

IR NEWS

INSTITUTE OF INDUSTRIAL RELATIONS AT UCLA

IR NEWS is a publication of the Institute of Industrial Relations in cooperation with the Industrial Relations Alumni Association. Its purpose is to acquaint persons interested in industrial relations with current research and educational programs — with particular emphasis on those in Southern California.

JANUARY, 1957

NEW COURSES ADDED TO CERTIFICATE PROGRAM

Two new courses will appear for the first time on the list of those acceptable for the Certificate in Industrial Relations, starting with the Spring Semester in Los Angeles. They are **Industry and Society** and **Unemployment Compensation**. **Industry and Society**, now added to Group B, is a Sociology course which will provide the student with a social and cultural analysis of industry, dealing with occupational roles, status, and social participation of workers. It will be taught by Dr. Leo Reeder, Training Specialist with the RAND Corporation, and formerly Sociology Professor at the University of Minnesota, Washington State, and the University of Chicago.

In response to the demand by those who wish an intensive course in Unemployment Compensation, a new addition has been made to Group C. This course will be taught by Mr. Robert N.

Kauth, Senior Field Supervisor with the State Department of Employment. Mr. Kauth has a long background of experience in this work, having served in the Department in various capacities since 1941.

Other courses are being offered again after having been passed over for several semesters. These include **Fundamentals of Industrial Safety, Accident and Health Insurance, Problems in Personnel Management, and Job Evaluation and Wage Incentives**. The latter is being offered in Riverside and San Diego as well as Los Angeles.

A description of these and other Industrial Relations courses being offered during the Spring Semester may be obtained soon at the Institute of Industrial Relations or any University Extension Office. The Spring Semester begins the week of February 4.

CONFERENCE ON JOB OPPORTUNITIES IN INDUSTRIAL RELATIONS PLANNED

Continuing last year's practice of organizing periodic programs on the UCLA campus for persons interested in the Certificate Program in Industrial Relations, the Institute of Industrial Relations is making plans for a Conference on Job Opportunities in Industrial Relations to be held on Saturday, March 2. In addition to the usual co-sponsorship of the Industrial Relations Alumni Association, the Institute is fortunate to have obtained the full cooperation of the Personnel and Industrial Relations Association (PIRA) in this endeavor.

Since the sponsors of this affair are anxious to use this occasion to bring the increasing importance and opportunity of industrial relations work to the attention of as many as possible, students from colleges and universities other than UCLA will

also be invited to participate. The conference will open with a panel discussion by representatives of management, labor, government, and the university in which each outlines the job opportunities as he sees them. Participants will then be given the option to attend one of several workshops dealing with "How to Open the Door to the First Job with a Company in Industrial Relations," "How to Advance to Better Jobs in Industrial Relations," and "How to Obtain Industrial Relations Jobs with Unions, Government, and Consulting Organizations." The conference will conclude with a luncheon and an address by a prominent speaker.

Please keep March 2 open for this important affair. Further details will be available in the next issue of the I R News.

PIRA PRESIDENT SPEAKS TO ALUMNI ASSOCIATION

The December meeting of the Industrial Relations Alumni Association was addressed by Mr. Robert P. Armstrong, Personnel Manager of Helms Bakeries and President of the Personnel and Industrial Relations Association. Mr. Armstrong's excellent presentation was entitled "Management Looks at Its People."

The main thesis of Mr. Armstrong's talk was that management must understand and satisfy the human needs of its workers in order to obtain high productivity. "The era of 'big stick' policies is at an end." The prime factor in productivity is the worker's will to work. Although the employer can buy the worker's time, he must win the worker's will to work through friendship and fair treatment.

Mr. Armstrong stated that workers have many needs that must be satisfied before they can become effective employees. These needs include economic security and opportunity for advancement. More important is the need for a feeling of importance and belonging. He cited the Western Electric experiments where a small group of workers were subjected to a series of changes in working conditions: longer and shorter rest and lunch periods, various methods of payment, etc. Regardless of how these conditions were changed, the productivity of the workers rose. The experimenters finally concluded that the important element here was the increased motivation to work hard on the part of the small group of workers who had been singled out for the experiment, because they felt that management had an interest in them and this gave them a feeling of importance.

The supervisor must take an interest in the worker's problems and must deal with his grievances when they arise. In a union shop, the collective bargaining agreement establishes a regular grievance procedure for this purpose. Special arrangements must be made in an open shop. Here, the device most commonly used, according to the speaker, is the so-called "open-door" policy wherein the workers are told that they are free to

approach any level of management about their problems at any time.

This open-door policy doesn't always work. The gap between the assembly-line worker and the top executives in "Mahogany Row" is too great for most workers to cross. Secondly, those employees who do go directly to the "top boss" are often marked as troublemakers by fellow workers and immediate supervisors.

Suggestion systems are sometimes successful as a method of worker communication, but workers are resentful if they do not get a large reward when a suggestion results in considerable savings to management. In addition, there is sometimes disagreement as to who thought of the idea in the first place, and a foreman can feel that a good suggestion from one of his subordinates is a reflection on his own competence.

Mr. Armstrong referred to a number of devices which have worked in some organizations. These include having top management spend much time in the plant talking to workers about their problems, inviting a limited number of workers each week to come to the manager's office for an informal discussion, having the workers elect a committee which periodically meets with top management, establishing a regular grievance mechanism culminating in arbitration where employees of the personnel department serve as spokesmen for the worker, and taking periodic opinion surveys which point up the sources of worker dissatisfaction.

The meeting also featured the election of new officers of the Alumni Association for the coming year. Chosen as President was Mr. Mel Mendel, an independent personnel management consultant. Steve Scofield was elected as Vice-President and Edna Smith as Secretary-Treasurer. New members of the Executive Board include Elmer Ellis, Harold Hansen, and Richard Wheeler. Catherine Watkins, Dave Wilson, and Brice Worley were retained from last year's Board, and Hal Klein, as immediate Past President, became a member automatically.

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TEACHING INDUSTRIAL RELATIONS IN HIGH SCHOOLS EXPLORED

Few issues have attracted greater popular interest during the past generation than industrial relations. It seems hardly necessary, therefore, to suggest that the secondary school has an obligation to give students a better understanding of the issues in this area.

Nevertheless, for a number of reasons high schools throughout the country have tended to neglect this subject. Contributing factors include the hesitancy of schools to tackle seemingly controversial matters, the inadequate subject background of teachers, the difficulties faced in the introduction of additional units into an already crowded curriculum, and the lack of suitable teaching materials and methods which teachers might utilize to make the subject of labor-management relations both interesting and meaningful. A survey of the average high school library reveals virtually a complete absence of up-to-date books on industrial relations. Text books treat the subject inadequately.

This whole problem was discussed at a recent conference attended by approximately 125 high school teachers and sponsored by the Institute of Industrial Relations, the Southern California Council on Economic Education, and the Los Angeles County Teachers' Institute. The teachers were assisted in their deliberations by an equal number of speakers and resource persons representing labor and management. These experts seemed to hold at least one opinion in common: industrial relations is a subject of extreme importance and can be appropriately and objectively handled by skilled teachers in high school classrooms.

The high point of the conference was a pair of luncheon addresses by Thomas Pitts, President, California State Federation of Labor, and George Ford, Vice-President in Charge of Manufacturing, Norris-Thermador Corporation, on the subject "What High School Students Should Learn About Labor-Management Relations." Conference participants were impressed with the extent to which the speakers agreed on this subject.

Both men felt that labor-management relations is an appropriate and essential ingredient in the secondary school curriculum. According to Mr. Pitts, "labor-management relations, collective bargaining, the trade unions, and employer bodies have become basic and accepted institutions in America, and it is essential that students understand them because they affect us all." Mr. Ford's major thesis was that "the only way we can be assured of sound labor-management relations in the future is to provide the means for the widest possible understanding of the basic principles of the subject." He quoted a report of the New York State Joint Legislative Committee on Industrial and Labor Relations as follows: "Though we may legislate to the end of time, there will never be industrial peace and harmony without good faith, integrity, and a high degree of responsibility and a real desire to cooperate on the part of all parties concerned." He continued that the secondary school can make a real contribution in providing the understanding necessary for sound human relationships in industry.

Mr. Ford and Mr. Pitts both referred to the necessity for schools to teach the constructive aspects of industrial relations as a balance to newspaper headlines which emphasize the sensational and the unusual. The press spotlights the small minority of cases involving racketeering in unions, exploitation by employers, and breakdowns in collective bargaining ending in strikes and violence. Mr. Ford declared that "Students should learn that the labor-management relations picture . . . is not one of struggle, strife, and violence but rather one of relatively general peace, cooperation, and mutual respect." Mr. Pitts responded that the emphasis should be on the "thousands of

collective agreements unions have successfully and peacefully negotiated with management which provide perhaps the most stabilizing force in the economy today."

Both speakers seemed to feel that while certain areas of industrial relations are controversial, the teaching of the subject need not be. A carefully prepared course of study utilizing proper materials and taught by teachers with proper training can, in the words of Mr. Ford, provide students with "the basic fundamental facts — unbiased, unembellished, and unadorned." Mr. Pitts proposed the formation of a professional committee "to develop a course of study for the integration of this vital subject matter in the social studies curriculum of our high schools" as well as the adoption of an objective, standard state text on industrial relations. He felt that there is a risk in the use of materials prepared by special interest groups. While not opposed to the use of these materials, he was concerned that "they be used properly — in balance with opposing special interest materials as well as with strictly academic sources."

Neither man proposed that a special course in industrial relations be established. Mr. Ford suggested that much of the material about the development of our economy could be integrated into history courses. Mr. Pitts concurred that "it is an integrated understanding that we seek, rather than separate study, because the labor movement and collective bargaining as such have no significance apart from the history of their development and the economy in which they must operate."

Mr. Pitts reported that "organized labor is far from pleased with the manner in which the bulk of our students leave school without either any real understanding of the historical growth of unions or any basic knowledge of the functioning of the labor movement." Mr. Ford emphasized that students should learn "the fundamental principles upon which our competitive enterprise system is based," that most managers are themselves employees and "are concerned with the problems of individual welfare and security shared by all employees," and that with "very few exceptions, labor is getting a fair share of the wealth that it produces."

Other labor and management experts who assisted at the conference were Susan Adams, AFL-CIO Community Services Representative; Sigmund Arywitz, Director of Education, International Ladies Garment Workers Union; Sheldon Campbell, Supervisor of Training, Rohr Aircraft Corp.; Gerald Honey, Personnel Director, North American Aviation, Inc.; James Murray, International Representative, Communication Workers of America; Henry Santiestevan, AFL-CIO Representative; Philip Schneider, Personnel Director, Pacific Mercury Television; and Donald Strauss, Employee Relations Manager, Beckman Instruments, Inc.

Major addresses were also delivered by Dr. George H. Hildebrand, Director of the Institute of Industrial Relations, on the subject "The American Economy: a Projection for the Next Ten Years," and by C. C. Trillingham, Los Angeles County Superintendent of Schools. Dr. Trillingham discussed the fine work done by the Southern California Council on Economic Education, an organization composed of representatives of management, labor, public school education, and higher education, dedicated to increasing the economic understanding of students by increasing that of the teacher.

For the conference, the Institute of Industrial Relations prepared a 13-page narrative bibliography entitled "Suggested Readings and Teaching Aids in Industrial Relations." Copies of this bibliography are available from the Institute upon request.

OTHER PROGRAMS OF INSTITUTE OF INDUSTRIAL RELATIONS

The Institute of Industrial Relations is currently organizing a number of programs for labor and management groups. Information concerning these activities may be obtained by calling the Institute at BRadshaw 2-6161, Ext. 425.

LABOR PROGRAMS — A 5-session seminar on **Union Leadership** is now being presented in Riverside with the cooperation of the Riverside Central Labor Council. A **Conference on Mental Health** is being planned for March.

MANAGEMENT PROGRAMS — Educational programs currently being presented by the Institute in cooperation with the Graduate School of Business Administration include the 11th **Sensitivity Training Seminar for Managers** and the 13th **Seminar on Human Factors in Management**. An important and unique

offering for early 1957 is the **Inland Executive Development Program**. This 3-week course in leadership and administration will be held in San Bernardino and Riverside, January 14 to February 1, for executives from the inland counties. Programs planned for the Spring Semester are: 2nd **Sensitivity Training Seminar for Top Executives** (at UCLA), 12th **Sensitivity Training for Managers** (in Pasadena), 6th **Seminar on Managing Human Resources** (San Diego), and the 9th **Annual Summer Management Conference** (at Yosemite National Park).

PUBLIC PROGRAMS — The Institute has been cooperating with the U. S. Naval Electronics Laboratory in San Diego in presenting an 11-session seminar entitled "University Recruiting for Engineering and Scientific Personnel."