

The Use of Sound Recordings

by ALLEN H. TYLER

ATF Incorporated

The following is an analysis of the types of sounds that can be recorded for use in training and a summary of the uses to which these recordings can be put. The heading of each section indicates the type of sound to be recorded. The material that follows it covers the use of the recording.

Section A—Individual Speeches by Management

1. To be used by the individual preparing to present the speech to enable him to review and improve his presentation. Similar to public speaking training.
2. For employee induction, orientation and economic training.
 - a. *Induction*: To enable management to present their message and greetings when they are not able to be present.
 - b. *Orientation*: So that the proper management personnel can describe the company's policy, procedures, products, organization, markets and related orientation information when they are not able to be present.
 - c. *Economic Training*: Relatively new field of use which enables management personnel to present information on the economics of industry and to discuss the operation of our free enterprise system under our democratic form of government.

(Obviously the presentation of the above material will be much more effective if the management people can do it personally. The advantage in using the recording lies in the fact that it is not always possible for management personnel to be present, it enables them to present their ideas in the most effective way and permits varying the pattern of the presentation in the program—mixing recordings with personal speeches.)

3. Introducing Supervisory Training conferences.

- a. As the opening speech and to present the results management expects from the program at some point in the opening session. Use when management personnel are not able to be present.
4. Induction and orientation of supervisors.
 - a. The use would be similar to that in No. 2 above.
5. Discussion of policy.
 - a. Presentation of new policy or revision of old policy where it is desired to reach all members of supervision in the organization at the same time.
 - b. Where it is desired to present new ideas requesting assistance in the development of policy. (This might be similar to No. 3 above.)
6. Special information for supervisors.
 - a. Technical information. Presentation by qualified management personnel on technical subjects. The advantage of recordings lies in the fact that they can be played back as many times as necessary to secure understanding.
 - b. For economic training. Similar to No. 2-c above but aimed more at the point of view of the supervisor.
7. Recording of speeches by management can be used to preserve such speeches for possible reuse and to assist in condensing the material into articles for use both in and out of the plant.

(Much of the value of recordings in the above seven points will be in the opportunity they provide for permitting the management personnel to play back only their most effective presentation, to be able to speak to groups where it would be difficult for them to be physically present, and where it would be worthwhile to be able to play back the material to secure understanding and acceptance. An important value is the ability to preserve such speeches for future use.)

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Section B—Speeches by Outsiders

(The definition of the heading is speeches by qualified personnel who are not employed by the company on subjects of interest to employees and supervisors. These speeches could be gathered from conferences, conventions, foremen groups, meetings, lectures, radio commentators and speeches especially recorded for such use.)

1. For technical training of employees or supervisors.
2. Personnel relations training for supervisors.
 - a. Labor Relations
 - b. Human Relations
3. Economic training of supervisors and employees.

(The value of the above recordings lies in the fact that they can be secured from many sources, thus enabling you to present to your supervisors and employees the best in the field. And of course the other important value is the fact that they can be replayed to secure understanding.)

Section C—Speeches by Other Plant Personnel

(This differs from Section A in that "Other Plant Personnel" are defined as management and non-management people below the superintendent or works management level. This definition is strictly for convenience. All supervisory people are management.)

1. Commentary on silent films or slides.
 - a. Many plants make their own silent film or slide presentations for use in training on such programs as method improvement, safety, induction, and so forth. A commentary by the individuals qualified to discuss the subject presented along with the film or slides adds to the realism and assists in securing acceptance of the ideas presented.
(Speeches by outsiders can also be effectively used this way.)
2. Employee and Supervisor orientation.
 - a. *Employee*: Description of special services, the operations and products of a

department or similar uses where it is not convenient to have the individuals present who know the subject.

- b. *Supervisor*: For similar reasons to that given under (a.) above and in addition presenting such items as company policies in special fields and company history.
3. To improve the presentation of the individual intending to make the speech. Similar to public speaking training.

Section D—Sounds - Music

1. For developing rhythm patterns when training in special skills.
 - a. For work such as assembly, inspecting and packing and so forth where there is a definite rhythm pattern. A great deal of experience in this field shows this technique to be very effective.
2. With or without commentary on silent film or slide presentations.
 - a. Although there is some question as to whether all individuals react in the same way to the same types of music, there seems to be sufficient proof that attitudes towards scenes can be conditioned by the type of music presented with them. This would seem to be a field well worth exploring especially in the areas of induction.

Section E—Sounds - Factory or Job Noise

1. To simulate job noise in vestibule training.
 - a. To enable the employee to move from the relative quiet of the vestibule training conditions to the actual noise conditions found in the plant. This use of recordings parallels the army use in preparing men for battle conditions.
2. To add realism to silent film or slide presentations.
 - a. Acceptance of material presented is facilitated when the combination of picture and sound produces the illusion of reality. See D-2.

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Section F—Skits and Actual Interviews

(The use of this material seems to be pretty generally confined to supervisory training conferences. There may be some possibility in playing back actual interviews to employees with the idea of possibly improving attitude or in checking decisions made in the interview. However, the problems of securing such a recording and using it in this way appear to outweigh the value that could be secured.)

1. Skits and actual interviews have been used to introduce discussion material in supervisory training conferences.
 - a. For example, where the plant is experiencing a general problem of an excess number of grievances over time study rates it would be possible to present this condition by means of a previously prepared skit or by playing back the recording of actual interviews. The recording of actual interviews should of course be done without the employee's knowledge if the interview is to be spontaneous. Such a recording should not be used until you have played back the recording for the employee and secured his approval for the use of the recording in a supervisory training conference. In general, a request for such use includes the promise that no one will know who the individuals are who made the recording.

Failure to do this may result in building up an extremely dangerous Human Relations situation. ATF and other companies have found however that where management's attitude is constructive and has been so sufficiently long enough to secure employee acceptance of the attitude, there is no particular problem in securing approval for the use of recorded interviews.

2. To present patterns of good and bad practice.
 - a. Both skits and interviews are effective for this. The advantage of using recordings lies in the fact that:

- (1) They can be put on quickly and do not require the time for getting ready and cleaning up after a skit.
 - (2) Personalities are avoided.
 - (3) They can be prepared in advance and the best presentation selected.
 - (4) Provides a change of pace for the presentation of the material to the conference because of course both live skits and recorded skits should be used.
3. To summarize or supplement discussion material.
 - a. Where a series of training conferences on the same subject are being conducted the conclusions developed can quite often provide the material for a skit which will effectively summarize the training given. Also skits or actual interviews which will illustrate points under current discussion help to carry along the training more rapidly because they are more effective than mere discussion of cases presented by the conference leader. Additional advantages are the same as those in No. 2 above.
 4. To provide sound for silent films.
 - a. For example, where you have acted out from a prepared script the scenes which you have photographed, especially in such fields as method improvement or safety training, the addition of the voices adds tremendously to the realism. There is an added advantage in that the dialogue can be developed to assist in helping secure acceptance of the ideas that the film is presenting. To illustrate, in a methods improvement film the conversation of a supervisor with an employee could be used to bring out the value of securing full employee assistance in the development of ideas for new methods and for putting the methods into use. Also this dialogue would help show how such cooperation could be requested and encouraged. In this way you are able to combine the above two plus advantages

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with the procedure for developing the new method that the film is showing. A similar use could be found with safety films and in fact any presentation involving people and at far less cost than the production of a sound film.

Section G—Group Performance (Conferences and Meetings)

1. To improve the leader's technique.
 - a. The recording provides a review of the way the leader handled the group as a guide for further improvement of leadership technique.
2. To improve the group members' participation.
 - a. Playing back their actual performance to the group members has been found to be a very effective means of helping them understand how to handle themselves, when to present ideas, how to present them, and how to discuss them.
3. To provide a permanent record from which accurate summaries can be made.

These summaries can be used for:

 - a. Follow up on assignments.
 - b. Material for future training programs—that is, both ideas or subjects for such programs and material to be used in them.
 - c. To improve the program either in the way it is presented or in the type of material presented. A review of the way the group reacts is an effective check on the training supervisors' ideas as to what is effective training material and effective presentation.
 - d. Text material. Would be distributed to the trainees either in summary form or as an actual transcription.
4. In Labor Relations the recording of grievance meetings in which both Unions and management personnel participated has been found to be effective.
 - a. Decisions of the meeting are accurately recorded for follow up.
 - b. The recording provides material for use in human and labor relations training of supervisors.

Section H—Role Playing

(Role playing is the unrehearsed acting out of a case situation usually by two supervisors, one taking the part of the employee and the other the part of the supervisor.)

1. As proof of results achieved in improving supervisory handling of human relations situations.
 - a. The recording of the roles as the supervisors play them over a period of sessions should show the results of the training in improving their performance.
2. To improve individual performance.
 - a. Playing back the recording assists the individuals who participated to see where they can improve their speaking performance, their use of the principles applying to the type of employee case situation and the techniques that are effective in improving employee relationships.
3. For group discussion to get:
 - a. Better performance. The playback assists the group to see how the principles should be applied and to review the techniques that are effective in handling the interview.
 - b. To improve attitudes. Playing back and discussing the supervisor's handling of the roles is a powerful stimulator towards more constructive attitudes. We have found that supervisors who were quite confident that their methods of handling situations were adequate have indicated in both their comments and in their performance that they could see where a more constructive approach would give them better results.
 - c. Assistance in developing patterns of practice in handling case situations and in understanding and applying principles of good human relations. The combination of seeing the performance done and then listening to it and discussing it provides a training and attitude improving program of considerable force and effectiveness.

This material was prepared by Mr. Tyler for use in N. Y. City College's Audio-Visual Aids program.