

grams in influencing their members on how to vote by means of; endorsing their own political candidates and spending the funds gained through dues to support and aid the candidates with labor leanings that are elected to Congress. Mr. Henderson continued that political education can be done best by the individual through active participation in governmental affairs, understanding the issues, knowing the candidates, participating in political parties, encouraging their own particular legislators, and offering their own intelligent service to political activities.

Mr. Cassling outlined a program followed by his company on political education which involved keeping up-to-date on governmental legislation directly affecting his company, "get-out-the-vote" campaigns, reading rack materials, a freedom forum that is held at Harding College in Arkansas each year and encouraging employees to take an active part in local affairs. He outlined the basis of the program that the A. B. Chance Company uses in political education training which involved the presentation and discussion of the Constitution, pointing out the differences between Federal and State Governments and showing how the Federal Government has continued to encroach on the rights of the State and the individual Governments. A. B. Chance has outside experts and their own company trainer which handle the various sessions of political education. They have a questionnaire and discussions of said questionnaire, a presentation of the organization of Federal, State and County Governments, an explanation of political party organization and operation which are obtained from the party chairman in

the particular locality, and finally, nominating and election machinery as explained by various experts in the field of politics.

Mr. Hoevel stated that anytime a company takes a stand on public issues concerning political education, it risks losing public esteem and employee loyalty. However, the company has certain obligations to customers, stockholders and employees, to speak out on legislation directly affecting it. Generally, the company takes no stand on parties or candidates, but only a non-partisan approach. The more people who enter the field, and who become well-acquainted with the term politics, the more favorable will be the connotation of the word, which in the past has received very unfavorable comments. Even though, as Mr. Hoevel stated, there is more and more labor opposition to company activities in the political field, it is also quite possible to have the company and labor to express and carry out viewpoints which are the same. The training course, as set up by Mr. Hoevel's company, was: (1) Effective Citizenship course, (2) a party volunteer plan whereby employees are provided with contacts in the party in which they are interested, and (3) availability of possible contributions to the party of their choice, should they so desire. He concluded, that politics is everybody's business, not only the company, but also the people who work for the company.

Mr. Sheblak spoke about his company's political education program for scattered small offices throughout the country. It was necessary to make a package program that could be sent to the individual people at each one of the

offices. This program comprised a sound slide film, a booklet called, "Politics and You," and a series of mailed bulletins which would concern political and economic issues facing the public and would

contain thereon the pros and cons of the issue and his company's position concerning that particular issue. This program is available to companies, schools, clubs and organizations.

CONCURRENT SESSION C—2:45 P.M. WEDNESDAY, MAY 4

SELECTION AND TRAINING OF NEW PRODUCTION SUPERVISORS

(An Abstract)

Chairman: WALTER H. KEE, Staff Assistant, President's Office, Boeing Airplane Company, Seattle, Washington

Speaker: DEWITT M. ESSICK, Assistant Manager, Training, Armstrong Cork Company, Lancaster, Pennsylvania

The Armstrong Cork Company first introduced a plan for the selection and training of new foremen into their operations in 1951. The purpose of the plan is to assist line management in identifying the best qualified hourly workers and feeding them into shift foremanship openings as they occur. The plan combines a proven comprehensive selection procedure with an intensive period of training for those selected. Its net result is an increase in the certainty that foremen picked are those individuals with the greatest capabilities and potential.

The steps in the procedure for selecting foremen include:

1. General recruitment of candidates by open bidding and nomination by plant management.
2. Meeting of, and full explanation to, all candidates.
3. Collection of all essential data for each candidate.
4. Foreman's evaluation of past and current performance.
5. Testing.
6. Multiple interviewing by one or more general foremen, the plant superintendent and a representative of

the personnel department.

7. Final selection.

After the foreman has been selected he is put through an intensive training plan consisting of three phases. The first phase is on-the-job training, taking place in the department to which the new foreman will be assigned.

Supplementing the on-the-job training is a program of staff training, conducted and coordinated by the plant personnel supervisor. Among the things the foreman learns here are some 128 points defining his areas of authority and responsibility. Staff training covers a total of some 40 days, during which the trainee is scheduled through all departments of the plant so that he will derive an understanding and an appreciation of the overall operations.

The third phase of the training plan consists of a two week training course at the home office. This takes place shortly after the new foreman goes on the job. It is an intensive program with a test each morning and a test at the end of the course. This course is a more formalized training program and has been found to be a good morale builder.