could be found, and that is what this paper hopes to demonstrate.

METHOD OF SOLUTION

Having the problem stated, it followed that some method of solution was necessary in order to pursue the investigation. To avoid any involvement with a specific company, the author decided to limit his investigation of this problem to the literature available in the field.

While the attached bibliography is by no means an all-inclusive listing of the books in the field, it is felt that it does exhibit a cross section of significant material relevant to the problem.

Since the use of the terms attitude and behavior are generously sprinkled throughout the text, it seemed essential that these terms be defined in the terms of reference used herein. The following pages serve as an attempt to fulfill this endeavor.

ATTITUDE

The term attitude may be simply described as the way a person feels about something. This something would be anything, about which some feeling could be aroused; be it a real person or object, or an abstract concept.¹ Within the parameters of this writing, however, the attitudes will be concerned essentially with people.

An attitude toward someone need not be continuously felt, but would be more likely felt when that person is seen intimately or, recollected via the brain memory. This adds another dimension to the attitude picture. It indicates that attitude is a potential motivation with

¹Sartain, Aaron Quinn, Psychology: Understanding Human Behavior, p. 280.

respect to some individual.

The resultant action of a person may have been determined by many attitudes, combined to prescribe a specific course of action. Some of these attitudes could be diametrically opposed to one another, and some resolution of feeling would be required before the ensuing action would be acceptable to the individual.

Other dimensions of the term attitude might be described as direction (i.e. for or against), degree (i.e. a range from extremely unfavorable through disinterest to extremely favorable), and intensity (i.e. the manner in which we support our feelings).²

It is through the unique set of attitudes of the individual, that his peculiar way of observing things and his particular way of doing things emerge. Some of the conditions which give rise to the attitudes which a person may hold are covered in the following chapter on heredity and environment.

Stability of Attitudes

Specific attitudes will remain as guides for behavior so long as they work. Should some crisis arise, however,

²Ibid, 1, pp. 280-2.

with which the individual's attitudes are unable to cope, a change in attitude is most likely to result. Minor deviations from our beliefs are most likely to be considered as exceptions to the rule, with the original attitudes remaining unchanged.

As an example of the latter point, some people are prejudiced against persons of a certain nationality. Every individual of this nationality who errs in his ways, serves to strengthen this viewpoint. All their fellow countrymen, whose behavior is acceptable to society are merely exceptions to the preconceived notion that their behavior is less than perfect.

Change of Attitudes

The individual normally reflects the attitudes of the groups with which he is intimately associated. While this may tend to stabilize the thinking of the individual, it could conceivably produce the opposite effect of changing attitudes. This might be the case where the person's attitudes do not coincide with those of the group. Non-conformity within a group has its associated penalties, such as loss of prestige and lack of popularity.

Assuming that a condition of divergent attitudes exists, the friction of the anticipated change would be

dependent upon certain conditions.³

1. The amount of deviation from the group; minor anomalies might be tolerated.
2. The desire on the part of the individual to belong to the group; the greater the desire to belong the greater the pressure to conform to the norms of the group.
3. The demand for the individual by the group; the more important he is to the group, the greater will be the pressure to conform.
4. The greater the uniformity of the group, the greater will be the conforming pressures.

Attitude Study

A study was conducted to determine whether a person's attitude toward some situation could be changed by modifying his preconceived notions about the situation.⁴ It was believed that if an individual perceives a situation as one which will coincide with his goals, he is more prone to react favorably to the situation.

The population for this study was comprised of a

³Sartain, op. cit., 1, pp. 294-5.

⁴Carlson, E. R., "Attitude Change Through Modification of Structure," Journal of Abnormal Psychology, 1956, pp. 256-61.

dichotomy of college students, establishing an experimental group and a control group. Both groups were initially given an attitude test to measure their attitude concerning the admission of Negroes to a white neighborhood. They were also given a value questionnaire on which the subjects were asked to rate such items as the security value of real estate, and the prestige of America in the other countries. These items and some twenty-three others were rated as to:

1. the satisfaction that the subject would get from the indicated goal, and
2. how the admittance of Negroes in a white neighborhood would realize these goals.

After this, the experimental group only, was required to write an essay to show how the allowance of Negroes in a white neighborhood would enhance certain values included in the questionnaire mentioned above. The essay was supplemented by a discussion of the problems by the experimental group. Both techniques were designed to impress upon the subjects that the realization of the situation in question would not run contrary to the values they held.

Both groups once again took the tests that were given initially. The results indicated that the essay and discussion to which the experimental group was subjected had

a favorable effect in changing the attitude toward the named situation. The greatest change of attitude occurred in those whose former attitude was neither extremely favorable nor extremely unfavorable.

It is conceivable that the conclusions drawn from the previous study might be similarly applied to the problem of attitude change in human relations training. A key to the realization of the goal (i.e. change of attitude) was found in the correlation of personal values with the values peculiar to the new situation. No final judgment can be rendered on this problem of human relations training without testing the hypothesis under actual conditions. The attitude study does indicate, however, that the prospects for a change in attitude would be favorable.

BEHAVIOR

The manner in which one may perceive the attitudes of another is to observe his overt actions; that is, his behavior. For its use in this paper, the term behavior may be described as the physical response to stimuli. The stimuli could be external or internal, or both. It can therefore include feelings and thoughts, as well as the impressions from the surrounding environment.

One might raise the question of what is to be considered as the desired behavior that the training program

will ultimately create in the company. (It is expected that the training will instill in the minds of the trainees, the attitudes which will in turn generate the desired behavior.) The specific attitudes and behavior to be desired may vary from company to company, but the following characteristics of individual behavior may be considered as representative of the training goals.⁵

1. Follows the needs of the group rather than an individual conception of doing things.
2. Clarifies the expression of each individual in the search for group needs, without sacrificing minority opinions.
3. Attempts to objectively evaluate the work of the individual, apart from the individual as such.
4. Allows the group to satisfy its own needs by delegating power within reasonable limits.

SUMMARY

To reiterate the purpose of this paper, let it be briefly stated again. Simply stated, it is the purpose of the paper to determine whether human relations training can effectively change the attitudes and behavior of

⁵Smith, Henry Clay, Psychology of Industrial Behavior, pp. 266-7.

people. The following chapters serve as a means of evolving an answer to this problem.

The second chapter is devoted to various aspects of heredity and environment as they pertain to the determination of individual differences. It may be a moot point as to which has the greater effect on the individual, but it cannot be argued that they are both instrumental in producing characteristics which are peculiar to each individual.

Some of the factors and trends related to human relations development are covered in chapter three. The developmental trends of the individual, and the relative merit of training in the promotion of growth along these lines will be surveyed.

The matter of training techniques is covered in the fourth chapter. While not all techniques are covered here, it was felt that those included are effective in changing attitudes and behavior. The justification for inclusion of this chapter is based upon the premise that an inclusion of training techniques which might lead to the desired goals, is an integral factor in the study of this problem.

The remaining chapters summarize the material and

offer conclusions and recommendations gleaned from the text of the material. It is not to be inferred that the conclusions and recommendations offered, represent the last word in a study of this type. It is for the reader to take them for what they are worth.

CHAPTER II

HEREDITY AND ENVIRONMENT

While environment is an important factor in the study of human development, studies have indicated that heredity may also play a substantial part in the growth of the individual.⁶ To put this another way, the adult man or woman reacts to stimulus in a manner which is peculiar to that individual. This individuality is dependent upon three elements; the cell, containing human chromosomes, from which the individual developed; secondly, the particular chromosomes inherited from the germ cells of the parents; and thirdly, the environmental conditions which will be discussed at the end of this chapter.⁷

This chapter on heredity and environment was not written to fill up the space between the covers of this book, but was written to serve a very definite purpose. That purpose being to acquaint the reader with areas associated with the development of the individual personality. It is through this duality of influence (heredity and environment) that the "individual" emerges; a unique

⁶Super, D. E., Appraising Vocational Fitness, p. 404.

⁷Carmichael, Leonard, The Making of Modern Mind, p. 28.

creation shaped by inherited characteristics and by the environmental atmosphere in which he is immersed from birth to death. The resultant diversity of each individual is sometimes referred to in the literature as "individual differences."

One might question the relationship between individual differences and human relations training, or more basically, question the relationship between heredity and environment, and human relations training. To include the former, in a study of the latter, one might justify this on the basis of recognition of individual differences as being essential to harmonious relations. Of course there is more to the promotion of good relations than the mere recognition of individual differences. Individual action and reaction must mirror this recognition of individual differences. Individual action and reaction must mirror this recognition, but this will be discussed in greater detail in subsequent chapters.

HEREDITY

The area of heredity is covered first in deference to its initial influence in human development. There are many ramifications of this subject that could be covered, but this is not the intent of the discussion. The primary objective is to emphasize that heredity contributes to the

emergence of individual differences.

Each individual develops from a fertilized egg that contains a virtually unique set of chromosomes which determine human characteristics. The particular set of chromosomes, with which each person is endowed, is formed purely by chance. The process allows almost no chance for an exact duplication of characteristics, except in the case of identical twins, where a single egg splits into two. The details of the process will be discussed in the following pages.

Basic Structure of the Organism⁸

The building block of any organism is the cell, which may range from one cell for the unicellular Amoeba, to billions of cells in complex organisms. There are certain characteristics which are common to cells, that may be found in any animal. Essentially the cell consists of a nucleus, cytoplasm, and a cell membrane. The cell nucleus contains a substance known as chromatin, which separates into structures known as chromosomes during cell division. The chromosomes may be observed as dark bodies in the nucleus and may vary in size or shape, depending upon the organism; but are always alike for a particular species. These small, dark bodies carry and transmit the heredity

⁸Munn, Norman L. The Evolution and Growth of Human Behavior, pp. 14-21.

traits of an individual.

In the human being, each cell contains 48 chromosomes (two of a kind), with the exception of the reproductive cells which contain only 24 chromosomes. At the time of conception, the fertilized ovum (known as a zygote) divides and each new cell again contains 48 chromosomes, identical to those contained in the original cell. This is accomplished through a process known as mitosis which temporarily effects a doubling of the chromosomes (96), whereby there are four of a kind instead of the usual two of a kind. Subsequent cells continue to divide, and this multiplication of cells continues until the requisite number of cells has been formed.

It was mentioned previously that the reproductive cells, which lie dormant until the time of puberty, contain but 24 chromosomes. This means that the father contributes only one-half of his available number, and likewise the mother contributes but one-half the chromosomes available in her cell structure. At the time of fertilization, the full complement of 48 is restored.

Chance plays a great part in the determination of inheritance. By a process known as meiosis, the reproductive cells multiply and undergo germ cell maturation. The 24 chromosomes contained in a particular ovum or

sperm occur purely by chance. Also, the particular sperm which fertilized a given ovum is dependent upon chance.

The zygote or fertilized ovum divides according to the mitotic process, forming two cells, which again divide to form four, and so on. These cells are similar in their chromosome make-up, but later begin to differentiate in their cytoplasmic constitution. It is in this manner that the various parts of the body are formed. It must be mentioned, however, that the differentiation is a function of the chromosomes and the environmental influences to which the cells are subjected.

To again refer to the zygote; this cell contains 48 chromosomes or 24 pairs, and to each pair father contributes one chromosome and the mother one chromosome. If the traits represented by a pair of chromosomes are identical, then this trait will appear. If one of the traits is dominant, then this will be the determining factor in appearance of the trait. On the other hand, should neither chromosome evidence the characteristic of dominance, the resultant trait will appear to be a compromise between the two traits of the parents.

The laws of heredity discovered by Mendel are equally applicable to the human being as they are to the maize plant. The processes of cellular division and germ cell

maturation in man are not very much different from those found in the lowly grasshopper. When sexuality and cross-fertilization have been established as a means of reproduction, as opposed to asexual or self-fertilization means, the chances for hereditary variability increases many fold.⁹

Development of Body Functions

As the individual develops and passes through successive levels of maturation, the mind of the individual emerges. Growth changes take place in the body, and patterns of behavior are established. Nerve cells become myelinated; i.e. they become fully functional as they acquire their insulating sheaths. The brain and other parts of the nervous system grow as the individual develops, and establish responses to the various stimuli encountered.¹⁰

The brain serves a most important function in the process of adaptation to the external environment. It receives sensory impressions with information stored from past experience. Suitable reactions are established and the necessary motor nerves and effectors are energized to

⁹Montagu, M. F. Ashley, Anthropology and Human Nature, p. 115.

¹⁰Carmichael, op. cit., p. 73.

give expression to the brain commands.¹¹

The approximate dimensions of the human brain are eight inches long, six inches across, and four inches deep. Within its mass of three pounds there are about ten thousand million nerve cells. In the past, theories have been advanced to correlate brain size with capacity for intelligence, but there seems to be no definite proof to corroborate such findings.

While the brain has been referred to as the center of bodily functions, it must be kept in mind that its development and functioning are dependent upon all other parts of the body. A ductless or endocrine gland known as the thyroid may be considered as an example of a partner in such a relationship. It has a shield-like appearance, from which its name was derived, and it is situated on either side of the windpipe. A malfunction of this gland in the early years of life will produce a condition of mental retardation known as cretinism.¹² Some of the anomalies which characterize this disorder include dwarfness, bow-leggedness, and a level of intelligence which normally lies in the imbecile range.

¹¹Campbell, Charles Macfie, Human Personality and the Environment, pp. 65-6.

¹²Hawkes, Jacquetta, Man on Earth, pp. 104-5.

A structure within the brain which, as yet, is only slightly understood may prove to be of great importance in understanding the development of mental power.¹³ It is comprised of a network of tissue situated around the thalamus and it is known as the diffuse reticular system. This network, although present in primitive creatures, plays a part in the basic human learning process. Present knowledge indicates that it seemingly functions to channel information, gathered by the senses, to most parts of the cerebrum. It is free from specialized automatic functions, so that it is capable of adapting to the changing and unexpected environment conditions.

Each person, by virtue of his unique combination of genes, is different from any other person in facial characteristics, bodily type, color of eyes, hair and skin, shape of head, tendency to baldness, and so forth. With traveling distances between countries seemingly shrinking as faster means of transportation are devised, the possibilities of interbreeding between races, as well as within races becomes greater.¹⁴ As such, this will contribute to an even wider range of individual differences.

¹³Ibid. p. 112.

¹⁴Berrill, N. J., Man's Emerging Mind, pp. 243-4.

It is not only in the visually perceptible characteristics that human beings differ, but also in physiology, and every quality of the mind and spirit.¹⁵ Each person has his own sense of taste and smell, his own likes and dislikes, his own place on the masculine-feminine scale, and his own way of doing things.

ENVIRONMENT

The part that environment plays in the development of individual attitudes and temperament cannot be ignored nor minimized. The individual is immersed in an environmental atmosphere from conception until death. It will be the intent of this part of the chapter to delve into some of the areas that make up the environment of the individual.

It has been theorized that even the human fetus is influenced by environmental conditions. Researchers in the area believe that some of the responses of the fetus may be conditioned reactions rather than the sole result of the maturational process. Controlled experiments have shown that the late fetuses are susceptible to conditioning, and point to the possibility of conditioning

¹⁵Ibid, p. 247.

by means of the natural environment under normal prenatal conditions.¹⁶

Individuals will react to social pressures as they perceive them, by virtue of their own individual personalities and backgrounds. It cannot be construed, however, that anything one comes in contact with is an environmental factor. The mere presence of objects or people do not necessarily prescribe environment; the objects or people must serve as stimuli to the individual.¹⁷

Social pressures, as manifested by parents, families, cliques, circles of friends, fellow workers, communities, and public opinion in general, eclipse all other influences in determining the kind of person we are.¹⁸ These pressures have a greater influence on us than we might like to give them credit for.

These pressures might be considered the "hidden persuaders" of the interpersonal world. Their effects are quite profound, yet operate in a subtle, unobtrusive fashion. Just as advertising deftly establishes our buying motives, in a like manner, social pressures inexorably

¹⁶Munn, Merman L., The Evolution and Growth of Human Behavior, p. 179.

¹⁷Anastasi, Anne, Differential Psychology, p. 64.

¹⁸Lindgren, Henry Clay, The Art of Human Relations, p. 42.

share in the process of character formation.

The individual has certain distinct characteristics which are the result of many influences.

"We refer to such things as the environment into which we were born, the character and personality of our parents, the nature of our family life during the formative years, the influence of events and associations which have conditioned our attitudes toward life, toward others and toward ourselves." ¹⁹

It can be seen that the home environment has a decided effect upon the individual. It is usually not this environment alone which molds the individual. There are many contacts outside the home which also make their mark; the school, the church, the social clubs to name a few.

It is not the purpose here to determine which has the greater influence, for each individual has his own sphere of influence which is unlike the next man's. What is important, is to recognize these factors for what they are; subtle influences that make us what we are.

Home Environment

It is in the home that the individual, as a child, first gains a knowledge of its surroundings. It is here,

¹⁹Houston, George C., "Toward Better Self-Understanding." Personnel Journal, p. 287.

too, that patterns may be established which could have an influence throughout the life of the individual.

An author (his name was not remembered, but that which he wrote and considered quite profound was remembered) expressed the thought that parents breed parents. It is believed that he wished to convey to the reader, the impact of influence which parents have upon their children. The child develops and mirrors the parents in adulthood, unless other factors exert a greater influence; be this good, bad, or indifferent.

Parents evidence many manifestations of inferiority and inadequacy. They are constantly striving for goals which will satisfy them. Comparison is made with others in the acquisition of homes, automobiles, and other worldly possessions. In attempting to attain these possessions, they are constantly met by frustration and disappointment.

The parent may be rebuffed in the "outside world," but in the home he is supreme. Here, he may manipulate the child as he sees fit, and he may provide no allowance for the child to question authority or step out of line. The constant "don't" makes the child feel inferior and insecure in the presence of the adult world.²⁰

²⁰Cantor, Nathaniel, Learning Through Discussion, pp. 15-19.

Work Environment

Another area in life which has an influence upon the individual is that of the work situation. It is here that the relationship between modern man and his fellow man may be observed. Erich Fromm points out that today's human relations erect a barrier of superficial friendliness and superficial fairness which masks the indifference and subtle distrust of management.²¹ The employer uses his employees and the salesman uses his customers. The relation between individuals is relegated to that of commodities to be bought and sold, but to be treated kindly since they may be of value at some time in the future.

The results of a study which evaluated the effects of a leadership training course (after foremen returned to their work environment), indicated some interesting points for discussion. No significant relationships were found between personal data items and scores in the questionnaires measuring the attitudes and behavior of the foremen. It was found, however, that there was a correlation between the attitude of the foreman and the kind of boss under whom the foreman had to operate. There was generally found to be a direct relation: a considerate

²¹Fromm, Erich, The Sane Society, p. 139.

boss and an associated considerate foreman.²²

The above-mentioned study indicated that the old way of doing things in the plant was still the most effective in soliciting the boss's approval.²³ In reflecting the results, it appears essential that the proper plant environment be provided to foster the principles derived from a leadership training course. For without this condition the training might well be a waste of time with the foremen reverting to the old methods, since they are the "acceptable" methods. A concensus of the participants in this leadership training program indicated very high interest and a frequent comment that the boss should take the course also.²⁴

In the preceding study, there was no reference made to the type of questionnaire used to measure the attitudes and behavior of the foremen. In addition, there was no indication made as to the method employed to solicit this information. This might raise some doubt concerning the data thus obtained (i.e. data and conclusions derived from the questionnaire only), but not necessarily concerning the entire study.

²²Fleishman, Edwin A., "Leadership Climate, Human Relations Training, and Supervisory Behavior, *Personnel Psychology* P. 211.

²³Ibid., p. 215.

²⁴Cantoni, Louis J., "Emotional Maturity Needed for Success in Business," Personnel Journal, pp. 173-4.

People will either continue to grow in emotional maturity or they will regress during high school and for at least ten years thereafter. If it is true that individuals may still be malleable and subject to change, then it behooves the organization, for example, to provide the desirable environment so that the changes will go in a positive direction.²⁵

As was pointed out earlier, it is not enough to provide the supervisor, foreman or manager with verbal understandings and laboratory skills. He must be convinced that other members of management, both above and below him, will support any contemplated changes in behavior. It appears evident that the best support which could be offered, would be the exemplification of the desirable management principles by all members of management.²⁶

Quite obviously the employer cannot alter what has happened in the past, nor can he effectively change the environment outside of working hours. The latter might be debated if one refers to The Organization Man, by William H. White, Jr., in which he refers to the profound influence of the organization on the employee and his wife,

²⁵Loc. cit., p. 222.

²⁶Ibid., p. 176.

outside the normal hours of work.²⁷ At the levels of organization considered here; however, this does not appear to be of great importance.

The time remaining (more specifically the hours of employment) represents the time when employees are subject to the influence of the organization. J. N. Stanbery, then the Vice President of the Illinois Bell Telephone Company, had this to say about industrial environment:

"What we are really trying to do is to provide the climate, or the atmosphere, or the soil, whatever you wish to call it, in such a way as to encourage the individual manager to grow and develop to the maximum of his ability."²⁸

SUMMARY

In the few preceding pages, the reader has been introduced to the elements of heredity and environment. Their influence was partially traced to the ultimate fruition of individual differences, which render the human relations training problem as nothing short of arduous. Many of the training techniques that will be discussed herein, may serve to enlighten people about individual differences and how these differences might be taken into consideration when dealing with others.

²⁷Whyte, William H. Jr., The Organization Man, p. 175.

²⁸Stanbery, J. N., "Illinois Bell Management Development," Personnel Journal, p. 184.

CHAPTER III

DEVELOPMENT IN HUMAN RELATIONS

It was shown in the previous chapter how the elements of heredity and environment have a marked influence upon the individual. Each man possesses a virtually unique set of covert and overt characteristics, which sets him apart from his neighbor across the street, or across the world.

The differences between individuals may be ever so small, or they may be "miles apart." That there are differences in individuals, be they large or small, is a point worthy of consideration in terms of human relations training. It is these differences and individual growth patterns that contribute to individual differences, which will be surveyed in this chapter. The relative value of training, in the development of the individual along the various growth patterns, will also be covered.

DEVELOPMENTAL TRENDS

In the process of development, as the child merges into adulthood, one can observe various developmental trends which characterize the process. All individuals follow these trends, but at various rates with respect to one another. The following items are presented as a means

by which the rather nebulous growth of the individual might be more accurately determined.

1. Man tends to develop from the passive state of infancy, to that of increased activity in adulthood.²⁹ This may also be represented by the characteristic of initiative.

2. He also tends to develop from a dependent child to a relatively independent adult. This occurs when the person is freed from the behavioral rules of the family, and he is able to establish his own patterns of behavior.³⁰

3. He tends to develop from an infant with few expressions of behavior, to an adult with many behavioral patterns. Adulthood is a new dimension in life which can offer many more compensations than youth.³¹

4. The individual develops deep and lasting interests that offer challenge and reward. There is a certain satisfaction gleaned from the complete investigation and ultimate solution of complex problems.³²

²⁹Blank, Robert F., and Glenn V. Ramsey, Perception, pp. 206-13.

³⁰Erikson, E. H., Childhood and Society, p. 58-65.

³¹Overstreet, H. A., The Mature Mind, p. 282.

³²White, Robert W., Lives in Progress, p. 339.

5. Behavior becomes more of a function of a longer time perspective as the person develops, so that the past and future are of prime importance, and the immediate is of secondary concern.³³

6. The individual tends to supplant the subordinate position held in the family and society as an infant, by a status equal to or above his contemporaries.³⁴

7. As the individual grows and matures, he tends to develop a sense of function and significance. He realizes that man is on earth to make some contribution to mankind, to the best of his ability.³⁵

Here in a nut-shell, are some of the trends which an individual follows in the course of development from infancy to adulthood. It can be expected that each individual will vary in his rating on the development scale (if such a scale were established), and it is also possible that any one individual might vary in specific ratings at different times.

³³Lewin, Kurt, Resolving Social Conflicts, p. 105.

³⁴Argyris, Chris, "The Individual and Organization: Some Problems of Mutual Adjustment," p. 4.

³⁵Overstreet, op. cit., p. 52.

ANALYSIS OF DEVELOPMENTAL TRENDS

The developmental trends that have been enumerated can be related to the problem at hand; that of human relations training. As a hypothesis, it is proposed that the fictitious rating given to each individual on the basis of the aforementioned trends, has a direct correlation with receptiveness and retention of human relations training.

The following discussion of the developmental trends is presented in an effort to tie in these factors or trends with human relations training and development. The factors are covered in the same sequence as they were initially given.

1. Man changes from the passive state to the active state. As he develops in this phase, he acquires initiative and drive which enables him to get things done, and may also enable him to encourage others to accomplish certain functions. The matter of getting others to perform certain functions with a minimum of friction normally warrants some human relations techniques. While a select group of the population is inherently adept at such techniques, the remainder must be exposed to the proper environment and/or training to encourage and stimulate good

human relations.

2. Man changes from a dependent individual to an independent individual. With freedom from family pressure, the individual can establish a pattern of behavior best suited to the needs of that individual. Training at the right time during development might influence the establishment of behavior most suitable to the individual and the organization.
3. Man develops a multitude of behavioral patterns. With this increase in behavioral expression, one may associate new ways of expressing thoughts and ideas. Such flexibility of expression would allow the individual to select from a latitude of behavior most appropriate to the interpersonal situation at hand.
4. Man cultivates profound interests. As he grows, his interests change from the superficial ones of childhood to the more stable and deep interests associated with adulthood. In human relations, as in any other field of endeavor, mere surface interest cannot be tolerated. A complete understanding of human relations principles requires a concerted effort on the part of the trainee, which should perpetuate beyond the official termination of the academic training.
5. Man acquires a longer time perspective. He becomes

aware of the importance of past and future events in governing immediate action. With proper guidance and training, he may be made aware of the significance of long range planning in conjunction with the activities at the moment. In time, the individual becomes adept at making decisions which are based upon all relevant past experiences, and which recognize possible future implications as they appear at the moment.

6. Man acquires a status of equality or perhaps a status of superiority with respect to his peers. The degree to which such a status might be respected by others is in part dependent upon proficiency in human relations. A title appended to a man's name does not necessarily guarantee an unanimity of cordial employee-employer relationship. It should not be inferred, however, that a level of status is necessarily a function of human relations between individuals or groups of individuals. The emphasis is on recognition by others, of the status that has been attained in the normal progression or promotion inherent in the organization.

7. Man develops a sense of function. At some time in his life he realizes that there are certain goals which he is aspiring to. As time passes, these goals

are subject to revision in the light of new circumstances or greater wisdom, and new ones may be added as a consequence of growth and development. These goals may be as pretentious and significant as the individual might like to make them. It is anticipated that training might aid in stimulating the formulation of concrete, significant goals.

DEVELOPMENT IN TRENDS

If an individual were to develop to the maximum in each trend during the process of natural growth, there would appear to be little need for a formal training program designed for this purpose. Experience has shown that individuals do not necessarily develop these skills automatically, nor to the fullest extent possible.

At this point, it should be mentioned that not everyone is capable of maximum expression of these trends or skills. Society tends to limit the range of expression through such devices as norms and mores.³⁶ A second limiting factor is the individual's own personality. Together, these factors tend to limit the individual's expression of personality.

³⁶ Argyris, op. cit., p. 5.

ATTITUDE AND BEHAVIOR CHANGE

With the aforementioned trends in human development as a background, some consideration can now be given to the problem of attitude and behavior change via training. The previous discussion hinted that training might expedite the development of the various trends in human behavior. It was also stated, however, that each individual has a limit to the possible development in each area which may fall short of the maximum growth potential.

Change as a Function of Perception

The manner in which an individual evidences attitude and behavior, is in part, dependent upon the manner in which he perceives a situation. The perception of some object or occurrence is a function of past experience or individual purpose. Basic attitude changes cannot be expected to occur unless there is an associated change in individual and social purposes, which are closely related to the role of perception.³⁷

It can be said that particular attitudes and behavior may be associated with a particular level of status and purpose in life. To effect a lasting change in attitude,

³⁷Stacey, Chalmers L., and Manfred F. DeMartino, Understanding Human Motivation, p. 306.

it is essential that the individual dis-associate himself from previous group identification and identify himself with some new group or groups.³⁸ Identity with the former group must be completely severed, so that the individual may become personally involved in the purposes of the new group.

Attitude and Behavior Change in an Actual Program

As an illustration of what might materialize from a training program with respect to attitude change and human relations skill, a report on a specific program at the Harvard Business School was selected. The report was written by F. J. Roethlisberger (with the assistance and collaboration of others), who was also instrumental in the Western Electric Hawthorne studies in the late twenties.³⁹

The following observations were gleaned from the pages of the report, and serve as a consensus of opinion of the authors in their evaluation of the program. It should be mentioned that the report referenced here is not a final report on the program, but an interim report on its status as of the end of the third year.

³⁸Ibid. p. 308.

³⁹Roethlisberger, F. J., Training for Human Relations, pp. 3-29 and 115-180.

These are some of the concepts that were derived from the report as this author perceived them.

1. The trainees found that it was difficult to avoid falling back into the old way of handling a situation when faced with a bona fide, concrete problem. It was felt that this difficulty was not necessarily insurmountable, and would be appreciably overcome with conscientious practice and "sweat."
2. To acquire the so-called skill of human relations in this complex world, it was concluded that the individual had to learn to deal with conflicting, and at times disagreeable feelings created by the interaction of real people in real situations.
3. Some individuals apparently acquired the skill of human relations without any conscious effort on their part or special training environment. For the many individuals remaining that have the misfortune of lacking this ability, there is comfort in the thought that it may still be had with the investment of some practice and hard work. Each person will grow in skill at a different rate, and there is no guarantee that everyone will fully acquire this somewhat nebulous skill. It must be concluded, however, that a properly designed human relations training program will contribute to the development of the all encompassing skill.

Understanding of One's Self

Improvement in human relations practice requires the understanding of personality structure in others; but above all, it requires the understanding of one's own self. (It seems fitting at this point to quote from Socrates, who succinctly stated: "Know thyself.") The individual must be able to distinguish between his own needs and the needs of others, and to recognize that they may be satisfied in many different ways. Complete recognition of this requires self-control as well as self-understanding; a most difficult pill to swallow. The tendency of the individual is to express his views and feelings rather than listen to the feelings of others.

SUMMARY

It has been shown that man does develop at some rate and that there are numerous developmental trends along which one develops. Development in each trend will vary from individual to individual, as well as from one period in time to another for each individual.

The rate of development in these trends might be stimulated if the person were exposed to human relations training. A study made on this kind of training was referenced in this chapter. The study, made at Harvard, indicated that some improvement might be expected in some

individuals as a result of human relations training.

It was noted that some individuals acquire the human relations skills without the benefit of training, and others do not acquire them in spite of the training. By and large, however, the training seemed to have some positive effect on most of the trainees.

To say that human relations training has no effect in changing attitude and behavior would not be altogether correct. Neither would it be correct to state that such training had a positive effect in changing attitudes and behavior in every individual. A safer, and perhaps more correct conclusion might be to adopt some "middle of the road" answer to the problem, with some preference given to the positive change answer.

This chapter has presented some of the trends associated with human growth and development, and their possible correlation with human relations training. The following chapter will cover some of the techniques that seem to be pertinent to such training, with the intended goal of positive attitude and behavior change.

CHAPTER IV

TRAINING

This chapter has been designed to present some of the techniques and problems related to human relations training. The ramifications of individual differences, as they were pointed out in previous chapters, were kept in mind as some of the facets of training were considered.

No specific rules will be given for the establishment of a training program, but instead some guiding principles which will aid in the development of a satisfactory program. The latter term of "satisfactory" is somewhat nebulous, in that the results of a specific program may be evaluated quite differently from company to company. The responsibility for determining what is right for a specific company rests squarely with its management, who must integrate the established company philosophy with the training.

INDIVIDUAL DIFFERENCES

In the search for more effective management training, the area known to psychologists as "individual differences" may add new or improved techniques to current methods. It has been stated as a "...hypothesis that men who differ in their patterns of cognitive abilities and skills will learn more effectively when trained with correspondingly different

methods."⁴⁰

The knowledge and skills which an individual acquires from training is largely dependent upon his relevant past experiences.^{41, 42} The conditions under which these experiences may be acquired were in part detailed in the discussion of environment. The growth of the individual, in the sense that growth here is being considered psychological, is essentially determined by social conditions.

While on the one hand social conditions may create individual differences, on the other hand they may also create individual similarities. By virtue of the economic system within which the individual must operate, a leveling factor functions, as the need for self-preservation forces him to accept the standards set up by society.⁴³

In spite of the pressure of society to make the individual conform, individual differences do exist in our society. It would then seem reasonable to expect that the recognition of such differences might contribute to the improvement of training techniques, and to the

⁴⁰Edgerton, Harold A., "Some Needs in Training Research," Personnel Psychology, p. 23,

⁴¹Anastasi, Anne, Differential Psychology, p. 197.

⁴²Drucker, Peter F., The Practice of Management, p. 376.

⁴³Fromm, Erich, Escape From Freedom, p. 18.

ultimate improvement of the man or woman exposed to such training.

USE OF STRESS IN TRAINING

In analyzing certain aspects of human relations training, there appears to be a certain degree of ambivalence in personal relationships which must be overcome before training can become most effective. First, there is the factor of competition among supervisors who are ostensibly "working together" for the common goal of the organization.⁴⁴ This in itself poses a serious threat to the ultimate success of a training program.

The second point to be made here is that of the stimulation required to motivate the learning process. Without the dissatisfaction of present achievement (as compared to the achievement of others), the subsequent tensions and anxiety would not materialize, and the learning process might not function at all.⁴⁵ It appears evident that the elimination of tensions and anxiety would cause the learning process to suffer. This might lead one to accept the concept of competition among supervisors, if for no other reason than to generate a level of

⁴⁴ Argyris, Chris, Executive Leadership, p. 73.

⁴⁵ Ibid., p. 105.

anxiety as a prerequisite to learning.

Stress Related to Learning

The use of stress has been mentioned as a tool in the process of changing attitudes and behavior. The application of stress in the learning process might be likened to the introduction of the catalyst in a chemical reaction. Just as the chemical process must be carefully controlled, so the learning process must be guided by competent people if satisfactory results are to be realized.

This type of learning has been referred to as "gut-level" learning, by virtue of the induced anxieties, threats, or conflicts. It is believed that by use of stress in learning, the goal of improved attitudes and behavior may be reached.⁴⁶ If people are not at all dissatisfied with their current performance and undergo no stress or tension, the learning process may not progress at all.

Improvement Resulting From Stress⁴⁷

When supervisors in a training program were confronted with objective evidence about themselves, there was outward

⁴⁶Blansfield, Michael G., "Stress in Management Training," Personnel Journal, p. 291.

⁴⁷Tarnopol, Lester, "Training Supervisors by "Feedback," Personnel Journal, pp. 92-5.

manifestation of tension which appeared greatest in the lowest-rated individuals. Relief from this tension could be obtained by one of two ways; by individual change or by flight. At this point, a well-qualified person was prepared to handle the supervisor in a therapeutic manner so as to help him through this difficult period.

Some of the improvements noted in the personnel after completion of the program included:

1. Increased supervisory sensitivity to employee needs.
2. More often, supervisors brought workers into democratic discussions.
3. Communications flowed more freely, both up and down.
4. Individual and group morale was raised.

These improvements are an indication of the results that this program produced. They point out that a well-designed program can effect a positive change. The trainees had returned to "know thyself" as fundamental to leadership training. If the supervisors were to successfully handle the hostility of employees, their own personality needs had to be handled first.⁴⁸

⁴⁸Ibid., p. 95.

FEEDBACK

The use of feedback represents a potent factor in areas of training and self-development. Essentially, the term represents the process of collating specific, overt characteristics of an individual, and subsequently feeding this information back to him. The intent being, of course, to point out characteristics of that individual which may not coincide with those desired by the organization.

Its use in training and development may be considered as a facet of the stress component of training mentioned earlier. Applied skillfully, this device could prove to be invaluable in developing and instilling the necessary skills which one associates with human relations.

Consideration of Application

It cannot be emphasized too strongly at this point, that the approach to this technique is important to its ultimate success. The person who feeds back the information to the individual must be selective in his choice of words and he must be prepared to handle the tensions that might arise from such a situation.

Behavior Control

The electrical engineer, upon hearing the term feedback, would most likely think of an electronic amplifier

in which part of the output is fed back to the input of the circuit. This causes a decrease in gain, but results in an amplifier with certain advantages over nonfeedback amplifiers; namely, increased stability and reduced distortion.⁴⁹

In the sense that feedback is used in management training there is also a goal of increased stability - that of the supervisor. It is also the goal of this training to reduce the distortion of communication between the worker and the supervisor. The principle of feedback may be viewed as the scanning of our behavior for success or failure, with the results modifying future behavior. Learning takes place only if the information that is fed back changes the general method and pattern of performance.⁵⁰

RESPONSIBILITY OF SUPERVISION

As effective as any formal training might be in establishing good human relations, the supervisor's superior still has the responsibility of amplifying and supplementing the formal training. The burden of responsibility for supervisory growth in human relations rests squarely on the shoulder of upper management.⁵¹

⁴⁹ Rideout, Vincent C., Active Networks, p. 170.

⁵⁰ Wiener, Norbert, The Human Use of Human Beings, p. 61.

⁵¹ Taylor, Erwin K., "Management Development Begins at Home," Personnel p. 37.

In addition, top supervision must set the example that they expect others below them to follow.⁵² Studies have shown that the environment, policies, and general work atmosphere imparted by the upper echelon, filter down through all levels in the organization. For this reason, the value of setting a prime example at the top cannot be overlooked in the search for better human relations.

SELF DEVELOPMENT

A theme which has become familiar by virtue of repetition in the literature, is that of the necessity for self-development of management personnel. The thought has been expressed that business is neither competent, nor obligated to substitute its efforts for the efforts of the individual.⁵³ A planned development program, particularly in a large organization, should only be considered a necessary supplement to self-development activities. The management training classes alone do not appear to be the panacea that some people might expect them to be.

⁵²Argyris, Chris, "Human Relations in a Bank," Harvard Business Review, p. 71.

⁵³Drucker, Peter F., The Practice of Management, p. 187.

Management should provide such things as the proper environment, guidance, encouragement, and challenging job opportunities.⁵⁴ However, the responsibility for development within the limits of ambition and inherent capacity should rest with the individual. Training itself cannot instill the desire to develop oneself; this must come from within before the educational or developmental process can proceed.

TRAINING -- AN INDIVIDUAL MATTER

Training the individual becomes more of an individual problem as the educational process continues. The factors of heredity and environment have been presented in an effort to make the reader aware of their influence in producing individual differences. Recognizing that individual differences do exist, it is then necessary to tailor the training program accordingly. While group meetings have been found to be desirable in scrutinizing the basic problems of supervision and leadership, it has been found equally desirable to conduct further training on an individualized basis.⁵⁵

If the individual is to be trained, with improved attitudes and behavior as a goal; then this goal must be

⁵⁴ Saltonstall, Robert, Human Relations in Administration, p. 423.

⁵⁵ Parker, Ralph C., "We Use Seven Guides to Help Executives Develop," Personnel Journal, p. 347.

evaluated in view of the individual. It is necessary to spend time to find out what kind of a person he is. A detailed job description might serve as a guide in training him for his present position and for better positions in the future. Thus, skillful observation on the part of the instructor in conjunction with a carefully prepared job description that spells out the goals of training, can immeasurably aid in the execution of a training program.⁵⁶

PROGRAM PLANNING

In planning a training program, the director of training should keep in mind that he must work with the people that are available in the company. They may consist of individuals with a varied amount of schooling, various levels of native intelligence, and a range in aptitude for, and interest in, further training. There might exist, also, a distrust of any formal training program because of reasons such as pride, fear, laziness, or indifference.⁵⁷

To utilize management training most effectively,

⁵⁶Ibid., p. 347.

⁵⁷Tead, Ordway, Human Nature and Management, pp. 255-6.

the results of current training should be carefully monitored to select those areas in which training "pays off" in changed attitudes and behavior. It is of course implied that the change is in a positive direction, as defined by management. There are some qualities that appear to be capable of development by training, and there are others that are not.⁵⁸ It appears desirable, from the standpoint of efficient utilization of training time, to concentrate on those areas of training which will buy the most in management improvement for the time and money invested.

SUMMARY

Some of the aspects of training, as related to individual differences and past experience, have been presented for their ultimate acceptance or rejection by the reader. Whether one takes the former or the latter viewpoint makes very little difference. It is anticipated however, that this presentation on training will stimulate some thought in the matter and perhaps even serve to initiate the modification of an existing program.

The "secret ingredient" of stress in learning was emphasized as the required element in starting the learning process. For, of what value is a well designed training

⁵⁸Ibid., p. 157.

program if the trainees fail to take anything with them upon completing their respective courses?

The technique of feedback was mentioned as a possible adjunct to the training course. Its effectiveness in changing behavior was established in the text, and its use in other areas might prove to be of benefit.

Supervision's responsibility for human relations training does not end with the assignment of men to specific training courses. It can only be expected that these courses will help build the foundation on which the individual may be expected to grow.

Once this academic foundation has been established, further development in human relations represents a two-fold function. Supervision has a certain responsibility for augmenting the formal training received by the individual; particularly in such areas as company policy and general operating procedures.

The other side of the coin represents the individual's own responsibility for development. No amount of training or supervisory assistance can accomplish this purpose, if the individual does not have the desire within himself to learn. This is necessary, both in the initial classroom phase of the training, and later in the self-development phase in human relations.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In the preceding chapters, the author has strived to present some of the factors relevant to human relations training. This was done in an effort to evaluate and, in a sense, attempt to offer some answer to the problem of whether human relations training can effectively change attitudes and behavior.

As was mentioned earlier in this work, the conclusions and recommendations to be presented are not necessarily the last word, nor are they necessarily the only results that might be inferred from the available information on the problem. The conclusions and recommendations are based upon the assimilation of a diverse selection of sources relevant to the field under study.

Primary Goal

The primary goal of this thesis has been one of seeking the answer to the problem of attitude and behavior change. To simply answer the problem, it can be stated that human relations training can effectively change the attitudes and behavior of individuals. The phrase, simply answer, was carefully chosen with malice aforethought; for

such a positive answer to a debatable problem of this kind cannot stand without qualification.

It must be recognized that the training program must be properly designed for the particular company. A particular plan may work well in one company, and may not work at all in another company. It is therefore important that the program be tailored to fit the needs of the people that will participate in the training. As the various employees rotate through the program, it may become necessary to revise the format in an effort to adjust to the specific requirements of the new trainees.⁵⁹

Individual Differences

Considerable effort was taken to establish the possible sources and existence of individual differences. Through the virtually inevitable elements of heredity and environment, it was shown how the human characteristics might be developed over the years. It has been concluded by others, that the acquired characteristics peculiar to an individual may be of such a nature that he may never acquire good human relations.⁶⁰ The Harvard study denoted a variable rate of learning for training of this kind, and it has also

⁵⁹Odiorne, George S., "Five Manager Development Problems," Personnel Journal, p. 8.

⁶⁰"Is Human Relations Hurting Us?," Personnel Journal, p. 264.

been disclosed elsewhere that the learning may not proceed at all under certain conditions or with certain people.

Stress in Learning

This naturally leads into the discussion of stress in learning as covered under the chapter on training. There are experts in the field who feel that a certain amount of stress and anxiety is necessary to commence the learning process. Perhaps this might be likened to the application of flux to make the solder flow; or more appropriately, the establishment of a deadline for the completion of a thesis. In any case, stress may be considered as an agent which, if applied judiciously, can cause many desirable things to happen.

Feedback

In this same area of stress in training, the application of feedback may be logically mentioned. It represents a technique of reflecting the overt characteristics of an individual back to himself so that he may have some basis for self-improvement. This approach has its attendant difficulties, and the application of feedback must be done by a qualified person who recognizes the dangers of its use. To cite an example; some people might not be able to cope with the anxieties that would result from such an emotional disturbance, unless they were handled in a

therapeutic manner during this difficult period.

Training Techniques

There are various techniques of training which, may be applied to the problem at hand; i.e. changing attitudes and behavior. These might vary from the essentially passive lecture method, to the method of role playing where the trainee becomes intimately and emotionally involved in the contrived human relations situation.

The latter method, and others such as conferences and case studies have proved to be invaluable training aids in this type of program where there are no "right" answers. They help to put across points that might be more difficult to comprehend under the traditional lecture technique.

Selection of Training Techniques

The best training techniques are those which produce the best results. The program which works well in one company, may not work at all in another company.⁶¹ This precludes the presentation of a model training program, for its value is necessarily limited to the environment from which it might be selected. Therefore, it remains for each company to tailor the program to its individual

⁶¹Odiorne, George S., "Five Manager Development Problems," Personnel Journal, p. 8.

needs, and to select those techniques which are most effective in changing attitudes and behavior.

Measure of Change

The latter statement brings to light another area which is pertinent to training, but which is not covered in this paper. That area is one of measurement; in this case, measurement of change in attitude and behavior. For example, what is to be used as a bench mark in evaluating a person that has gone through a human relations course?

A few of the methods that might be mentioned, include individual evaluation by supervision and psychological tests. While either method could be employed, the joint use of personal evaluation and test results tends to cancel out the inherent imperfections of each method used individually.⁶²

The use of psychological tests has come into prominence in the past few years, and their use is increasing yearly. In the past, there have been cases where people not properly trained in the application and evaluation of results, have cast a shadow on the use of psychological tests. Should

⁶²Ireson, W. Grant and Eugene L. Grant, Handbook of Industrial Engineering and Management, pp. 220-2.

one consider the use of such tests, it would behoove the individual to contact the American Psychological Association for advice and recommendation of a qualified consultant.

Evaluation

In the evaluation of a training program, consideration should be given to the various rates at which individuals pick up and reflect the exposure to training. As in other educational processes, there are those who learn faster than others. It would be folly to abandon a program on the grounds of failure to learn by a part of the group. Admittedly, if the percentage of failures was alarmingly high, a review of the program would be in order. This does not preclude the review of even a reasonably successful training program; for the best way remains as such, only until a better way is found.

Train Available Manpower

While a company desires top-notch employees with all the desirable characteristics attributable to good management personnel, it must face reality and work with the people that are available.⁶³ It is, of course, the less than perfect individual that a training program will benefit most. For that matter, it is these individuals

⁶³Tead, Ordway, Human Nature and Management, p. 157.

that generate a need for such a program in the first place. Pure conjecture on this subject seems to indicate that only those companies skillful enough and/or benevolent enough to attract quality management personnel, may not be burdened with the training problem in the area under discussion.

Summary

To sum up, it may be stated with some degree of certainty that human relations training can effectively change the attitudes and behavior of some individuals. In a study made of a group of middle-management executives in a management training course, the results indicated that the training did improve the participants performance.⁶⁴ Those persons with previous management training scored significantly higher than those without it. It was noted that intelligence was also important, but that training was about equally important in determining performance. A tentative conclusion of this study, which has been mentioned earlier in this paper, expresses the belief that repeated exposure to training may accelerate learning.

On the other side of the coin, there are those

⁶⁴Savitt, Morris A., "Is Management Training Worth While?," pp. 79-82.

individuals who have not acquired good human relations and probably never will, in spite of any training course that they might attend.⁶⁵ The article, from which the preceding statement was drawn, also noted evidence which seemed to indicate that good human relations was a composite of home environment, education, and general experience. Formal courses were considered important only as they develop an awareness of the ramifications of human relations.

The profound effect of heredity and environment on the individual cannot be minimized in the consideration of attitude and behavior change. Perhaps there is a correlation between those individuals who cannot acquire good human relations and an undesirable background of heredity and/or environment.

Studies are presently being conducted in psychology laboratories at Harvard University, to learn more about environment and human behavior. Perhaps their efforts will someday establish a clearer pattern of man's development in his environmental surroundings.

RECOMMENDATIONS

As the previous text mentions, there is no intention of recommending a specific program which will ostensibly

⁶⁵"Is Human Relations Hurting Us?," Personnel Journal, pp. 263-4.

change attitudes and behavior for the better. To do so would be misleading, in that each company must find its own formula which will most effectively achieve the desired results. Admittedly this will require some experimentation to establish the right balance of training, and also may necessitate revision of the program as conditions change.

It must be stressed that there are no "right" and "wrong" ways to practice human relations. This assumption on the part of some people may account for the disappointing results encountered in some human relations training courses.⁶⁶

Different subordinates respond differently to the same supervisory stimulus. The individual's reaction to an experience is two fold: depending upon his perception of it, as well as the relationship between his perception and his expectations.⁶⁷

The perceptions and expectations of an individual are, of course, dependent upon his particular background, including environment and previous experience, and are also dependent upon his present social relationships in the organization and community.

⁶⁶Likert, Rensis, "Effective Supervision: An Adaptive and Relative Process," Personnel Psychology, pp. 318-19.

⁶⁷Ibid., pp. 322-3.

The effective application of human relations by supervision is, consequently, an adaptive process. Adaptive in the sense that the effective leader must adapt his behavior to coincide with the expectations and values of those with whom he comes in contact. For example, a section gang would expect their foreman to swear, while such an outburst would normally be out of place in an office.

The following recommendations may be stated as a reflection of the material presented to answer the problem of whether human relations training can effectively change attitudes and behavior. The problem was answered with a qualified yes, and it is felt that the following recommendations may offer some support to this answer.

1. Establish a training program which will satisfy the needs of the company and which will prove to be most effective in establishing the desired attitudes and behavior. This may require some experimentation in the use of various training techniques, before a satisfactory combination will be found suitable to the population concerned.
2. Do not borrow all the methods and techniques of a successful training program and expect them to work equally well in a different company. Individual

differences create unique training methods.

3. As a general observation on training techniques, it can be mentioned that the methods which enlist the active participation of the trainees have been more effective than passive methods. The former methods include role-playing, conferences and case studies, while the latter refers to the old lecture method.

4. The judicious application of stress in training has the desirable effect of stimulating the learning process. It was mentioned previously that the introduction of the trainee to a concrete, complex human relations problem, usually had the consequence of generating stress and anxiety.

It is at this time that the trainee must be carefully observed and counseled so that he may successfully work out his anxieties. If this process is carefully monitored, the trainee will have learned something as a result of his experience.

5. A human relations training program, to be most effective, is of necessity a long term affair.

Past experience has indicated that a program which is spread out over a period of time tends to be more effective than one which is compressed into

a short, concentrated program. Such a long term approach allows the trainee to reflect on his past training and to put the results of this training into use before going on to new ideas and techniques.

SUMMARY

It has been concluded that a human relations training program can effect a change in attitude and behavior on the part of some individuals. There are those individuals who will not change, in spite of the training that they might be exposed to. Others will respond to training in a positive direction, but each will assimilate the material at a somewhat different rate.

The particular combination of training techniques which are employed in a training program seem to have a direct bearing on the results which the program will produce. These techniques cannot be spelled out for a representative model, however, since the optimum combination varies from company to company.

Responsibility for the development of an effective training program rests primarily with the top management of a company. Through their leadership and policy, a program can evolve which will approach the characteristics

of an ideal human relations training program.

As a footnote to the management responsibility, it might be added that management should also create and maintain a working atmosphere or environment which will inspire good human relations. The combination of a desirable training program and a permissive environment in which to grow, represent the goal of good human relations.

CHAPTER VI

CRITICAL EVALUATIONS

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65.

G. R. SIMMONS
DIRECTOR OF RESEARCH
AND DEVELOPMENT

May 19, 1960

MR. R. W. MESSERSCHMIDT

Dear Bob:

I have read with care and with interest your thesis on "Behavior Changes Through Training." I am glad that I read it. I believe that this paper represents a careful evaluation of human relations training for industrial organizations. In its emphasis on several important aspects of this elusive subject, it should be considered a contribution to the fund of knowledge in the area. Of especial interest to me were the discussions of feedback, differences among trainees, individualism in self-development, and need for adjustment to pertinent situations in establishment of a training program for any given organization.

I certainly agree completely with the assertion that a periodically-meeting study group program is to be preferred to the full-time continuous training method. I have had an intermittently-meeting course in human relations training based on the case method and look back on it as a valuable experience which amply justified the limited total off-the-job time consumed. I would also like to endorse the observation that repetitive management development "treatments" are increasingly effective as they succeed each other.

I am inclined to add to this a suggestion that an intermittent program of this type might be more valuable if the length of intervals between meetings of a group increased as the "end" of the program was approached.

Sincerely yours

Director of Research and Development

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66.

J. A. HOSFORD

SUPERINTENDENT, RESEARCH
AND DEVELOPMENT

May 17, 1960

MR. R. W. MESSERSCHMIDT

Dear Bob:

I was certainly pleased to have the opportunity to review your thesis entitled "Behavior Changes Through Training," which is really directed at the complex problem of human relations training in industry.

As you point out in your paper, perhaps the most difficult aspect of human relations training is the lack of a satisfactory method for evaluating its effectiveness. The degree to which formal training programs are pursued in industry largely rests with upper management, and unfortunately very few concrete facts on the true value of such courses are available to them. A receptive attitude by upper management towards human relations training, therefore, will probably largely depend on their familiarity with human relations training programs and their own awareness of the problem. All said and done, human relations training is really directed at trying to teach people to be more considerate of their working associates. The basic assumption is, of course, the belief that if friendly, considerate relations are maintained, the over-all efficiency of the industrial organization should improve.

In your paper, reference is made to stress and feedback techniques for increasing the effectiveness of training. From my own observations during three different Company training programs, I really doubt if it is possible to completely remove stress from any industrial training program. In spite of official statements at the start of a course that clearly indicated that the trainees would not be rated, the large majority of the men attending these courses were still very conscious that a poor performance might place their careers in jeopardy. Because of this experience, I believe that in any course run by industry, "stress" motivations will always be present in some degree.

Chapter 5, entitled "Conclusions and Recommendations," strikes me as the best part of your study. This section is directed at much of the meat of the problem and summarizes the findings in your study. I am in basic agreement with most of your conclusions but feel that the

MR. R. W. MESSERSCHMIDT

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May 17, 1960

real problem is lack of any satisfactory method for concrete evaluation of the effectiveness of this type of training.

Thanks again for giving me the opportunity to review your paper.

Sincerely yours

Superintendent
Research and Development

Western Electric Company

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68.

May 17, 1960

MR. R. W. MESSERSCHMIDT

Dear Bob:

I enjoyed reading your thesis and feel that your subject is certainly one of importance and worthy of intensive study.

Following are some comments that came to mind during my perusal. I believe that there can be little disagreement with your major premises that:

1. People are individuals and react in individual ways to situations. I feel that this is clearly evidenced if one reflects on his own experiences in dealing with people, not only at work but in civic, social, and family matters.
2. People are largely the product of their environment and heredity. There has been, and probably will continue to be, disagreement between authorities on the relative contribution each of these items makes. However, there appears to be little disagreement on environment and heredity being the major contributing factors that determine the individual's makeup.
3. People must have an individual sense of responsibility and desire for their own development in order for any training program to be significantly effective. Also, the effects of stress and feedback can certainly be important factors in the effectiveness of any training program.
4. There is probably no universal program which will bring identical results to all people wherever presented.
5. People's attitudes can be changed and their human relations skills improved through suitable training programs--the degree of attitude change and increased human relations skills being unique to each individual.

As mentioned earlier, I find myself substantially in agreement with your conclusions. Indeed, more and more companies reflect such feelings by budgeting sizeable sums annually for such activities. Certainly the

MR. R. W. MESSERSCHMIDT

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May 17, 1960

Bell System, with its varied programs, leaves little doubt that it considers such training worthwhile.

I believe, however, that agreement with such conclusions only sets the stage for the real problems associated with training programs. Meaningful, concrete evaluation to permit the tailoring of course material with some degree of assurance in order to establish the satisfactory, well-designed, suitable programs to which your thesis refers, appears to be a major part of the problem. It is in the areas of evaluation and program content, each supplementing the other, that the most fruitful areas of management training exploration lie.

Sincerely

F. W. TURNER
Assistant Superintendent
Research and Development

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