



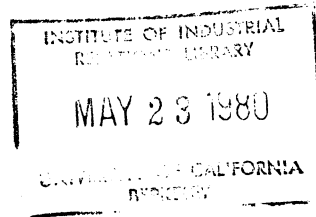
PROCEEDINGS FROM THE MARCH 1, 1977,

NEW WAYS OF WORKING FAIRE

UCLA CALIFORNIA UNIVERSITY INSTITUTE OF INDUSTRIAL RELATIONS (LA)
PREPARED BY THE CENTER FOR QUALITY OF WORKING LIFE, UCLA



PROCEEDINGS
FROM THE:



NEW WAYS OF WORKING FAIRE

PRESENTED BY:

UCLA INSTITUTE OF INDUSTRIAL RELATIONS,
CENTER FOR QUALITY OF WORKING LIFE

UCLA EXTENSION,
MANAGEMENT, LABOR AND BUSINESS

NATIONAL CENTER FOR PRODUCTIVITY AND
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HYATT REGENCY HOTEL
LOS ANGELES

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*This presentation was unavailable for publication

INTRODUCTION

In recent years, UCLA's Center for Quality of Working Life has assisted industrial and public sector organizations in the Los Angeles area in exploring new possibilities for enhancing the relationship between people and their work. The March 1, 1977 Conference was intended to provide a forum for local organizations to share experiences -- positive and negative -- with what was broadly defined as "new ways of working." Although the final agenda would, of course, reflect the experiences of the community, the following areas were originally open to consideration:

1. New forms of jobs: job enrichment, autonomy, rotation and multiple skills.
2. New forms of organization: autonomous work groups, participative decision groups, multiskilled and multifunction work groups.
3. Payment/Reward systems: compensation based on knowledge, cost saving and profit sharing, group rewards, and advancement by qualifications.
4. New roles for supervision.
5. Engagement with employment: employment security, job sharing/pairing, flextime and related alternative work hours.
6. Occupational safety and health.
7. On the job learning: training and opportunities for education.
8. Career progression and evaluation.

Over 150 prominent industrial firms and government agencies in Los Angeles and adjacent areas were contacted as possible contributors to the conference. Primary emphasis was on initiating an ongoing dialogue between conference participants towards evolving better solutions to the complex social and technical problems in today's workplace. Therefore, a significant consequence of this conference will be the formation of a

network between participants for providing mutual assistance in efforts to introduce innovations in Southern California's factories and offices.

We are grateful to C. J. Huizenga, Assistant Director of the Department of Continuing Education in Management, Labor and Business at UCLA Extension, for his help in planning and conducting this conference, and to the National Center for Productivity and Quality of Working Life for their co-sponsorship. We also wish to acknowledge Heidi Aspaturian for editorial assistance and Victoria Rieber for the design and format of these proceedings.

JOB IMPROVEMENT

JOB AND ORGANIZATIONAL DESIGN AT OCCIDENTAL LIFE

Brian Yost

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Bob Wilkie

*Manager - Health Benefits
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Brian Yost

In order to give you the most accurate and complete picture of the kinds of things we have been doing in the area of job and organization design, we've provided you all with a package of hand-out materials that are entitled, "Improving Productivity and the Quality of Working Life Through Job and Organizational Design at Occidental Life of California."* I'm going to be referring to this package quite frequently.

We plan to present our case from two perspectives: first, that of the internal consulting staff of which I'm a member. I'd like to give you an overview of what we have been doing, which I'll do primarily by elaborating on these hand-out materials. The second perspective is that of one of our line managers who has been successful in implementing some of these new ways of working, and he is going to share his experiences on a redesign project with you.

I'd like first to give you a little bit of background and contextual information about Occidental. Occidental is the ninth largest insurance company in North America and it's one of the fastest growing of the major insurers. Its base is here in Los Angeles. The majority of our employees are located here in our home office over at 12th and Olive Streets. We have approximately 4,000 employees there. Most of these employees are under thirty-five years of age. In education, most range from a high school diploma

*See pp. 15-20.

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through a four-year college degree. The jobs we have, as classified by the EEOC, are largely clerical and technical. We also have a lot of professional people -- primarily claims examiners, underwriters, actuaries and systems people. We're not unionized, by the way.

For the past fifteen to twenty years, most of the attempts at Occidental to increase productivity have been first, through increased use of computer technology, and second, through traditional industrial engineering approaches like measurement and methods and procedures improvement. For the last five years, we have attempted to enhance managerial productivity through a management by objectives system. About three years ago, we decided to attempt to increase employee productivity through something we called at that time "job enrichment." We then brought in Lou Davis and Jim Taylor from UCLA, who were kind enough to show us the sociotechnical approach to analyzing and restructuring work systems. This led us to change the name of our approach from job enrichment to job and organization design. The latter implies a much broader scope. For example, it looks at whole organizational units and the technology employed in those units as opposed to looking at single jobs or groups of jobs.

I'd like to call your attention now to the first hand-out in the package. It's entitled "Human Resource Utilization." I included this to show that job and organization design is part of an integrated family of activities whose goal is to improve productivity through making better use of our human resources. This diagram simply lists some of the major activities we're currently involved in, and the areas or subgoals that we see them impacting. As you can see in the diagram at the top, job and organization design is primarily designed to affect employee performance.

The second hand-out entitled "Job and Organization Design" is an attempt to portray some of the basic ideas on sociotechnical systems analysis that we learned from the people at UCLA. We learned that it's useful to think of work systems as total systems that are comprised of two basic subsystems: the technical or nonhuman side of the system, and the social or human subsystem. Though these two subsystems can be separated for analytical purposes, in practice, they are interrelated

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or interdependent. That means that the total system's effectiveness depends in part on how well its two subsystems integrate. In our organization and in most other organizations, it appears that the design of these two subsystems are handled by different specialized groups who don't really integrate their efforts very well. In the technical side of our organization, the manual portion is typically designed by industrial engineers, and the computer portion is handled by our systems development people. The social side has been, heretofore, pretty much the realm of social scientists or organizational development people.

In the past, it seems to me, most of our own work systems and those in many other organizations have been essentially designed by technical people who have attempted to maximize technical performance, with little real regard for human performance. This has resulted in suboptimal total performance. A simple example of this might be the installation of a sophisticated computer system which removes some of the satisfying characteristics of jobs, such as variety, challenge, social interaction, and decision making, and results in a group of dissatisfied employees who are supposed to make this sophisticated computer system work. In order to get the best overall design, available options on both the technical and social sides of an organization need to be evaluated according to two sets of criteria: technical performance criteria, and human performance criteria. Although most of our attention thus far has focused primarily on the social side, we are beginning to integrate our efforts with our industrial engineering people and systems people, and trying to achieve this kind of optimal blend of these two sets of factors.

The third handout that I have is entitled "Social Systems Factors Affecting Human Performance," which essentially lists the kinds of variables that we look at in social system design. This particular model has been useful to us in organizing information, and understanding cause and effect relationships. What we're saying is that performance is essentially a function of two things -- ability to do the job, and willingness to do it. This seems to be a multiplicative relationship; in other words, the closer either one of these gets to

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zero, the closer the performance gets to zero. The term "Enabling Conditions" simply means knowing how to do the work, knowing what is expected, knowing how you're doing -- things like this. The "Motivational Conditions" are the kinds of satisfaction you get from your job itself, the kinds of rewards you get for doing a good job, and the kinds of environmental conditions which tend to demotivate people if they are not to some degree satisfactory. This particular model distinguishes between deficiencies in knowledge and deficiencies in execution -- essentially the ability-motivational split emphasized in the training literature. It also highlights some of the key factors in organizational behavior modification: performance feedback and positive reinforcement. Dr. Herzberg's motivation-hygiene theory, distinguishing between the job itself and the environmental conditions surrounding the job, is included in the model as well.

Although we've tried a number of different approaches in analyzing and managing these particular variables, the approach we have used is outlined very briefly on the next page called "The Job and Organization Design Process." This is essentially a form of what social scientists call Action Research: research which involves action to solve a specific organizational problem, and learning from the results of those actions. One key point I'd like to make here is that what we do is not well described as a cookbook approach. We don't apply the same techniques throughout and come up with the same kinds of designs in all cases. We are trying to take a contingency approach whose emphasis is on gaining a thorough understanding of each unique organizational unit. Systematic data collection and its analysis and diagnosis enables us to uncover problems and find opportunities to do what is most appropriate for each unit. Another point I'd like to make is that it's not a one-shot program that you do and forget, but rather an ongoing process of managing those factors which affect performance, and it does in fact require a lot of attention. The next page simply highlights some of the issues that we typically encounter in going through the process.

I want to focus on the fourth point which concerns participation. The design teams that analyze this information and actually propose

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ways to restructure work are typically made of consulting staff people, members of the first few levels of management, and representatives of employees who are actually doing the work. We found employee participation to be very useful for at least three reasons: We get accurate accounts of what's going on; were we simply to try and gather information about what's happening through surveys and interviews, we'd be stuck with trying to interpret their meaning, whereas people who are actually members of these work groups can help you find out what's really taking place. Secondly, we get good ideas on the kinds of changes that can be made. Many possibilities may be overlooked by those who aren't as intimately involved with the work as the employees themselves. And lastly, we get commitment to make the changes work. Even if the ideas for change aren't the best possible, when the employees make an effort to make them work, overall we seem to come out ahead.

The role of the consulting staff is essentially to provide just that -- consulting support. We tend to start out in an expert role whereby we're gathering data, directing the site personnel, training site personnel. As soon as possible, we start working collaboratively with these teams in the analysis and design. Our overall goal is to try and develop know-how among the site personnel, so they can carry on this kind of work without outside assistance.

At Occidental, so far, we have studied about twenty departments which contain from thirty to a hundred-and-twenty people each, and found a number of areas which could benefit from a quality of working life approach. For example, we found work systems that appear to be based upon a combination of ideas that were developed in the early 1900's. These are often labelled scientific management and bureaucracy. We found extreme degrees of specialization and standardization, and many narrow repetitive jobs. We found close supervision, with management heavily involved in controlling individual tasks and behavior. We found managers who tend to keep most of the information to themselves, who do the planning, the directing, and the controlling while the workers only do the work. We found rules and procedures that are designed to cover all contingencies, and clearly defined chains of command, channels of communication, and so on.

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All of these conditions seem to be based as well on what's commonly referred to these days as a Theory X view of work, which states that workers find work inherently distasteful, have little desire for responsibility, a low capacity for creativity, and must be closely controlled or coerced in order to work toward organizational goals. It seems to me that this theory accurately describes only a very small portion of our total work force, maybe in the neighborhood of 15 percent. Certainly the contact I've had with hundreds of employees in our organization doesn't seem to support those assumptions. Although the scientific management and bureaucratic approaches to work may have been very useful sixty years ago, they do not seem well suited to today's workforce. For example, the kind of people we employ have had on the average twelve years of education. They are more sophisticated than their predecessors. They have higher aspirations and expectations; they want challenge and growth and meaningful work.

What we are trying to do to change these outmoded approaches to work is outlined on the final hand-out that you have in your package. In the lefthand column I have a list of interventions which are typical of the ones we have used, but they are not by any means sacred. Something conceivably sacred, I think, would be the work system characteristics and the psychological states of the people that we're trying to work with, and the results. Other general aims that don't appear here, but are implied are to give employees the opportunity to fulfill their potential; to have management focus on overall operations and results, and manage groups of people instead of concentrating on individual behavior and tasks. This puts much of the day-to-day operations in the hands of the employees who can plan, organize, control, and decide who is going to do what; when, where, and how. Essentially this diagram says that the interventions listed can lead to work systems that have the characteristics in the second column. The second column lists conditions which tend to produce employees who feel competent and responsible, etc., as found in the third column. These psychological states tend to give you the kind of outcomes shown in the final column.

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Let me summarize the kinds of experiences we've had so far. We've taken quality of working life approaches in eight different sites in varying degrees over the last two and one-half years, and according to the managers and employees at those sites, the results have been virtually all positive. That's hard to believe, I know, but those are the conclusions. And on the whole, the results have been significant. In terms of productivity, we've had measurable improvements in quantity and quality and service time. We've reduced costs by reducing staff, overtime, and by making operational changes. We've reduced backlogs and customer complaints. We're not really comfortable at this point with the accuracy of our estimate of dollar savings. It appears to be in the hundreds of thousands of dollars at any rate, and that is a large multiple of the investment we've made in job and organization design at this point. In terms of job satisfaction we have some indirect measurements: turnover and absenteeism are down, requests for transfer have been less frequent, and in many cases they have been retracted by people who have been involved in these sites. We have fewer complaints from employees, and extensive interview and survey responses have been extremely favorable toward this new approach.

All this has created a great deal of interest and support at all levels of our organization. We expect within the next four or five months to increase the number of sites actively involved from eight to sixteen. We have additional sites on a waiting list, and we're getting inquiries from the rest of the organization.

At the present time we intend to develop ways to sustain the improvements made so far, and to continue to improve the existing sites. We're also trying to gear up for large-scale diffusion efforts to the rest of the organization, and trying to modify, refine, and enhance this particular process. For example, we're taking a look at financial incentives right now, and we're also trying to find better ways to measure these particular variables and find out which of them seems to have the greatest impact.

I wouldn't want to give you the impression that this has been smooth sailing all the way through. I would describe the first two

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years as more of a struggle than anything else. We encountered a good measure of resistance to these kinds of changes from some of the site managers involved and from their immediate superiors. We ran into a number of unanticipated problems from legal changes in the business environment. Sometimes the process seemed too slow, with too much analysis and not enough action. For the first two and a half years, the results, although positive, seemed to be less than significant. However, during the last year or so, things have gone almost too well. The interest and the acceptance has really been fantastic, and at this point, things are moving so fast that it's difficult for us to keep up. On the whole, it has been a pretty gratifying experience.

At this point, I'd like to turn the discussion over to Bob Wilkie, who has been successful in applying a lot of these techniques and he can give you some of his impressions.

Bob Wilkie

I've been asked to give you my impressions of what it is to implement job and organization design (JOD) in a line operation. In October 1974, I became manager of our Individual Health Benefits Department.

When I became manager of our payroll department in 1974, I found it was a highly complex, technical, and computerized operation. Our turnover at that time was approximately 50 percent. We had all of the typical problems you would anticipate in any kind of clerical operation. Absenteeism was high. Our error rates were almost phenomenal at that time. We found that most of the jobs were under high pressure. Most decisions and solutions came from the top and were handed down. Very few solutions came from the bottom. Cost control and training in the department were poor. Most of the people said they were bored and many of the people were unwilling to take on new tasks. The typical comment would be, "That is not my job."

Some of the changes that we proposed were things that employees wanted and if that meant that we'd have to take a risk, then that was fine. What we learned through this experiment was that people

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could manage themselves. When treated as adults, people tended to behave as adults. It was not only me, but my supervisors, and the willingness of people to participate that made all of this work.

In my new department, we face many of the same kind of problems but with a different group of people. They have a different set of perceptions. Some of them have been with the company for twenty, twenty-five years. If we want to introduce new ways to work here, we're going to have to take a different approach. We're looking for things that motivate them; we're asking them, "What motivates you?" Again, we're taking a very blunt approach. We try to keep all of the information on the table; we don't hide any information from them. We give them the reasons for our decisions. In that respect, this new approach is probably a more difficult way to manage, because people are no longer afraid to ask you why you did something, and you can't play any games with these people. They can very quickly see through those kinds of games and you can lose your credibility very quickly.

I've brought along with me a few transparencies which show some of the effects new approaches to work can have in a department.* This first transparency shows the reporting relationships that existed in the department. As you can see, everyone reported to the manager. The assistant manager acted as a staff assistant, and all of the supervisors reported directly to me. Passing information back and forth was very difficult. Most of the decisions, of course, came from the top. It was also very difficult to coordinate the activities of so many people with only one person. There were a large number of menial jobs at the bottom of the organization -- over on the side you can see the grades of the jobs which typify the level of that particular job. Each box is a separate job denoting a separate set of skills -- a separate position description to describe the job. The number inside the box refers to the number of people on that particular job. So we had a large number of jobs and an accompanying communications problem. Development was very difficult. It was hard to turn an assistant manager into a manager, especially when he had no one reporting to him and no particular line responsibilities.

*See pp. 21-23 for charts accompanying this presentation.

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Overall, the redesign process in the payroll department evolved slowly over two years and resulted in a new departmental structure. It started basically when I rotated supervisors. I decided to give my assistant manager some line authority over a group of people so that I could determine whether or not he could indeed manage people. We had one particular group of people that worked very well together, apparently because they had an informal leader. We appointed that person team leader. We then tried to form similar groups that also worked well together, and we ended up forming fourteen such groups.

Our current plans are to attempt to eliminate one full level of management, namely the assistant manager's position; and instead simply have two people reporting directly to the manager. At present, we have a management team, consisting of two supervisors, an assistant manager, a manager, and a secretary. They are connected to two other teams of people, each one having a supervisor. It is now these teams who are actually responsible for passing information back and forth.

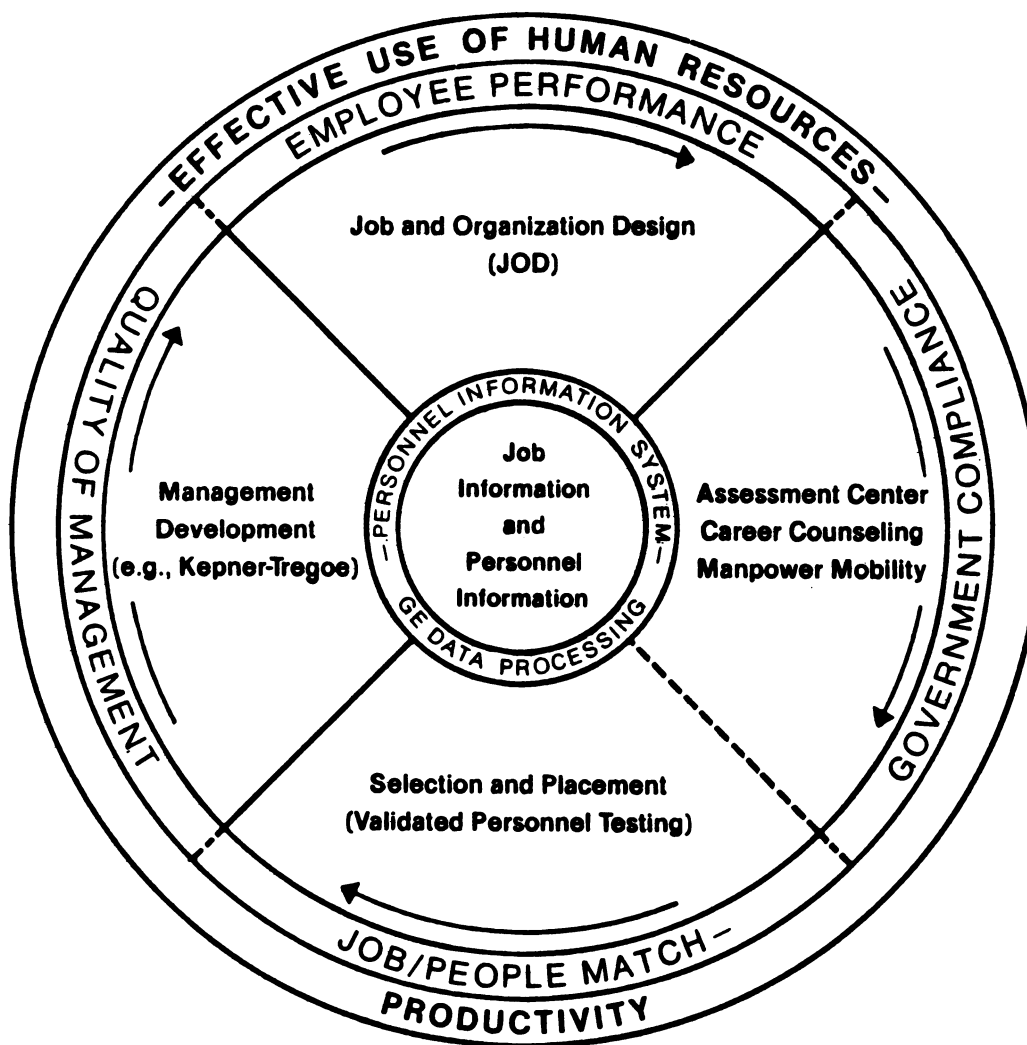
The people in the department really do manage themselves. The number of people in the department has decreased from thirty to twenty people. As a result, total salary levels have decreased from approximately \$30,000 per month to \$20,000 per month. The benefits were large for us, not only in terms of decreased costs, but also in the improved quality of the work. Our error rate went down significantly. My job on a day-to-day basis became easier. There was no more firefighting. I spent my time trying to help people facilitate things, developing people, coordinating, planning, controlling, developing budgets, and that type of thing. I spent very little time on the phone talking with people. My people handled most of our phone work; they handled most of the technical work. On paydays, I could actually take a day off.

All and all, it was a very rewarding experience for me. My former assistant manager is now the manager of the payroll department. I have moved on to another area -- Individual Health Benefits -- and I am looking forward to trying again. I think for those of you who are managing that the main thing to do is develop trust in people.

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You trust them, they'll trust you. Try to do the right thing for them; treat them as human beings, and they'll do the job for you. Thank you.

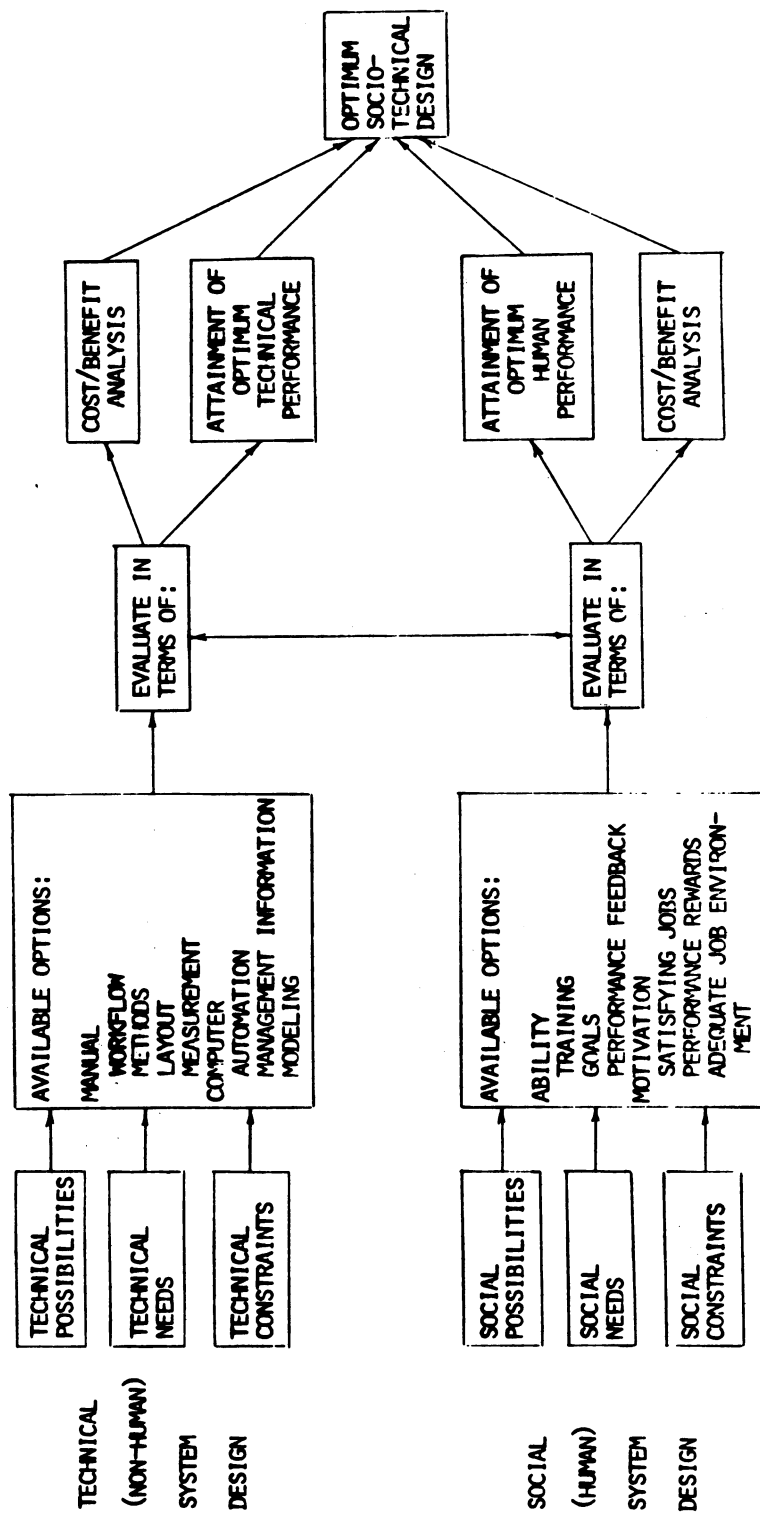
JOB IMPROVEMENT



HUMAN RESOURCE UTILIZATION

(From "Improving Productivity and the Quality of Working Life through Job and Organization Design at Occidental Life of California")

JOB IMPROVEMENT

JOB AND ORGANIZATION DESIGN
(WORK SYSTEMS DESIGN)

Occidental Life 2/77

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SOCIAL SYSTEM FACTORS AFFECTING HUMAN PERFORMANCE

PERFORMANCE = ABILITY x MOTIVATION

ABILITY depends on:

- Knowledge, skill
- Clear, comprehensive goals
- Practice
- Task interference
- Necessary information
- Necessary authority
- Necessary resources
- Help as needed
- Feedback on performance

MOTIVATION depends on:

<u>Job Itself</u>	<u>Performance Rewards</u>	<u>Adequate Job Environment</u>
Interest	Monetary increases	Salary
Challenge	Promotions	Security
Variety	Recognition	Physical working conditions
Completeness	Status	Policies, rules
Learning	Privileges	Leadership style
Discretion	Participation	Social relationships
Meaning	Praise	Benefits
Career path		Performance Appraisal
Client relationship		
Responsibility		
Social interaction		

JOB IMPROVEMENT

THE JOD^{*} PROCESS

1. Preliminary scan
 - a. Mission of organizational unit
 - b. Existing goals
 - c. Perceived problems by management
 - Deviations from established standards
 - Deviations from desired characteristics
 - Anticipated problems
2. Possible causes of problems
3. Data collection
 - a. Performance Improvement Audit (current performance and trends, potential for improvement in monetary terms)
 - b. Assess technical feasibility of redesign
 - c. Organizational structure
 - d. Objective job characteristic ratings
 - e. Employee job characteristic rating and preferences
 - f. Employee supervisory characteristic rating and preferences
 - g. Job discretion rating
 - h. Supervisors rate own and ideal style
 - i. Manager rates own and ideal style
 - j. Employee interviews
 - k. Relevant data from other interdependent organizational units
 - l. Relevant data from other organizational units serving target unit (e.g., Personnel, Management Services)
 - m. Organizational policies and practices
 - n. Personnel practices (e.g., orientation, training, career pathing, transfers)
 - o. Salary administration practices (e.g., grades, ranges, performance appraisal, raises)
 - p. Existing processes (e.g., goal setting, planning, problem-solving, decision-making, communication)
 - q. Existing measurement and feedback systems
 - r. Technical system variance analysis
 - s. Major changes anticipated (e.g., systems, reorganization)
4. Analysis/Diagnosis
 - Causes of problems, opportunities
5. Set specific objectives
 - Re: problems, opportunities
6. Develop alternative courses of action, estimate costs
7. Select alternative(s)
8. Develop plans
9. Implement and modify as appropriate
10. Evaluate
11. Cycle back to step #1

^{*} Job and Organizational Design

JOB IMPROVEMENT

THE JOD PROCESS (continued)

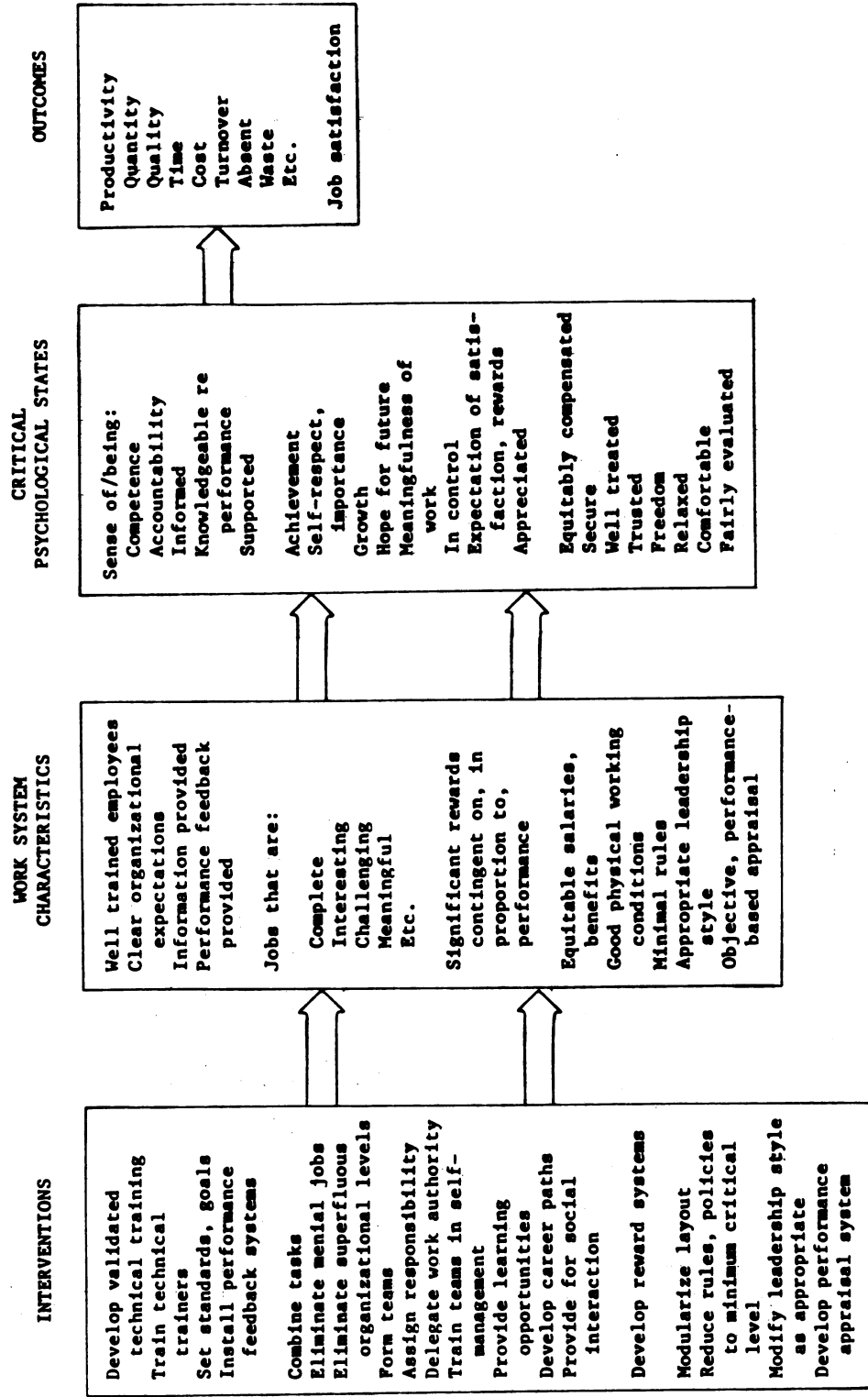
Issues to be addressed re JOD process:

1. Senior management support
education, awareness, involvement, sanction, shelter
2. Resources for change effort
3. Constraints on change effort
4. Participation of employees
how: direct
representative
when: data
analysis
design
implementation
modification
evaluation
5. Selection of design team
6. Training of design team in JOD concepts
7. Development of design team processes
8. Training of workers to work in new ways
9. Resistance to change
encourage experimentation
reduce actual perceived risks for all involved
increase payoffs for success

Note: The JOD process as outlined here addresses only the social (human) system, and assumes a given Technical (non-human) system (workflow, methods, machines, etc.). Ideally, these two systems should be designed jointly to achieve the optimal total system design.

JOB IMPROVEMENT

CAUSE-AND-EFFECT RELATIONSHIPS
IN
JOB AND ORGANIZATION DESIGN*

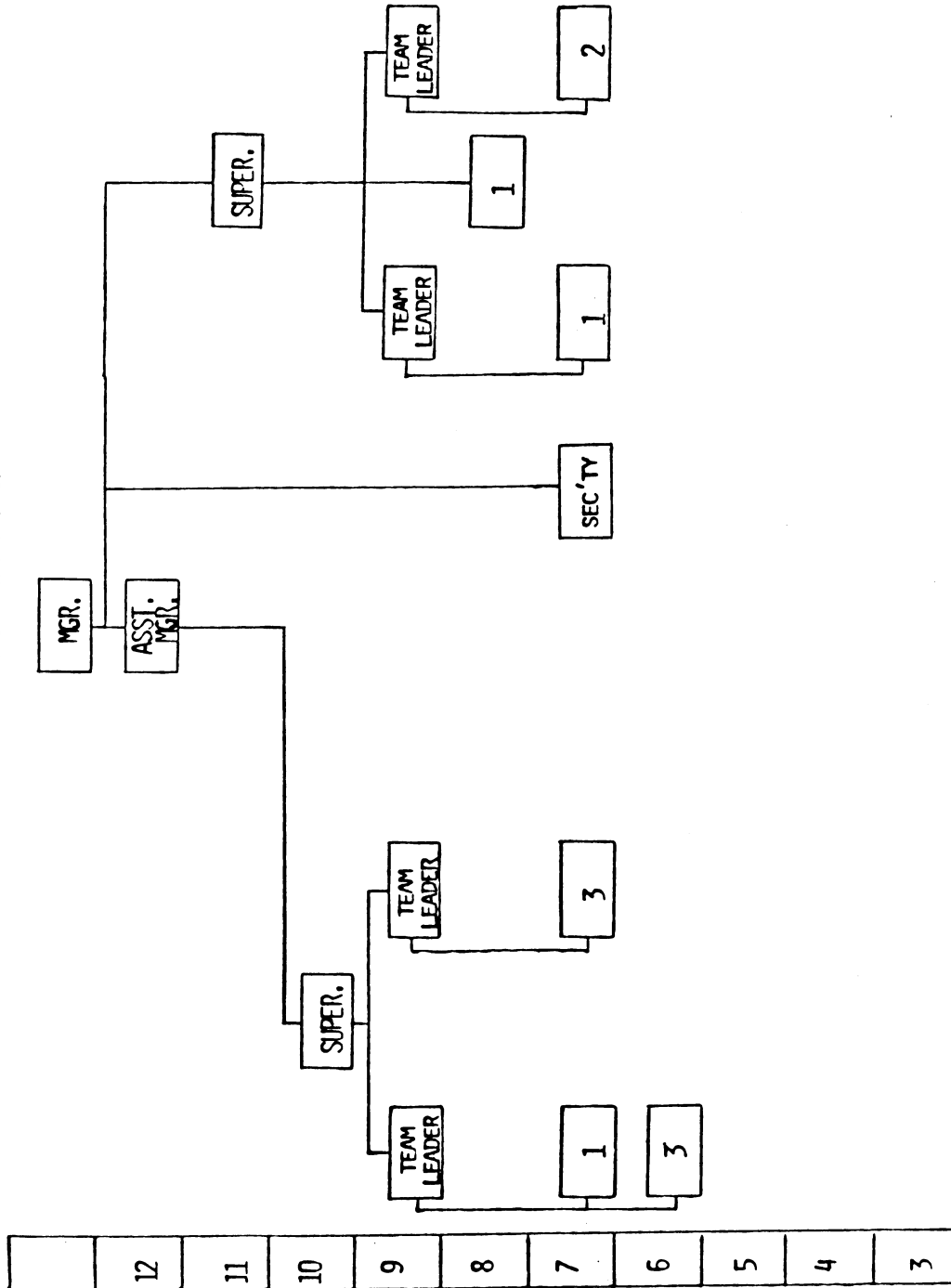


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2/77

*Partial listing,
Social System only

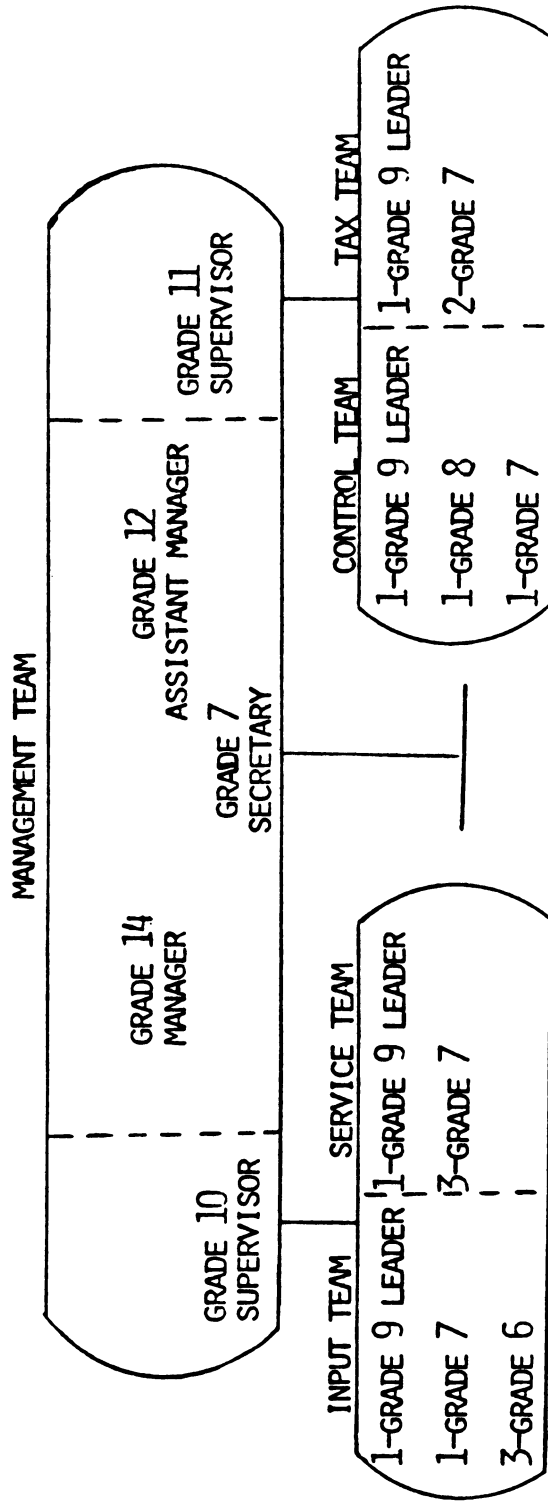
JOB IMPROVEMENT

PAYROLL (12/76)



STAFF 20
(18 AS OF 6/77)

PAYROLL TEAM



JOB IMPROVEMENT

JOB ENRICHMENT FOR MANAGERS

David Hitchin

*Vice President - Administration
Sunkist Growers Incorporated, Sherman Oaks*

I'd like to share with you some recent experiences that I have been having while working in one organization with a lot of people who have come to that organization to do a job and found that a lot of what they had learned was irrelevant, and what they expected didn't exist. And what can we do about that to enrich the jobs of these various people?

My own interest in job enrichment, I guess, goes back to my UCLA days. A lot of us can trace our roots back to that. In 1961 I was a student of this particular subject, and then I spent five years as a dean of a business school where we were looking at the process from the other side; and now for the last five years I've been watching what happens as the graduates go out into the work world and slam up against some of the expectations and realities of life in organizations. How are they adapting to it, or adjusting to it? That's what I'm going to talk about this morning.

I would really like to start by asking you to think about your own company, and how it would be if you walked back into it this afternoon or tomorrow, and instead of seeing that employee bulletin board saw an underground newspaper. This paper is being developed by your employees and here are the headlines: "Senior Systems Analyst Hits \$30,000: Now Trapped in Data Processing." Don't you know that fellow? We never talk about him, but I think many of you have faced this kind of person. He comes to you and says, "I finally got what I was looking for; I'm a senior systems analyst, I've got the money I need but there's nowhere for me to go in this company except in Data Processing and I hate it." Now what do you do with that?

What about the corporate counsel, the lawyer, the fellow that's gone through law school and been promised by our society that now his

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whole life is going to be easy street. He's the one who gets his salary increase for the year and comes to you and says, "Hey, that was a great increase and I appreciate it very much, but you know my purchasing power has been shrinking since I joined your company and I can't stay with you." Or how about a headline about a corporate planning manager who wakes up one morning, scratches his head and finally says, "Hey, there isn't any corporate planning going on." Or the personnel manager who suddenly admits to himself that he can't go out and convince those potential employees that there is a real living exciting opportunity for them at his company. And so it goes.

Every time I turn around, I find people who are very highly educated and given major positions of responsibility in an organization; and if they are really honest with themselves, they say, "I'm frustrated. The organization and I aren't fitting as well as I thought we would." I'd like to talk about that because I think it's a reality, it's something that we understand a little bit intellectually, and I think individually many of us have been there.

I'd like first of all to explain why we at Sunkist are interested in job enrichment, because a lot of people think that you've got to tie that to the bottom line. On the first day of my employment with Sunkist, I sat down with the head of our data processing group. He told me what he thought we should do and I told him to do it. That decision saved us \$1,496,000, and is continuing to save us \$28,000 a month for as long as we continue to operate according to what he thought we should be doing. We were renting an IBM computer from IBM. He thought we should be going into a third-party lease on a different kind of computer at a time when IBM was coming up with a new generation of computers. Everybody was flocking to those; so there was a surplus on the market for these large "old-fashioned" computers, and we were able to go to a third-party lease and generate that kind of saving. We did it five years ago and we did it again last year and we continue to do it, and we're saving money. That's what happens if you let people do what they are trained to do, and I hope that now I have justified our interest in job enrichment.

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Job enrichment in a way is one of the foundation concepts of philosophies or beliefs -- belief systems, perhaps, according to modern management theory. On the technical managerial level it's an aspect of the organization life that I think needs an awful lot of attention. And it needs attention from the very people who are here today. It needs attention from the presidents of companies, from people on boards of directors who have a whale of a lot to say about what kind of an organization they're going to be running.

We've got to concentrate on job enrichment because our organizations are increasingly hiring a new kind of employee. These people usually have either a bachelor's degree or eight or ten years of experience; they have MBA's; they have law degrees; they have masters in science and engineering, and they're running to organizations to create a worthwhile career in which they feel they can make an impact and find personal satisfaction. A lot of them aren't finding that. It's our responsibility to take a look at this problem, and to do something about it where we can.

Many of these people were in universities five to eight years, at a time when there was widespread anti-establishment feeling. You remember those days and they aren't that far behind us, because those same people are now in our organizations trying to make some sense out of what we're doing. Their loyalties are not to the organization. Their loyalties are to themselves, to their families, and to their professions, but not to our organizations. Their ethics are based on personal freedom and doing their own thing. They'd shake under some of the kind of restrictions that we consider to be important in order to have predictability. For example, one of your speakers said his company took the hard line and terminated people who couldn't get to work in the morning. Now can you imagine yourself discussing why a senior analyst who works independently on a problem should even come into the organization and do his work and waste his time driving and contributing to air pollution? Why can't he do it at home? Those are the kinds of questions that we're hearing now, and I don't think that we're doing a particularly good job answering them, because there is some logic to what they're saying and yet there are also

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organizational realities which require people to go along with a set of rules that may or may not make sense to them.

We've also got to think about what I call an end to the period of elitism. It used to be that a college degree made you something special, and a lot of people went to a university mainly to become one of the elite. They may still be thinking like this when they sign up to get that college degree, but I see a tremendous force to destroy that very elitism within the organization. If you think for a minute about your own organization, you can see that. There are tremendous pressures on these people who come out with a college degree and expect to receive additional compensation, more responsibility, more recognition, to have more impact on decision-making and instead are finding hostility and frustration.

I'll give you an example. You look at your equal employment opportunities situation, which means you cannot employ someone according to his potential and thereby pay him more than somebody who is technically doing the same job. Let's take the lawyer, for instance, who graduates from Stanford or from Harvard Law School. He comes to work in your organization, and you say to yourself, "Hey, we're going to pay this hotshot \$20,000 because some day he's going to be worth a lot more, but the first week of employment we're going to have him doing a rather mundane job." And if you've got a clerk across the way that you're paying \$12,000 or \$15,000 for doing the same work, well, you've got a legal problem on your hands. In the past you appraised an employee's potential and paid him for that. That's out. And out along with it are a lot of elitist ideas and thinking. It's shocking; it's like a bucket of cold water poured on some of the people who are coming in with a lot of enthusiasm. An awful lot of people are facing that kind of situation in organizations, and not much is being done to help them through it -- to help the individual who comes in to make the contribution, who wants the time to learn the job, and to have the responsibility. As a result, these people give up; they leave. It's future shock, if you think about it. I know that concept is ten years old now, but you keep going back and looking at it.

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Many organizations are going through a traumatic period. A lot of people were hired when there was organizational slack. When companies had an extra bit of money, they brought people in, they created planning departments, and they had a lot of acquisitions going on; but things aren't that way now. All of a sudden -- and I don't know whether you can go back to the four hundred percent increase in oil prices, or just what it is -- you look around today and see a lot of organizations that are actually in shock. Government regulations with teeth in them are changing their whole approach to personnel management, for example. The economic pressures of international competition are getting to them. These shock waves are hitting organizations and as they hit, the organizations are cutting the jib and trying desperately to ride out the storm. They are retrenching at a time when the expectations of their new people are continuing to go up.

At present, we have a gap between what is acceptable and desirable for organizations today, and the expectations of people who come in without realizing that their career, their work, and the impact they'd planned to have on the organization was going to be affected by current external developments. A lot of people are not really in touch with the cyclical ebbs and flows of organizational life. There are times when what they want to do is accepted, desired, and in fact, encouraged. And there are other times when it isn't affordable. When the kinds of projects that many of your organizations are undertaking are affected by these ebbs and flows, you understand the measures you take to handle the situation, but a lot of employees aren't in your position. They don't experience the crises and challenges directly; they only see the consequences without understanding the rationale behind them.

I'll give you a specific example. Those of you in personnel management -- what's happened to your training and development budget over the years? When things are good, it goes up; and when things are down, it goes down. You see what's going on and you can live with it. All that the people who aren't directly involved with this area know is that you promised them that if they came to work for you,

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you'd pay for their MBA, and now half-way through, you're telling them you can't. That's reality to them and you've got to deal with it.

Another thing that doesn't necessarily follow any more is the notion that college education means job opportunities. Look at the surplus of graduates today. Do any of you know about teachers who were told ten years ago that if they went to the university and had a teaching credential, they'd always have something to fall back on? Why don't you talk to some of them who are trying to get back into the teaching world? They've gone out, they've had their children, and they want to get back in, but there aren't any jobs. The current correlation between college education and job opportunities is a peculiar one, more complicated than when I learned it.

Hard work doesn't necessarily mean job security any more. That's another one that goes out the window. It may or may not help, depending upon the kind of work you're doing, the projects you're working on, but it doesn't automatically lead to job security, nor to rewarding work. This can be hard to take. A lot of us were taught that if we worked hard and did good work, then we'd have a good job and probably be promoted. It doesn't necessarily follow. Effort and determination don't necessarily mean success. Talk to your graduate students. Ask them why in the world they are hanging in there to get that degree which takes determination and effort. You can get any degree you want, but how often does it get you the job you want?

You watch somebody in a staff position trying to educate some older line people who don't believe in education and have twenty years of seniority. These young graduates are out there with their degrees and their technology and they're trying to convince these old-timers that they ought to do things differently; and if they do it differently, things are going to be roses. However, their superiors won't give them the time of day. No matter how hard the new employee works to convince his boss and prove himself, he's not going to have the impact he wants and the success that he needs unless you can help him; unless you can really help him understand what he's up against and what he's got to do to get that crusty line manager to

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accept his "high falutin'" ideas. This has nothing to do with equations and computer modeling and all the kinds of things that he thought he would need in order to do his job.

I have a couple of additional thoughts here: one I'm going to attribute to our personnel manager who is with us this morning. He says that, first of all, the work world isn't necessarily designed on an academic year. You know, for about fifteen years people absorb the idea that in June you're evaluated and you either go on to the next grade or you don't. Even after you are out of school and working, you kind of wait around in June and if you don't get that grade and the promotion, you get itchy feet. Frank's looked at his turnover figures and sure enough, about the middle of June and July he sees a tremendous spurt.

I've also noticed that a lot of people have a three-to-five-year tolerance cycle. Both the divorce rate and the turnover rates show that people can put up with almost anything for about three to five years, depending on how hungry they are. I've got something to add to that which says tolerance cycles aren't that easily regulated. Three to five years can pass in an organization and the employee and his company just aren't moving in the same direction any more. The company's offering a promotion, but the employee no longer cares enough about his job to stay on, or the employee decides he deserves a promotion, but his company's not interested. Then you have a problem.

I've got a solution for you if you'll hang in with me for another five minutes. What kind of mistakes do individuals make? One of their problems is that they have unrealistic expectations. They lack a lot of knowledge and the sooner they can get it, the more effective they'll be. They don't really understand the resistance they're going to encounter to the changes that they want to bring. I know we've got a course or two on organizational change and we have some theoretical models and intervention techniques and we can tell people that, "Hey, people do resist change!" They resist all kinds of change. But a lot of people who confront this resistance head on don't really understand it and don't realize how deep the resentments go. They don't appreciate the problems. They don't really understand the line-staff conflicts.

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A lot of you are in service organizations and you know you don't tell people what to do. You try to influence them in terms of what they should be doing, and that's what we heard about from the Occidental people: how to influence people to do things differently. That requires a whole special set of skills which we really don't know much about. That's where I think a lot of people that I'm talking about today lack knowledge. They don't really have an idea of the cost involved in what they want to do. For example, if it were priced out and laid down in front of them, they might change their minds about how sophisticated a computer model the financial forecasting group really needs.

A lot of individuals don't understand their own limits. They don't understand the utility of work: how important it is that their work be useful to the company. I'm a strong believer in self-knowledge, because it's the people who've got it who are making it in organizations today. And they really do know their own limits. They don't oversell themselves and they recognize when they've got to go to that line manager and draw on his experience and collaborate with him and defer to him on certain parts of the project. Without that self knowledge, many of them overpromise and underproduce.

What do companies do? Right now, I'm going to tell you a little bit of what we're doing at Sunkist. I'm speaking on my own, but I'm using Sunkist as an example. I'll share some of the things that we've been able to do to handle some of the problems that managers and high level staff people have been running into.

We find that a lot of our people have their effectiveness reduced because they are under a great deal of personal stress. Now I know it's called organizational stress in the textbooks, but I don't really understand that concept because I see it in the faces of the people that work with us. It's personal stress and if that stress is not dealt with, most of an employee's energy and all of his creativity can be drained off and lost to the organization. So I think that it makes good business sense to deal with the stress; to try to identify it and deal with it. A lot of you have programs set up for alcoholic employees; others have counseling programs. There's an awful lot being done. But I think more time is spent denying that people have problems, are under stress, and don't know how well they're doing.

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One way, of course, to handle tension is to create a management by objectives program. Usually, when this is presented as an option, it is presented as a corporate option. I think it's very difficult to establish a corporate-wide program, and most of us shouldn't even waste our time on it. We should grab onto that part of the organization that has an interest in it, a belief in it, and make it work there. That could be a department of five people. But get some goals out there and get some agreement on when you're going to reach them.

Follow this up with performance appraisal. There are a lot of ways to get this. I'll tell you the worst way: Once a year when you decide whether or not an individual deserves a salary increase, you call him in and say, "Charlie, today we're going to talk about your performance over the past year and your salary for next year." And guess what? He misses the performance appraisal as he's waiting and listening, did he get six percent, did he get ten; what does that mean -- didn't he get any? He is so anxious about his salary that he doesn't hear his appraisal. So split those apart. Talk to him about his salary and why, but then sit down again on a regular basis and give him the kind of feedback that he needs.

I don't think once a year is enough. I think every week is perhaps too often. I like to look for specific events that you can sit down and talk about, and decide what went well and what didn't go well, and whether you're communicating well, and why something is getting struck in someone's craw. If you can get that out early, that's the kind of performance appraisal I think you ought to work with. That's the kind of thing that I'm sure most of you do every day, but a lot of people don't think you can do it. They don't think it's legitimate to talk about feelings. They don't think it's legitimate to talk about constructively trying to improve somebody's relationship, especially if they -- the boss -- would have to change their behavior as a result of the new agreement you reached with an employee. It's not a one-way street.

We do performance evaluation on an individual basis. We point out that if something isn't working, the individual is not necessarily

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at fault. It could be a technological or political difficulty, or -- and this I would emphasize -- an economic problem. You know, a lot of us take time to tell people what we're doing, but we don't take time to tell our people what we're not doing. If we decide not to proceed with a project they're working on, they may think it's their fault. If you can realize that they may be taking it personally and feeling upset and let down, you can take steps to alleviate this.

Secondly, I'd like to suggest that a company can place career development responsibilities with the individual. A lot of us are prone to think that if we just have enough seminars and workshops floating around and present these in the right way, the people will grab them. Well, that's true to a certain extent. One of the beauties of a program like this Faire is that you're willing to spend money encouraging people to decide how they're going to spend a day. You hope that eventually they can get to the point where they're saying to themselves, "Well, that workshop or seminar helped me define my career goals. Will it help me do my current job better or prepare me for future jobs?" When they start making those decisions on their own and take the responsibility for their own growth, then they come to you and the whole thing goes smoothly.

One way we encourage employees to express themselves at Sunkist is with our job posting program. We insist on telling everybody in the company about all the openings so no one has a chance to maneuver himself into a favorable position behind the scenes. But we also require all employees who are bidding on the job to notify their immediate supervisors. Many many times what that really does is create a legitimate opportunity for an individual to tell his boss that there's something wrong. And the boss comes back and says, "I had no idea; you mean you're not happy; why didn't you tell me?" I'm sure you've all been there. They have a conversation that's never taken place before; and many many times the bidding on the new job is withdrawn, because suddenly a barrier has been broken. They're now communicating. The boss is now interested and aware of the individual and his career objectives.

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Planning can also do an awful lot to clean things up. One of the things that I find staff departments can do is anticipate resistance to change, and deal with it ahead of time as a group. We can plan ahead so that resistance to change comes as no big surprise and we don't start taking it personally. We also can share ideas on how we might do it better.

You know, a lot of us don't have much feedback from the work we do. At grad school, if you remember, you turned in a paper and it usually came back with something on it. Now you turn in a term paper and nothing happens. And if you're paranoid you say, "I guess it was no good," and you bail out of the organization. But that's the way it is. An awful lot just goes one way and doesn't come back. When we know ahead of time that this happens, then at least we have an opportunity to handle problems in this context.

I believe a great deal in what I call professional identification and we've encouraged it at Sunkist. I used to tell a corporate planning group I had that I either wanted them all taking a course or giving one, and that's the type of work they were doing. They were heavily involved in their professional organizations. They were required to take part in programs like this. They gave papers, wrote for the Harvard Business Review, were candidates for the Harvard Business School's Agribusiness Seminar and were very active professionally. From their professional contacts they got a great deal of satisfaction that they couldn't get in their organizations. I don't know about you, but I'm really enjoying this chance to talk to people who are having my kind of problems. I can go back to my job thinking that it's great that there are other people in the world who believe in organizational development, and job enrichment, and the kinds of things I believe in. So, I think that professional identification is important.

I also think it's important because I believe an individual's effectiveness in an organization is directly related to his outside opportunities. To the extent that he's cut his ties, burned his bridges, and is dependent upon the organization for his paycheck and indeed for his career, his effectiveness many many times will be reduced. You've seen it and felt it yourselves individually as you

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get into those tough decisions. You say, "I'd sure like to go for that; professionally, it's right, but I'm not sure I want to rock the boat because I can't afford to be set adrift tomorrow." Sure, you've got to be careful, but you've also got to keep your professional integrity, because that's where you get your strength and your capabilities. If the organization you're working with won't acknowledge it, maybe somebody around the corner or across the street is just waiting to use the kind of talents that you have.

Very quickly I'd like to make some other points. A sound organization concentrates on increasing professional competence and effectiveness. Structure temporary employment agreements so that employees can come into your organization, do high-level work, and then move on to another organization that requires that kind of work. The individual I think must take most of the responsibility. When he feels that he is underemployed, he can take on more responsibility. If the company is retrenching, he can consider leaving or supplementing his work with moonlighting, hobbies, or family activities. I think it's critical that he realistically assess his expectations. He should not accept other people's views of himself. There are some ideas floating around about how many years an individual should have in grade, what salary he should be making at a certain point in his career, and as long as he's controlled and measures himself against those external standards, he's likely to be frustrated when he's not meeting them. If somehow he can come to terms with what he needs and wants, he can begin to forget about these other expectations and put it all together himself.

If a company can do some of what I've suggested and the individual can take responsibility for his work, sometimes with some people in some organizations, it will work. We'll have more openness, greater honesty about expectations, and better relationships, high levels of achievement when possible; and at times when that's not affordable, you can go back to a lower level of activity. Professional, managerial, and technical confidence can be encouraged, supported, and rewarded, but not maintained when it isn't economically feasible. My idea is that the individual employee and the people we counsel at Sunkist

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retain the initiative in their own work. They assume the responsibility for the day-to-day activities and to a large extent, for their entire career. If you can stay with a cause and make things happen, rather than feel you're the victim of the organization, its nuances, and its politics, I think you're likely to have a better chance both of remaining healthy in your organization and of making a good adjustment from one organization to another. You can make the kind of contribution that you and your organization are entitled to expect. Thank you.

DISCUSSION

Because of time constraints, discussion on Job Improvement was postponed and combined with discussion after the following section.

PARTICIPATIVE MANAGEMENT

PREPARING FOR PARTICIPATION

Richard E. Garner

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Good morning. In case you don't know quite what we do out at Fontana, we take the basic raw materials of iron ore, coal, and limestone; we crush them and melt them, and pour them and roll them, and turn them into various steel products -- plate, strip, pipe, and things of that nature. We are what's called a capital intensive operation, because it takes heavy massive equipment to accomplish these things. When we are working at full capacity which, unfortunately, we are not, we employ approximately 8200 people at this location, of which about 6000 are unionized.

The union that we deal with is the United Steel Workers of America. So I speak to you from the context of a union shop, and we've always been a union shop. We never had the trauma of a union organizing campaign or anything of that nature. So, we'll approach this subject from the standpoint of dealing with a sophisticated labor organization which has quite a full partnership in the operation of our plant.

When you talk about worker participation in management, many people automatically jump right to the top and think about the board of directors. But I tend to break this down into three broad categories. First would be collective bargaining and associated forms of union-management activity. The second would be the consultative or the joint advisory committees at the plant or company levels; and the third would be worker representation on the Board of Directors.

Now, in this country, unions have from time to time sought participation on the board level, but they have not really pushed these demands too strenuously. Most union leaders, in my opinion, believe that their primary responsibilities are to obtain greater benefits and improve working conditions for their members. They see some conflict or inconsistency between carrying forward these responsibilities and

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fulfilling their responsibilities for the generation of profit and selective investment of capital. In fact, some trade unionists have denounced the concept completely on the grounds that a trade unionist cannot be both a manager and an unfettered representative of the working people. So I will not be talking to you today about representation on the board of directors. But we will talk from the standpoint of the other two.

First of all, let's talk about the collective bargaining relationship. Many people don't think of this as a means of participative management, but it really is, because unions exert a very powerful influence on corporate actions and decisions through negotiating wages and other conditions of employment. For this reason, the collective bargaining relationship agreement is a major method of worker participation. Contract provisions which generally deal with matters of safety and health, job evaluation, apprenticeship training, contracting out of work -- all of these things are worker participation, and they are usually handled through joint company-union committees who meet periodically to discuss these various activities. In our operation, for example, just running down the list of committees, there are committees that deal with sharing-planning, safety and health, job description and classification, apprenticeship, productivity, alcoholism counseling, drug counseling, and civil rights, among others. All of these are participated in by members of the work force, who are, of course, members of the union.

Now, why do we want participation? We don't want it just because it's a good thing. We have some basic reason. I think we want participation so we can more clearly get all of the work force to identify with the goals and objectives of the particular company they work for. You'll have to forgive me if from time to time I lapse into defining productivity as sort of a co-equal word with participation. In most cases, we're really talking about improving the operation, which to us primarily means improving productivity.

We at Kaiser Steel are all aware that ours is an internationally competitive business. It's especially true here in the western regional steel market, where we have seen imported steel take as

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much as 37 percent of the market. We know that we are competing on a world wide basis in the steel business.

We also know that our employees are the highest paid steel workers in the world. They know that they have to produce more -- or at least as much -- than the other steel workers if we are to maintain our competitive position and keep our facilities up to date. So we talk about productivity participation under the slogan of "Shared competitive responsibility," which to us means encouraging a spirit of team work in which each person involved in the company takes his share of responsibility for the company's success.

Productivity means getting the most units of prime production from a given amount of raw material, energy, time and labor. The two-word definition we have used for many years is "best yield." Now, you would think that everyone would universally identify with improving productivity and increasing participation. Unfortunately, not everyone does. To many people, "productivity and participation" are really red flag words.

I think a gentleman who summed this up as well as anyone I ever read is Mitchell Fein, a professional industrial engineer, who says in his 1974 monograph titled "Rational Approaches to Raising Productivity" that "the greatest obstacle to productivity improvement is the adversary relationship between labor and management." Ever heard of that adversary relationship? Think of yourselves now, from the standpoint of the worker.

Mr. Fein goes on to say:

Workers see increased productivity as detrimental to their income and job security. Management sees relations with workers in the traditional ways as remaining win-lose. These opposing views create a formidable block to mutual understanding of each other's needs and dampen efforts to find ways to solving productivity problems.

Philosophies for managing blue and white collar workers are based on the premise that workers are generally unsympathetic to management's goals and, if given the choice, will perform at a lower productivity level than management believes is reasonable and considerably lower than they are capable of achieving. This is evidenced by management's jealous guarding of their rights and prerogatives. They are convinced that productivity is reduced as management's rights are diluted by limitations on management's right to manage.

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Managing policies therefore require that management establish work performance criteria and continually press workers to perform to standard. Compliance is most frequently obtained by instituting control procedures to monitor performance and determine substandard variances, which managers then attempt to correct.

The need to coerce workers to perform to production standards stems from the adversary relations between management and workers, which arise from basic differences between labor and management: Management and workers are not motivated in the same direction; they have different goals, aspirations, and needs. This fact of life which workers see clearly, but which is inexplicably obscured to all others, is that: if workers do anything to raise productivity, some of them will be penalized. Most workers see that if they improve productivity, reduce delays and waiting time, reduce crew sizes, or cooperate in any way, less overtime will be available, some employees will be displaced, and the plant will require fewer employees. Workers will receive no financial benefits, nor can they be persuaded that increased company profits will benefit them in the future. What employee will voluntarily raise his production output, only to be penalized for his diligence?

But that does not happen to the "exempt" employees, the executives, administrators, professionals, and salesmen. Have you ever heard of a manager who worked himself out of job by superior performance? Or of a salesman whose security was threatened because he sold too much? Or of an engineer who caused the layoff of other engineers because he was too creative? These employees can usually anticipate rewards for their creativity and effectiveness.

When workers excel and raise productivity, the company benefits and management is pleased, but the workers may not benefit. On the contrary, in the short term their economic interests are threatened, some suffer loss of income. When "exempt" employees are more effective, they are covered with glory: their economic security is enhanced, not threatened. Ironically, the relationship between workers and management actually provides workers with the incentive not to cooperate in productivity improvement. Without realizing it, most companies offer their employees an opportunity to reduce their earnings and job security as they raise productivity.

It was this kind of adversary relationship which led to the longest steel strike in recent history back in July, 1959. The whole industry in this country shut down for somewhere between one hundred and six and one hundred and sixteen days. That argument was over the subject of restrictive work practices. I think it also

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had a couple of other names. The management people seemed to talk about it as featherbedding, and the union people talked about protected past practices. But all of it was an attempt to force or obtain change through contract negotiations, and it did not work because of resistance from the other side. I guess you can call it either maximum participation or maximum non-participation when the whole industry shuts down.

Finally, after about the one hundred and sixth day, our labor and management people concluded that there had to be a better way than economic warfare and that we should find it. Out of that came a tripartite committee, established by our contract in 1959, to find a better way of sharing the economic fruits of progress.

The joint committee labored long and hard, and in 1963 we installed a program called the Long Range Sharing Plan. It's been widely publicized. Unfortunately, most people tend to focus on the ups and downs of the monetary payoff and miss the other consistent key part: the plan also provided job security and income security when productivity improvements are made, either through technology or improved work methods. If doing either one of those things required a decrease or change in force, protection was provided for both earnings and for a job.

The next step in the productivity evolution came in 1971 with the establishment of joint committees set up by labor and management to explore ways and means of improving steel industry productivity. This step recognized two things. First, it acknowledged a mutuality of interest between the companies and the employees. As a sophisticated union, the steel workers understand that if you are going to get increased wages and benefits every three years at contract negotiations, you are much better off if you are dealing with the company that is profitable and able to pay. As Mr. Abel, President of the U.S.W.A., once put it "You can't get water from an empty well." So there is a mutuality of interest in having a company which is viable. Second, there was very real recognition that foreign competition was a very real threat, and was taking jobs away from steel workers in the United States. Improved productivity would be one of the best ways to combat that particular problem.

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These labor management committees are that "second level" we were talking about initially: a works council type of thing. They are a joint cooperative venture in which both the company and the union representatives share a mutual concern and obligation to improve productivity. They approach this issue in a positive and constructive way, within a framework of common interest, and a contractual directive to work cooperatively. Committees are advisory, which means that the management group still has final responsibility for direction of the work force. They identify problems, and handle matters which include maximizing use of production time and facilities, reducing equipment delays and breakdowns, improving quality, reducing the need for reprocessing products, eliminating the waste of material, supplies and equipment; reducing excessive overtime, improving safety, improving health, and focusing employee awareness on the problems of productivity and the threat of foreign competition. The plant committee is composed of five representatives of management, five union representatives with the local President of the union, and the Work Manager of the plant -- as co-chairman. We started that in April of 1972.

Shortly after, we broadened out to establish departmental committees. Because we wanted to get this down from one top committee to the next level -- the department -- we now have joint committees in each one of the operating departments. That was our mode of operation through 1974. In mid-year, we peacefully negotiated a new labor agreement, did not have a strike, and the name of the committee was changed. I think it was a significant change: from the Plant Productivity Committee to the Committee on Employment Security and Plant Productivity, again to reemphasize the relationship between productivity and job security.

In February of 1975, we introduced the next phase which we refer to as the project team system. A project team is a structured problem-solving approach. Project teams consist of either salaried or hourly employees, or a combination of both. It is the responsibility of these teams to define, analyze, and solve significant problems. The department quality committees remain one of the main sources for recognizing and defining problem areas, and a project team is appointed to work on a particular problem and propose solutions.

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I think I should say here that productivity to us is an end result, not something that you attack directly. What you can attack directly are problems; and if you identify the right problems, and if you have installed the right corrective measures, then you will increase productivity. Sometimes it seems like less of a red flag word if you talk about problem solving, rather than saying you are going to go out and raise everyone's productivity. But the end result is the same.

We also have found it very useful for our people to visit our customers, and so we have had joint union-management personnel visiting various of our customers and clients. This has a two-fold effect. It helps us to better understand the customers' processes and why they are asking us to do certain things, and it also gives us some new ideas for productivity improvement that we can bring back and apply in our operation.

Now what are we really saying here? We want to establish, or try to establish, a work climate that enables us to tune in to the plant workers. Now believe me, the people in your work force are among the best industrial engineers in the world in their own work area. They'll beat any incentive program or any other plan with which you can come up. They'll figure out a better way to do it. The problem is getting them to show you that better way. So, we're trying to avail ourselves of that knowledge and generate an atmosphere in the plant where our people will want to say to us, "Hey, there is a better way." And, conversely, we can go out to them and say, "Here's a problem; will you help us develop the solution?"

To us then, participation in management means that the employees are consulted about matters concerning their jobs. This consultation cannot be a sham. Managers must be prepared to change their views as a result of employee participation, while still maintaining the authority and responsibility they need to operate the plant. Whenever consultation is not possible or different decisions are necessary, the managers must take the initiative to explain the issues to the workers.

Our company's policy is to push decision making and cost responsibility as far down the management structure as possible. The main benefit

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of this is that it helps employees to identify with the cost responsibilities of their own managers. It lets them see that they have a direct contribution to make in sustaining good cost performance.

In short, at all levels, we are trying for participation, for responsibility, and for accountability. We think shared competitive responsibility is the key to our participation. By helping the company to grow and prosper; by increasing job opportunities, job security and an improved standard of living, the steel workers also assure themselves a future.

Thank you very much.

THE JBL EXPERIENCE

Dave Farrell

*Director of Employee Relations
James B. Lansing Sound, Inc.*

Ed Kur

*Quality of Working Life Project
James B. Lansing Sound, Inc.*

Dave Farrell

For the benefit of those who do not know us, I'd like first of all to say a few words about James B. Lansing. We are a Southern California company, engaged in the process of manufacturing and selling high-quality loud speaker systems. We have 1300 employees divided among four facilities -- one of them in Northridge is the site to which the entire company will be relocating over the next year. We have three other manufacturing facilities in the San Fernando Valley, predominantly in the east side of the San Fernando Valley. Our products are high quality and reasonably expensive. The selling price of our speakers ranges from about \$150 to \$3500.

In contrast to some of the other firms you heard about this morning, our operation is highly labor-intensive. Of the 1300 employees that we have, approximately 1,050 are directly or indirectly related to the manufacture of the product. The processes used are still largely craftsmanlike, and not generally automated. Our work force is approximately 45 percent female, approximately 55 percent minority, and the vast majority of these are Spanish-American. With respect to compensation benefits, we rate our direct compensation at about the 65th percentile, with companies doing similar work; in the benefits area, about 90 percent.

Several of those benefits I would like to mention specifically, because they do get into the question of participative management and company ownership. We do have a cash profitsharing plan, a stock purchase plan, and an ESOT -- an employees' stock ownership trust, which is available to any employee after a year's service. Approximately

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55 percent of the work force share in the company's ownership through the stock purchase plan combined with the ESOT. Approximately 75 percent of our work force in one way or another have part ownership in the company. The ESOT plan has been in operation for two years. The percentage of ownership in that trust at this time is about 8 percent of the total shares outstanding of the company.

JBL is one of several subsidiaries of a parent company called Harman International. Other major corporations in that family include Harman Kardon, Tannoy, a British loudspeaker manufacturing concern, Ortofon, a Danish cartridge manufacturer, and one company that is not in the audio field, Harman Automotive, located in Bolivar, Tennessee. Those of you who have been following projects in work improvement and quality of working life may be aware of the original work that's being done at the Bolivar facility.

The president of our parent company is Dr. Sidney Harman, who about two months ago was appointed Undersecretary of Commerce by President Carter. As a result, he is in the process of divesting himself of the company, through acquisition. At this point, it appears quite likely that we will be acquired by the Beatrice Foods Corporation. Dr. Harman has indicated that one of his main reasons for joining the Department of Commerce was to take this material about the relationship between the quality of people's working lives and the quality of their lives generally, and to disseminate it within the government itself.

I'd like to speak now about the history of what we have done and how our program began. Dr. Harman really was the prime mover initially. He found management people within JBL who supported attempts to work in this area of quality of working life. I think they were motivated by many of the concepts that you heard about in the first session this morning -- realization of the need to bring closer harmony between the person's life at work and his human needs outside of work.

In 1974 a steering committee was formed. At that time, it was composed entirely of management people who were to investigate ways for JBL to improve this relationship between life on and off the job. For nine months, that group of about eight people looked at a variety of things, some of which you heard about this morning -- job enlargement and

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job enrichment. We looked at the work that had been going on in our sister company at Bolivar; we looked at "sociotechnical systems" and "work itself" projects at AT&T, and at the ideas of Maslow, Herzberg, and McGregor.

Our investigation convinced us that whatever we did at JBL ought to be more organic, and derive from our understanding of the real needs, values, and motivations of our people, rather than solely from theoretical information. The steering committee decided it could most effectively achieve plant-wide participation by disbanding in favor of a group which would include representatives from all sectors of JBL. After reviewing a number of alternatives, its members ultimately agreed to create a planning council, which came into existence in March 1975. It was comprised of twelve people, seven non-management, and five management people, plus supporting staff, with two outside people who were not with the company. The employee participants were all elected by peers. Several of the management participants were appointed by the president, and several were elected by their peers within management.

The group began functioning with very little in the way of predefined methods, goals, objectives, limits of authority and responsibility, and so forth. Its members began working with a general set of principles, some of which had been taken from our work at the Bolivar facility, involving security, democracy, equity, recognition of the individual and his needs, with participation as the cornerstone. Initially, the group dealt with procedural matters of its own existence and functions -- the length of term of its members, and the nature of the chairmanship which it decided to rotate among those members who chose to exercise that extra responsibility. There was a recognition up front that group decisions ought to be as nearly unanimous as possible. The members downplayed quick voting and resolution of problems, and chose rather to consider each issue as thoroughly as possible; to explore alternatives in order to reach a solution that would satisfy the greatest number of people. They agreed initially that the committee would make the decisions in some cases, make recommendations either back to local groups or to company management in others, and conduct research and investigations and make proposals concerning other matters.

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I'd like now to give a couple of examples of some of the things that the first planning council began working on, and then Ed Kur will pick it up and talk about more current events and some of the specific issues now facing us. The first group developed a lengthy list of specific activities, and narrowed it down to about half a dozen they wished to work on during their first term. The first was the generation of an experimental project in which the idea of employee participation and greater self-determination could be extended down to the shop floor itself. Three specific projects at the shop floor level were generated -- one was developed within the personnel department itself -- and those projects lasted from a minimum of two months to the personnel project which continued for about a year. We learned a great deal from these.

Other priorities were personnel training and development. As a result of the planning council's activities, a person was hired to begin working extensively in the training area, and the style for the development of our training program followed very closely the style of the program itself. Specifically, we did not go out and rely on package material, but rather worked with small groups of both supervisory and nonsupervisory people who had the main responsibility for identifying their own needs and recommending approaches to fulfilling them. The training specialist worked really as an advisor and catalyst, rather than as a company's training guru.

As a result of the first year planning council effort, we also developed a bidding and posting system. We do encourage the bidder to go through the immediate supervisor. However, we've got a safety valve if a person for private reasons is reluctant to do that. He or she can get additional information directly through the personnel office and talk with the people in Personnel who will in most cases attempt to promote good discussion between the employee and the supervisor before proceeding further.

Orientation programs were developed not only to acquaint employees with the normal aspects of the company and its business, but also to go further and increase their understanding of JBL's economic environment, the company's operation, and their contribution to it. To foster

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communication, we publish a newspaper, whose editorial board is composed totally of non-management people. No editorial policy is imposed by the company.

The council also considered a number of hygienic and environmental issues: PA systems, music, improvements to vending and food service. We found that this council pretty effectively balanced its commitment to long-term meaningful change -- in the company's management and the extent to which employees can shape their work and participate in critical decisions -- with its concern for improving hygienic and environmental conditions on the job. It also began consideration of the company's wage and salary administration in terms of certain information it received through salary surveys and from recommendations regarding changes to labor rates, employee benefits, and that kind of thing.

The council also laid the foundations for employee participation and involvement in the design of our new facilities to be constructed at the new site. The first groups to move were the office, technical and administrative departments. They moved into existing facilities whose interiors were totally gutted and redesigned from the inside. Each department worked on a team basis to design its own work areas for the particular project. Thus far, we've found less opportunities for full involvement in the design of the manufacturing facilities, but we are doing a number of things to encourage as much participation as possible.

One of the main difficulties for both the first and the second council (whose term is expiring next month) was how to stimulate and encourage both full employee participation and the management understanding and participation which is so critical to the project's success. That's been a stumbling block for a major part of the program. About three months ago we started moving toward a solution, and it is just being implemented at this time. It is once again similar to other examples we have heard about this morning. We delegated decision making responsibilities to more local levels and went with a task force to each of our manufacturing facilities. We talked with the plant management, superintendents, and first-line supervisors and members of the planning council for most facilities

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about whether or not it was advantageous to have a local group. They all felt that it was. Two such groups have already been formed and a third one will be formed within the next week. These have begun to function effectively at a local level.

I'd like to pause at this point and ask Ed to pick it up.

Ed Kur

In a lot of ways I think what the people at JBL have been talking about and trying to do is to make work an experience of growth and personal dignity. In order to do this we discovered early in the process of designing this program that we needed to create a mechanism which would allow and encourage people to present their own concerns, ideas, problems and values so that the important ones could be dealt with systematically. Dave has described the mechanism -- a planning council and similar local groups. I want to describe some of the kinds of things that in fact emerged through this mechanism.

I would divide the current JBL projects into four groups. It may help you to refer to the chart^{*} as I talk about these projects. I'll quickly define each of the four, then give one example about a kind of project that we're working in each category.

The first category would be new projects that are just getting underway. We don't yet really know where we're going to go with them, or what we're going to do with them, but we're doing some kind of work with them. They may later be reclassified into one of the other groups, but at least for now they are experimental, and some of them are kind of exciting.

There are a couple of examples in this first category. The first one is the idea of alternative work patterns which we will be hearing more about in this conference today. We've heard -- and council members and representatives and management people have heard -- for some time that a variety of JBL people are interested in (1) a four-day work week, and (2) flextime. About two months ago, we began talking about those ideas in the planning council. We began talking about what people are really after. As representatives talked informally to various people in JBL, they began to discover that many JBL people wanted

^{*} See page 54.

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more control over the specifics of the time they spend at work versus their time at home: they wanted to use their time on and off the job more efficiently. The council began discussing ways to achieve this, and of course, flextime and the four-day work week were among the proposals.

In addition, we began talking about changes in vacation policy, changes in leave of absence policies, possibilities for job sharing, and a variety of other techniques or mechanisms to provide what some people said they wanted to have. In our discussions we found out that we did not have the kind of expert knowledge needed to really make a recommendation, make a decision, or take any particular kind of action. In the planning council itself we didn't have knowledge about the legal ramifications, cost, feasibility, and so forth. So we've initiated a second phase in which the Employee Relations people are trying to get expert knowledge about these various kinds of activities. Over the last month or two, they have been visiting companies to see how other firms are meeting similar employee needs.

I call the second category recurrent projects, which come up on an annual or seasonal basis. These are issues or problems or decisions that need to be dealt with from time to time. They recur. I've listed a variety of them here. What I think is critical or key to JBL is the growing recognition and acceptance of the idea that some of these items automatically ought to be handled by the planning council or some other representative groups, either to make a decision or recommendation, or to take action. At JBL, the participation of representative groups is seen as a necessary part of decision making about some of these recurrent kinds of projects.

Good examples of this second type of project are shift hours and break time. From time to time, especially when the seasons change, we find people wanting to change the hours of their shift, particularly manufacturing. Traditionally, management can either simply say what the hours will be or take a vote and go with the majority. However, we've really taken a different kind of stand. By and large, when there's evidence that a variety of people want to make that kind of change, a vote is taken, but we just don't make immediate changes on the basis of

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majority votes alone. Instead, council members and supervisors work with the individuals who voted with the minority, and try to handle their individual problems or situations. We try to make sure that these people get what they need to adjust to the new work schedule, or make other changes to make a smooth schedule change possible, without creating difficulties for the workers or tardiness and absenteeism problems for management.

A third general group of projects I call sleeper projects. Dave touched on a few of these. These are projects which remain in a preliminary phase while we analyze our options. Although we plan eventually to take some action, our current priorities are such that we haven't gotten around to these yet. I predict, however, that if this conference reconvened in six months, some of these sleeper projects would become active projects again.

The experimental work projects are good examples of this category. As Dave said, we did four of them last year. The people who participated in those have told us that we indeed need to continue some experimentation. We also realize now that we need to do some things differently than we did the first year. Consequently, we are now trying to design and define a way to select some appropriate groups who can examine and experiment with some new work system designs, new job designs, new ways of relating to one another, and so forth.

The last category are the transferred projects. The other categories all include projects that pretty much stayed with the planning council or with other representative groups. The transferred projects are those which the representative groups worked on to some extent, and then passed on to another regular ongoing part of the organization. In some cases the council created a new organizational part to handle these activities. The newspaper, the orientation program, the training program that Dave mentioned, and the job posting system are all projects that originated in the representative body, but are now managed, operated, and run by someone outside of the representative body.

These formal projects and related work have led to a number of informal and spontaneous developments. Dave will talk about some of these.

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JBL QWL PROGRAM
SAMPLE PROJECTS/DECISION AREASNEW PROJECTS:

Alternative Work Patterns: Flextime,
Four-Day Week, Job Sharing and
Vacations and Leaves

Sanctioned Individual Projects:
Training and Day Care Center

RECURRENT PROJECTS:

Shift Hours and Breaktime.
Working Conditions
Wage and Benefit Review
Security
Rules
Structure of Representation
Publicity on QWL Program
Managing QWL Personnel

SLEEPER PROJECTS:

Experimenting Groups/Job-Work Design
Employee Studies
Grievance Policy
Move to New Site

TRANSFERRED PROJECTS:

Newspaper
Orientation Program
Training Staff and Program
Job Posting System

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Dave Farrell

As Ed and I were talking a couple of weeks ago about the things we wanted to share with you, we began recognizing more clearly than perhaps we had before that while each one of these developments had specific and identifiable results, our overall efforts were also affecting other activities throughout the company. I'd just like to cite a couple of examples for you.

We have one case concerning a purchasing department manager who for the previous year or so had been talking with me about ways to reduce turnover and to increase interest on the job, particularly in the clerical part of his department. On his own, he had been recommending an increase in the rate range and that kind of thing. After discussion with some of us, he began to see that some non-traditional approaches would help him resolve his problem. As a result, his entire department is now sharing in the chairmanship of the department meetings. The clerical people are now out in the departments, meeting people that before they had just talked to on the phone. They are going out to Receiving to look at the condition of the parts as they come in; they are interfacing directly with vendors to discuss the kinds of problems that arise when a defective or improper part is delivered. They report a substantial increase in on-the-job satisfaction.

We also found that JBL's division into four separate facilities created major problems: employees did not really know how the company as a whole worked, nor did they appreciate their contribution to its finished products. For example, the drafting department rarely had an opportunity to see the end results of what they were working on. The solution was simple: the manager gathered his department together, took them over to our sound room in a different facility and had them listen to the products they had designed and so forth.

Two other encouraging examples are individual employees developing and proposing an idea on their own initiative, because they see the company's increased willingness to try something new and different. Several employees in our administrative area saw that it would be some time before proposed training and development activities would affect their area. On their own initiative, they put together an

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employee survey, put announcements on the bulletin boards, and designed the framework for an initial training and development program. They have gone to company managers in various departments and persuaded them to come in and talk with groups of people who would like to broaden their scope; for example, they will discuss finance with non-finance personnel. We've got several employees who had expressed an interest in day care and are pursuing the possibilities for the formation of a day care center. All these developments are encouraging.

I'll take the last few seconds to talk about the future. One thing I see is a potential increase in this kind of spontaneous activity. Perhaps we will reach a point when formal efforts to change the organization become less necessary, because the design for the organization itself will encourage adaptability and innovation.

DISCUSSION

Richard E. Garner of Kaiser Steel was asked how periodic layoffs in the steel industry affected the Fontana facility's programs to increase productivity through worker participation. Mr. Garner called the impact "chilling," and noted that 30 percent of the Fontana plant's work force was currently laid off. Because of the economic and psychological pressures accompanying the layoff and the threat of future cutbacks, the remaining employees found it difficult to participate in the programs with the same enthusiasm and commitment they had shown prior to the economic downturn. In particular, they were understandably reluctant to initiate or support any measures to improve productivity which might eliminate more jobs and temporarily displace additional workers.

However, Mr. Garner continued, productivity levels had not declined appreciably, and the organization continued to introduce some changes and innovations which received widespread worker support. For example, the plant had recently brought in an innovative Swedish cutting torch expected to double the rate at which large steel plates could be flame cut. Plant workers had readily adopted the new device, participated in its installation, and quickly adapted to its technical requirements. "It's going great," Mr. Garner added.

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How, another listener asked, did the Kaiser Fontana organization and its employees distinguish between an economic and a productivity layoff? In general, Mr. Garner replied, an economic layoff substantially reduced the number of employee work shifts or shut down a department due to lack of orders. A productivity layoff had a far more limited impact, and usually occurred when, for example, two jobs were collapsed into one to improve a work crew's efficiency without a change in business level. Employees whose jobs were affected as a result of this procedure continued to collect their pay and remained in a labor reserve until a new position was found for them. Through its labor-management committees and related channels, the Fontana organization made every effort to inform its workers about impending layoffs, and to encourage discussion about their causes and implications.

Another question concerned the nature and extent of management's involvement in participative management ventures. Dave Farrell, Director of Employee Relations at James B. Lansing Sound, Northridge, was asked whether JBL's management imposed any constraints on either the discussions or the recommendations of the company's representative planning council.

Mr. Farrell replied that management imposed no formal restrictions. The planning council had been established two years ago without stated limitations on its authority or responsibility, JBL had deliberately avoided issuing guidelines that might have inhibited the committee's activities and blunted its effectiveness. In retrospect, Mr. Farrell felt that this approach had produced both positive and negative results. On the one hand, council members were occasionally troubled by the lack of a clear definition of their committee's role, prerogatives, and responsibilities. On the other hand, Mr. Farrell continued, both the council members and JBL had benefited from the planning council's freedom to deal with any issues it chose to consider.

Mr. Farrell could not recall an instance of management's rejecting or vetoing a council recommendation. He attributed the constructive working relationship between JBL's management and planning council to two factors: first, to the presence of management representatives in the planning group; and second, to the planning council's own ability to formulate proposals that did not provoke conflicts with management.

CAREER DEVELOPMENT

INTERNAL PLACEMENT: EXEMPT POSITIONS

Paul Cheronnet

*Administrator - Internal Placement
Atlantic Richfield Company, Los Angeles*

I've been asked to talk about the job placement system that's been in operation at Atlantic Richfield for the last two years. It was established in November 1974, and has come to be known as "APS" to our employees (Atlantic Richfield Placement System).

This approach to placement was developed primarily for two reasons. First, career development: to give our employees a way of initiating action that might affect their careers. Secondly, to provide the company with an additional means to identify qualified job candidates at a time that we felt was critical in meeting the staffing needs of the company. Since its inception, this process has led to the publication of over 1200 professional positions and the receipt and evaluation of close to 7000 applications from our employees.

Before I get into the slide presentation^{*} of the mechanics of the system, let me give you some background about the environment and the scope of the jobs affected by the placement system.

The Atlantic Richfield Company is involved in the production, refining, and marketing of petroleum products as well as chemicals. Recently, with the acquisition of the Anaconda Company, we entered into the minerals and metals area. The placement system currently affects only our parent company employees. We're talking about 20,000 employees of which about 8,000 jobs are classified as exempt. Our locations are mainly domestic, with major employment centers here in Los Angeles, Philadelphia, Dallas, Houston, and most recently in the last three years, Alaska. We also have other facilities in marketing, manufacturing and production throughout the continental forty-eight states and overseas. During the last five years, we have been engaged

^{*} See pages 65-73.

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in several large staffing efforts. Obviously, Alaska has been one of our primary areas of activity. In addition, we've built a refinery in Bellingham, Washington, and most recently, constructed new chemical facilities in the Gulf Coast area.

This expansion resulted in the need to identify internally a large number of employees who were not only qualified, but could be made available to the company very quickly. Prior to the establishment of this placement system, we relied, like many companies, on traditional sources of internal placement. If a department or division had an opening, the customary procedure was to look around in your own organization to see which people were available. If no one was identified, a phone call was made to other contacts in the company for possible candidates. Personnel representatives often circulated job descriptions from one company office to another in such search efforts. If this didn't work, you probably would go outside the company.

These methods are still practiced, but as a supplement to our job posting system, primarily because we recognized that we missed many qualified candidates. Additionally, candidates that were identified very often were not viable candidates, or had little interest in the jobs or job locations. We also heard from our employees that they were concerned about not having enough information about available company jobs and their requirements.

The job placement process is used only for the publication and filling of exempt positions.¹ Most of these are administrative type positions with some technical openings. On the average, we publish approximately eleven positions each week in our company newspaper, which is distributed to all employees each Friday and to outlying locations by the following week. The positions included in the posting system have been up to and including senior management.

We have six operating divisions and a corporate group of divisions here in Los Angeles. When I speak about a division, I am referring to a chemical division, an exploration and production division, and other major functional areas in the corporation. The guidelines of the APS system enable any division that has both a job opening and a qualified candidate to fill it, to decide whether or not to post the position. Sometimes, a division will have candidates available as a result of

¹See page 65.

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training and development activities to meet their needs. If, for example, we had an engineer understudying another engineer whose position became available, the division would have the option not to post that job.

If you decide to go outside your organization to fill an opening, you must publish it. The same rule holds for filling jobs from outside the company. No exempt positions are to be filled externally until all employees have the opportunity to see the job published. This results in most professional openings being published.

The supervisor who decides to post a job vacancy must follow certain procedures. A personnel requisition is required for all vacancies in the company, not just for those that are published.¹ At the same time job publication information must be developed which is an abbreviated description of the requirements of the job, i.e., its location and necessary applicant qualifications.

Each one of our operating divisions has a designated Placement Coordinator. These are employee relations representatives who in addition to their normal personnel activities, interface with the Internal Placement organization, and administer the placement system for their respective divisions. When an employee relations representative receives the job information that is going to be published, it is reviewed, endorsed, and forwarded to Los Angeles. These forms are received by our unit on a weekly basis. It is then our function to work with the staff of the company newspaper, the ARCOSpark in preparing the posting for publication.

This slide shows an actual job that was run on December 10th, 1976.² It identifies the organization seeking applicants, the job's location, its responsibilities, the types of qualifications sought and indicates the salary grade of the job posted. The job publication page includes a listing of all of our grades and related salary ranges for employee information.

Job Opportunity Forms are available at all our offices. These two-part forms consist of a job application and an applicant notification page. The application consists of four sections. The first identifies basic information about the job that the candidate is applying

¹See page 66.

²See page 67.

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for, and requests current job status information from the applicant.¹ We do require applicants who have been in their current position for less than a year to discuss it with their supervisor and get the supervisor's endorsement to apply.

The second section of the form asks for a brief summary of relevant experience. Actually, many employees attach a personal resume to the application.

The third area asks employees to describe education and training relevant to their application.

The fourth section requests a brief statement as to why the person is applying for the position. Often we have applicants who apply for jobs at either an equivalent or lower grade level to their current position for developmental purposes. The jobs posted are open for application to all the company's permanent employees, and employees may apply for as many as two jobs at a time. We receive approximately seven applications for each job and some of the more popular ones have generated as many as sixty candidates.

The Job Opportunity form is mailed by the applicant to Internal Placement in Los Angeles. We request that applications be received within ten days of the job's publication date. We then prepare a job candidate file for each job vacancy. These job applicant folders are distributed to the respective publishing supervisor within a week of the closing date of the job.²

The applicant file consists of three documents. First, the job opportunity form that the employee has completed. Secondly, an employee resume is prepared from a microfilm tape of our personnel data system, which in addition to basic employee statistics, covers up to about seven years of the latest work history with the company. The third document is an employee profile -- to be more specific, a skills or work experience record. Every exempt employee within the company has the option to participate in this skills system and currently 80 percent do. We have several hundred types of job experiences in this system that an employee might have had, including technical and administrative fields. Using a skills manual that lists these areas, employees may identify those relevant to their experience, including the most recent

¹See page 68.

²See page 69.

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year in that field and number of years.¹ This profile, the employee resume and job opportunity form, are sent to the publishing supervisor seeking to fill the position. The supervisor and the local employee relations representative then review these documents to determine which candidates will be interviewed for the vacancy.

We have two additional means to identify candidates for published jobs. Divisional nomination, whereby employee relations representatives or supervisors can nominate employees for a posted position: and through a skills search of the employee profile system.

The next slide depicts a summary of the jobs filled through the publication system for 1975 and 1976.² The number of positions filled through employee applications has increased from 45 percent in 1975 to 51 percent in 1976. Divisional nominations in both years accounted for about 26 percent of the successful placements. We have become less dependent on seeking candidates from the external marketplace with a drop in external hires from 29 percent (1975) to 21 percent (1976).

Last year we conducted a survey by questionnaire to assess employee reaction to this placement process. It revealed that many employees didn't have a complete understanding of how the system worked. A recent article in the ARCOSpark focused on these concerns and outlined the procedures associated with the administration of the Placement System. Some employees felt that there was a certain degree of pre-selection taking place within this process. They felt that there were instances where candidates were offered positions before any applicants were interviewed for the openings. These situations do occur since a division does have the option to post a job even though they have a candidate available. Occasionally, publishing supervisors will have a job vacancy and have identified an individual within their own organization that they feel should be the primary candidate for the position, yet they still want to determine if additional qualified candidates are available. When the list of applicants is received and reviewed, the supervisors could well decide to fill the opening with the person from their organization.

Employees also expressed concern about job qualifications being overstated. Where practical, publishing supervisors have been stating the minimal qualifications for the opening. We are encouraging that such terms as preferred or desired be used in qualification statements.

¹ See page 70.

² See page 71.

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Applicant feedback is also a critical part of the administration of the Placement System. In averaging ten applicants per posted job, that means we will have nine unsuccessful employees. The response to these employees should be meaningful and handled as quickly as possible. The use of form letters is discouraged. Employees who have any questions about their unsuccessful candidacy are encouraged to contact the publishing supervisor as well as the employee relations representative handling the placement process.

The job publication system has benefited both the company and its employees.¹ We have been able to identify many qualified employees who might have been overlooked. Employees are able to see what type of job opportunities are available throughout the company. It allows them to become aware of qualifications necessary for advancement in a variety of professional fields and supports their personal career planning efforts. This system is seen as improving employee morale and motivation. Employees see that there are opportunities for advancement based on merit and that they do have access to them. Employees having this opportunity should have less reason for objection when outside recruitment occurs.

¹See pages 72 and 73.

What Is Published?

Exempt positions

Up to and including senior management

Must publish if candidates sought outside of division

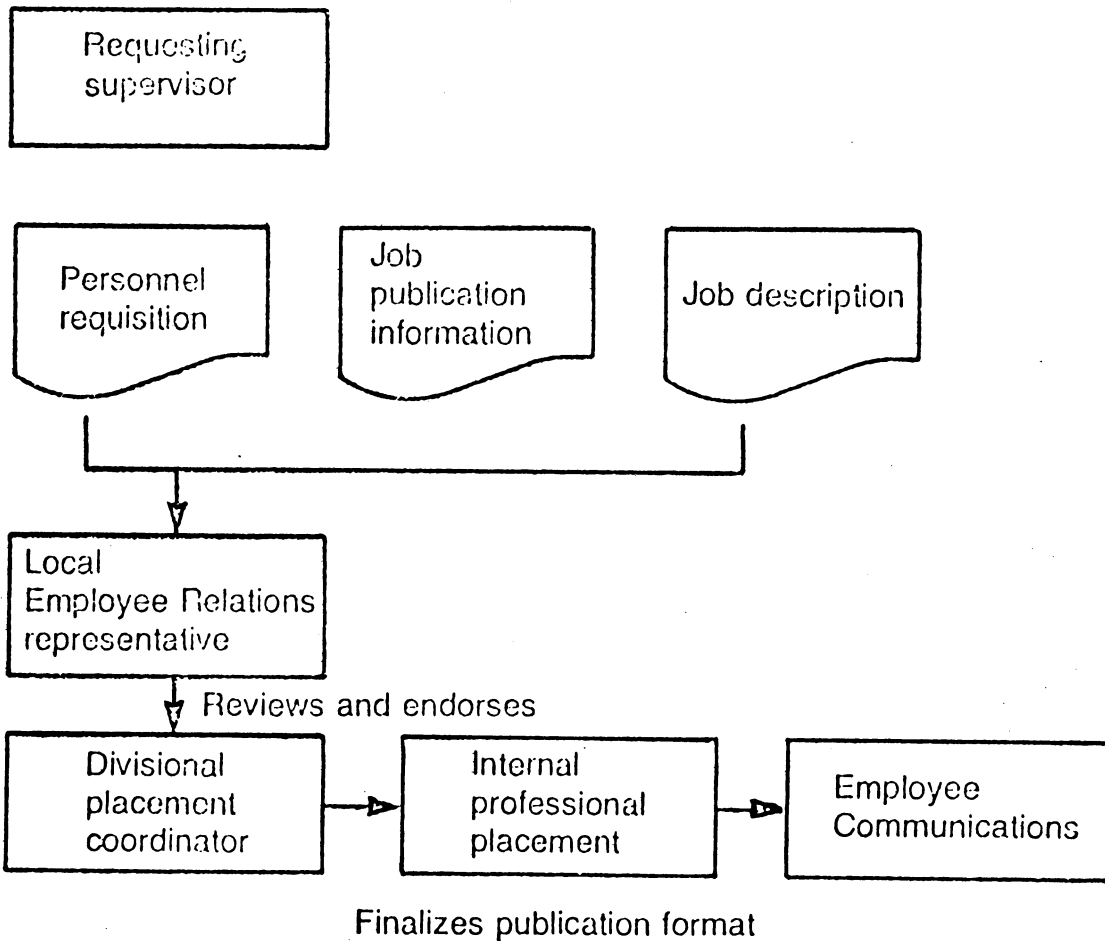
Must publish before going external

Optional to publish if candidates are available within the division

Results in about 33 percent of the corporations' exempt vacancies being published

CAREER DEVELOPMENT

Requisition and Publication Process



CAREER DEVELOPMENT

apsAtlantic Richfield Placement System
Job Opportunities--Vol. 2, No. 50

December 10, 1976

Instructions:

1. If you are interested in a job listed below, you should submit a "Job Opportunity Form" to Internal Professional Placement, Los Angeles. These forms are available from your Employee Relations Representative.
2. Job information is listed in the following order: Job title, number of vacancies, Department, Division, Location, date job to be filled (if not immediately open), principal duties, requirements, APS job number and salary grade.

DEADLINE DATE: December 20, 1976**ADMINISTRATIVE**Information Retrieval Specialist; Employee Relations;
NAPD; Dallas.

Designs and develops management information and employee information systems and computer retrievals for the division. Coordinates and interfaces with divisional management regarding systems and reports to meet specific needs. Assists corporate units in production of Laser-plotted organization charts. Responsible for the division's manpower planning system. Coordinates with corporate units (on management information reports form) the Employee Information System and the skills inventory system. Supervises activities of one Data Control Clerk.

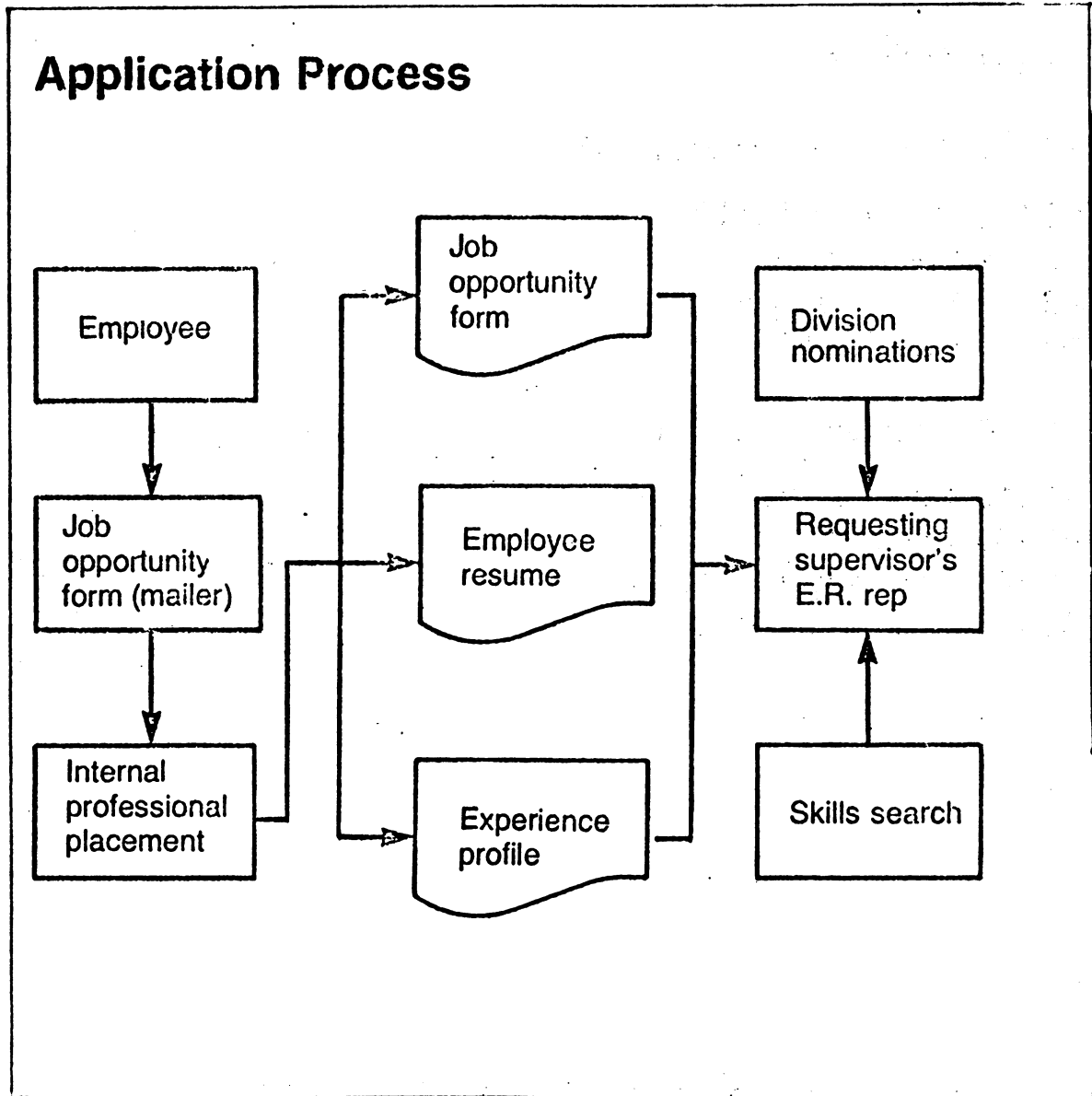
- ☐ College degree or equivalent education and experience. Mark IV programming knowledge or strong programming aptitude essential. Knowledge of data processing systems and design techniques desirable. Familiarity with Employee Relations Department functions desirable. Ability to work under pressure. Good communication skills necessary.
- ☐ APS Job No. HA-D-178 Salary Grade 4408.

CAREER DEVELOPMENT

APS Job Application

Name	Social security number	Telephone extension
Present job title	Department - Division	
Work location	Supervisor	
Application for following job vacancy		
Job title	Job location	APS job number
If you have not been in your present position for one year, you are required to have your supervisor's approval before applying for a vacancy.		
Supervisor's name	Supervisor's signature	
Summary of relevant experience (Keeping the job vacancy in mind, list the type and extent of experience that you feel makes you qualified to fill the job vacancy.) 		
Summary of relevant education and training (List any course work or formal training that you feel makes you qualified to fill the job vacancy). 		
Statement of personal interest (Briefly explain your interest in the type of work for which you are applying). 		
Signature	Date	

CAREER DEVELOPMENT



CAREER DEVELOPMENT

Engineering

AB700 Petroleum and Mining Engineering

AB735 Casing and Tubing

AB745 Compressor Facilities

AB775 Fuel Gas Systems

AB785 Gas Plants

AC100 Reservoir Engineering

AC110 Core Analysis

AC135 Perforating

AC140 Recovery Technology

AC155 Secondary Recovery

CAREER DEVELOPMENT

**Jobs Filled
Placement Source Percentage**

	1975	1976
Application	40.2	46.5
Application and division	4.7	4.0
Division nomination	24.7	27.4
Skills search	1.2	0.8
External	29.2	21.3

CAREER DEVELOPMENT

APS Concerns

Understanding of the APS process

Preselection of candidates

Job qualifications overstated

Feedback

CAREER DEVELOPMENT**APS Benefits**

Identify qualified employees overlooked

Increase awareness of the scope of job duties and opportunities

Facilitate career planning

Encourage moves for development

Increase employee morale

Affirmative action

CAREER DEVELOPMENT: BUILDING ON STRENGTHS

Carlos Donatelli

*Senior Consultant - Organization Development
The Wickes Corporation, San Diego*

Wickes' values reflect the thinking and concern that form the basis for our organization's growth. These same values are the foundation upon which many programs evolve to contribute to our growth.

Career development* is one of these programs and although it is in its infancy at Wickes, we see long-term positive effect from our involvement with the program. I am going to speak about how we got started, where we are today, and talk about our goals for the future.

I have to say to you that if you intend to get into career development or you have already started, it should reflect the thinking, concern, and support of both the organization's management and employees. Without support from top management, you will have difficulty in getting a viable program off the ground.

Let me take you through our strategy of getting started: First of all I want to acknowledge the assistance I received from professionals for whom I have a great deal of respect: David McClelland and his associates from Harvard University for his theory and research in the area of social motivation; and Doug Brynildsen and Marion Kremel from TRW Systems for their work in evolving meaningful program design with very high standards of excellence.

I mention these people for two reasons. Getting started alone isn't easy, and the use of professional consultants with impeccable backgrounds and experience adds credibility to new ventures. New career development programs draw on and can benefit greatly from the experience of others.

The entire design of career development programs at Wickes is based on building on strength. An employee should understand his

* Reproductions of slides used in Mr. Donatelli's presentation can be found on pages 81-100.

CAREER DEVELOPMENT

own strengths, those of his co-workers, and the strengths and resources of his organization. For example, many times, we, as individuals, ask ourselves, "How did we get where we are today?" Well, last year I began asking myself the same question, and I came to realize that I got where I am today on the basis of my strength. But I was not certain what I meant by this. Unless you concentrate on it, you really don't know which strengths and resources put you where you are today, and which of these you can rely on for support tomorrow.

Any individual, concerned with where he or she is going, needs to discover that it's important to build on strength. As an individual with responsibility for organization and management development within the Wickes Corporation, I see that it's my departmental responsibility to work with other individuals, to assist them in the process of growth, specifically, by building on their strengths.

Up until last year, the Wickes Corporation had no program to address the issue of how to help people draw on their strengths in a way that would both assist them individually and contribute to the growth and profit of the organization.

What ingredients are necessary to have a viable career development program within an organization? Wickes is a unique organization in that it has publicly set forth values about how it wants to operate as a business. In the April 1975 issue of Fortune magazine, the Wickes Corporation published its corporate values. I realized that in my capacity as director of a career development program, I could not install such a program unless it was compatible with the goals and values of the Wickes Corporation. I could not see any advantage in forcing on an organization something that it said it did not need or want, and would not support.

In addition to Wickes' values, I felt there were other important ingredients necessary for the success of career development and for any other program for that matter. I refer to these other ingredients as "core systems." These are the legal elements of the total organization system that ensures a project or program a legitimate life.

My first step was to draft a proposal to executive management. It set out the scope of a career development program. I felt that I

CAREER DEVELOPMENT

should prepare a pilot program that demonstrated its usefulness and presented only moderate risk, before I tried to rationalize committing a total budget to something as yet untried and untested. I outlined the costs, the benefits, the design structure, as well as the need for skilled professional guidance. My eventual aim was to create in Wickes a self-sufficient group capable of managing the program on its own. This proposal met with considerable resistance, or rather with many questions and objections.

One of the major issues that I faced, and am still facing today, and that you will probably face as you develop a career development program for yourselves, is one of turnover. The question keeps coming back: Are we creating expectations that we can't fulfill, thus causing turnover?

My answer was, "I don't think so and the experience of others supports this, but I'm willing to test out my proposals to find out what impact they will have, and what the costs are likely to be." This approach seemed preferable to having no career development program at all, and no information about its impact on turnover. So, I costed out the program. Given the design that I had laid out, it took me several months to get my plans approved, and it took a little while to set up the design logistics, and the nomination, selection, and implementation process.

As part of the implementation process and program itself, I included a member of executive management, as both observer and participant. I knew that if the program was going to move forward, it was going to need active support from management.

The program was implemented in September, 1976. Since that time I have evaluated the program by holding individual interviews with participants to determine the extent of the program's value to individuals, as well as to Wickes. All participants claim a higher level of enthusiasm for their current job. Two female participants were promoted; several expanded their job responsibilities, and only one was not actively working on goals established during the program. There has been no turnover among this initial group of employees.

In addition to considering Wickes' values, it was important to link the goal setting part of the program to another "core system" --

CAREER DEVELOPMENT

education assistance. Under this program, Wickes reimburses 100 percent of the cost of any employee's education activities which are directly connected to the job and/or career development goals.

Once such programs are implemented, creating and maintaining widespread organizational support is very important to their continued success. We believe that departments should both fund career development programs and show an active interest in their progress. This lets employees know that career development is encouraged. At Wickes' annual performance planning, development, and appraisal program, we included career development as a formal goal. On an annual basis, each Wickes supervisor will be working on specific career goals for employees as well as assisting in developmental plans. With these "core systems" in support of career development, Wickes feels it has given support and strength to a viable program. It is in fact a demonstration of organizational strength and confidence to assist individual employees to develop their own.

The specific design of our career development program is based on several important assumptions:

First, career development is an individual responsibility.

Second, building from strength improves both individual and organizational opportunities for success, as opposed to spending time and energy compensating for weaknesses.

Third, individual motivations can be changed and taught to others.

Fourth, individuals think and talk about careers frequently, but find little opportunity for total expression and assistance. Our career development program, which includes a formal workshop as well as a preparation course, is designed to offer just that assistance and to encourage expression. These workshops are open to all employees who have the support of their immediate supervisor and from two to four years experience working at Wickes.

About eight weeks prior to our career development workshop, we give each participant a prework package which helps him or her to clarify career goals. The results are then evaluated throughout the actual workshop.

CAREER DEVELOPMENT

During this preliminary period, participants describe their career objectives and list key strengths that they feel might help them achieve their goals. They also look at weaknesses which might prevent goal attainment. They list major accomplishments for the past year, on the job, or outside it. They write down what they would like ideally to achieve for themselves in the future. The focus here is on career and life goals. Once they have a particular career goal in mind, participants list those strengths that will help them reach it, and those weaknesses that may deter them from goal attainment. We also ask them to pick one particular year in their life and list as many peak or fulfilling experiences that they recall from it.

Participants actually go through a picture story exercise which has evolved out of the Thematic Aperception Test (TAT). This exercise asks the participants to write stories based on six different pictures. The McBer Corporation in Boston scores the stories for social motives: the motives of achievement, affiliation, and power. Where there are sub categories, they also score these. These stories are fed back to participants during the workshop, along with comparative profiles for each motive. So, we actually provide individuals with a profile detailing the extent of their need for power, achievement, and affiliation.

The Strong-Campbell Vocational Interest Blank is used to expand an employee's notions of career options, and to help individuals combine their interests for career achievement.

The Strengths Deployment Inventory is used by participants to help them understand their outlook, values, and life styles. The test measures a person's need and capacity for assertion, affiliation, and nurturing, and to a certain extent, predicts how his particular blend of these characteristics will affect his performance on the job. Because it assesses how a person is likely to behave under stress, the Strengths Deployment Inventory is particularly useful in isolating strengths an employee can call upon when things aren't going well.

Once the Strengths Deployment Inventory has given an employee a pretty good idea of his professional needs, motives, and expectations,

CAREER DEVELOPMENT

the Work Analysis Questionnaire compares these with the actual requirements of the present job. For example, if my individual motives say that I have a high need for achievement, a moderately low level of affiliation, and moderately low power need, that tells me something about myself. Now, what we do is look at the job in the same light. We might find out that the job has a moderately low requirement for achievement, moderately high requirement for affiliation, and not too much in the area of power. So, this helps people to see any disparity between the job's requirements and their own motive needs. We work with them in establishing goals and action plans to reduce the disparity, or at least handle the disparity if nothing can be done with it.

The learning style inventory is designed to measure an employee's strengths and weaknesses as a learner. The inventory yields six scores that indicate the extent to which participants emphasize abstractness over concreteness, and the extent to which they emphasize experimentation over reflection.

Since the workshop is designed to give people an opportunity to experience different ways of learning, we do not have an excessive amount of lecturing. We provide different activities and exercises during the course of the program, so that employees can build on their strengths. They get an opportunity for involvement in business activities and things of that nature. We isolate their particular learning strengths so that they have a chance to capitalize on them.

We also give participants an organization climate survey, which has these ten dimensions on it: conformity, reactance, responsibility, risk-taking, standards, rewards, clarity, team spirit, warmth and overall total score. It shows employees their type of contribution to the overall organization climate. We take a real picture and an ideal picture -- what, for example, might a participant say is necessary in his job, and what might a subordinate say? We point out how discrepancy in these perceptions can create professional conflicts in the total organizational climate. We ask participants to set goals to change the climate if they so desire, and to work with others to do that.

CAREER DEVELOPMENT

Readings are provided to increase understanding of the motivation processes in the workshop, and employees spend some time with the program staff and Wickes management people. This is aimed at increasing overall interest in, and support for, the career development program.

During the remainder of the fiscal year, the department of organization and management will bring six corporate sponsored workshops into Wickes. We will also be available to conduct workshops upon special request from any of our divisions. We will be training at least three additional staff to conduct workshops upon special request from any of our divisions. We will be training at least three additional staff to conduct workshops for next year, and will accept additional qualified line people from the divisions who have an interest in developing their own internal resources.

Career development and planning decisions are life-long activities which benefit individuals and assist organizations in long-term growth. The individual who takes career development seriously in Wickes will have a "core system" of support to reinforce that enthusiasm for the benefit of the individual as well as the organization. We look forward to a dynamic and fruitful year this year and for many more to come as we continue our efforts to improve the quality of working life at Wickes.

CAREER DEVELOPMENT

CAREER DEVELOPMENT PREWORK

CAREER OBJECTIVES

CAREER AND LIFE GOALS

STRENGTHS AND WEAKNESSES

PEAK YEAR EXPERIENCES

IMAGINATION EXERCISE

STRONG-CAMPBELL VOCATIONAL INTEREST
INVENTORY

WORK ANALYSIS QUESTIONNAIRE

STRENGTH DEPLOYMENT INVENTORY

LEARNING STYLE INVENTORY

ORGANIZATION CLIMATE

READINGS

CAREER DEVELOPMENT

A CAREER MOTIVATION WORKSHOP

AGENDA

DAY 1

8:00 - 8:15	INTRODUCTION AND LSI FEEDBACK
8:15 - 9:30	RING TOSS EXERCISE
9:30 - 10:45	MOTIVATION LECTURE, FILM DISCUSSION
10:45 - 12:00	A DEEP LOOK AT MOTIVATION
12:00 - 1:00	LUNCH
1:00 - 1:30	MOTIVATION DISCUSSION (CONTINUED)
1:30 - 2:30	STRONG INTERPRETATION AND CAREER IMPLICATIONS
2:30 - 2:45	BIODATA LECTURETTE
2:45 - 3:15	BRIEF BIODATA SHARING (CAREER REPORT AND ANNUAL RESULTS)
3:15 - 4:15	BIODATA - SHARING STRENGTHS & WEAKNESSES (DYADS)
4:15 - 5:00	SDI INTERPRETATION
5:00 - 5:30	INDIVIDUAL REVIEW OF CAREER AND LIFE GOALS (1) RECORD LEARNINGS AND TALENTS (2) REVIEW RELATIONSHIP BETWEEN GOALS AND STRENGTHS

CAREER DEVELOPMENT

DAY II

8:00	-	8:10	INTRODUCTION
8:10	-	8:45	PREWORK GOALS SHARING (DYADS)
8:45	-	9:45	CAREER IMPLICATIONS
9:45	-	11:45	BIODATA - SHARING PEAK EXPERIENCES (DYADS)
11:45	-	12:00	INDIVIDUAL REVIEW OF CAREER AND LIFE GOALS (1) RECORD LEARNINGS AND LIFE GOALS. (2) REVIEW RELATIONSHIP BETWEEN GOALS AND STRENGTHS.
12:00	-	1:00	LUNCH
1:00	-	1:30	CASE STUDY ON MOTIVATION
1:30	-	4:00	BUSINESS SIMULATION
4:00	-	4:15	BREAK
4:15	-	5:00	THINKING PRACTICE - WRITING A MOTIVE DRENCHED STORY ON THE BUSINESS SIMULATION
5:00	-	5:30	INDIVIDUAL REVIEW OF CAREER AND LIFE GOALS (1) RECORD LEARNINGS AND TALENTS (2) REVIEW RELATIONSHIP BETWEEN GOALS AND STRENGTHS.
			HOMEWORK ASSIGNMENT (APPROXIMATELY 1 HOUR) (1) WRITE A MOTIVE DRENCHED STORY ON THE CAREER(S) YOU WANT TO HAVE. (2) REVIEW GOALS AND ESTABLISH FIRST DRAFT OF ACTION PLANS.

CAREER DEVELOPMENT

DAY III

8:00 - 8:15	INTRODUCTION
8:15 - 11:15	OPPORTUNITY STRUCTURE
	8:15 - 9:15 WORK ANALYSIS
	9:15 - 10:15 ORGANIZATION CLIMATE
	10:15 - 11:15 INTERNAL CAREER OPPORTUNITIES
11:15 - 11:30	INDIVIDUAL REVIEW OF CAREER AND LIFE GOALS
	(1) RECORD LEARNINGS AND TALENTS
	(2) REVIEW RELATIONSHIP BETWEEN GOALS
	AND STRENGTHS
11:30 - 1:00	LUNCH
1:00 - 1:15	GOAL SETTING LECTURE
1:15 - 1:45	INDIVIDUAL GOAL SETTING
1:45 - 2:15	SHARING IN TRIOS
2:15 - 2:45	INDIVIDUAL ACTION PLANNING AND ANTICIPATION
	OF OBSTACLES
2:45 - 3:15	SHARING IN TRIOS
3:15 - 3:45	FRESH LOOK
3:45 - 4:30	OPEN DISCUSSION

CAREER DEVELOPMENT

CORE SYSTEMS
SUPPORTING
CAREER DEVELOPMENTCAREER
DEVELOPMENT
DESIRE

WICKES VALUES

PROGRAM PROPOSAL/EVALUATION PROCESS

EDUCATION ASSISTANCE

DEPARTMENTAL BUDGETS

PERFORMANCE PLANNING, DEVELOPMENT
AND APPRAISALCAREER
DEVELOPMENT
IMPLEMENTATION

CAREER DEVELOPMENT

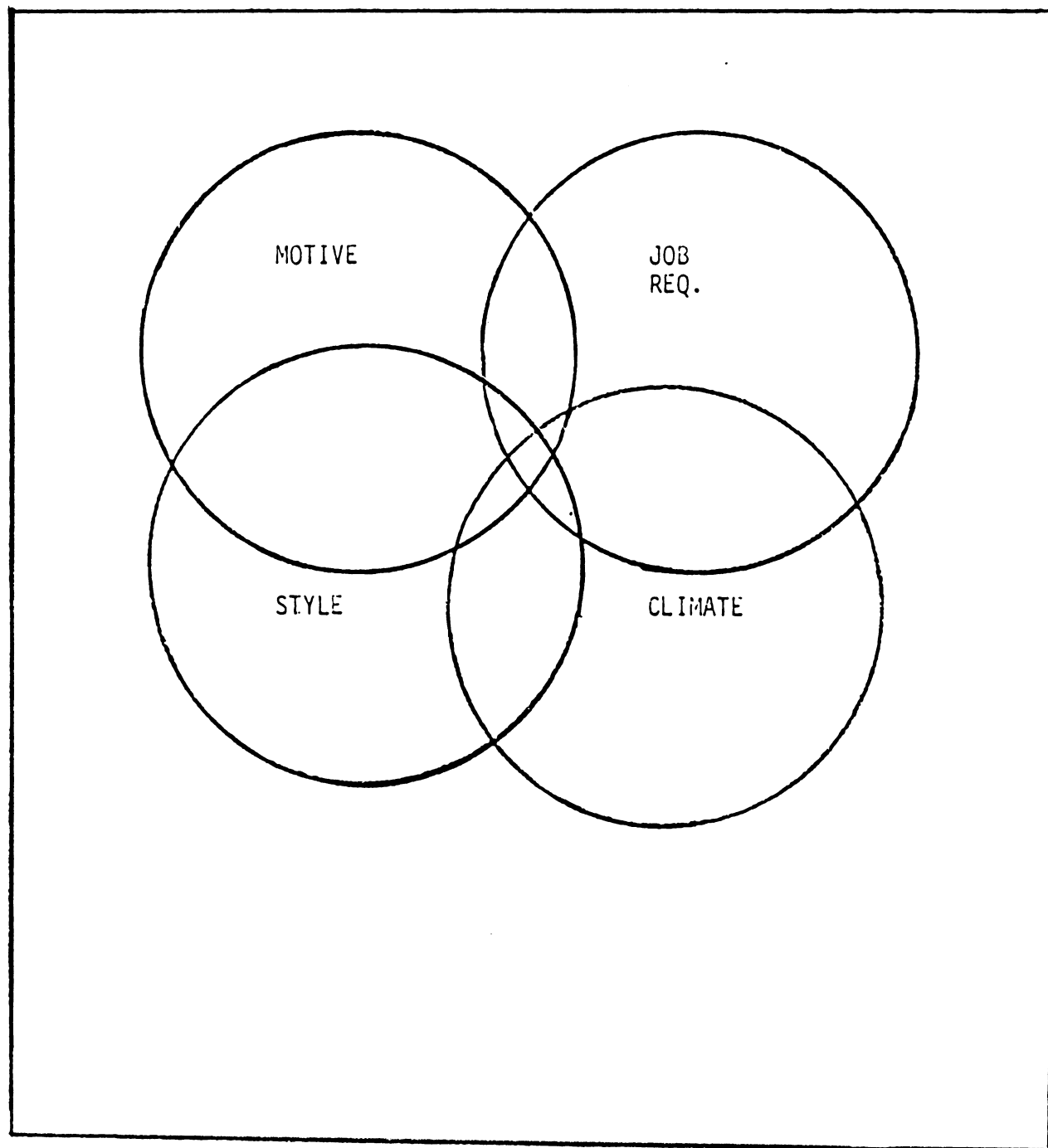
$$\text{MOTIVATION} = \text{MOTIVE} + \text{SITUATION}$$


Figure #1

CAREER DEVELOPMENT

INCREASING PERSONAL MOTIVATION

THE BASIC NOTION BEHIND CHANGING MOTIVATION GOES BACK TO THE FORMULA: $\text{BEHAVIOR} = \text{MOTIVATION} \times \text{SITUATION}$. SINCE THERE ARE FEEDBACK LOOPS IN THIS EQUATION, CHANGES IN ANY OF THE THREE COMPONENTS WILL ALSO AFFECT THE OTHERS. SINCE MOTIVATION EQUALS THOUGHT CLUSTERS, CHANGING THINKING WILL CHANGE MOTIVATION. SIMILARLY, CHANGING THE STRUCTURE OR SITUATION WILL CHANGE MOTIVATION, AND CHANGING BEHAVIOR WILL CHANGE MOTIVATION.

CAREER DEVELOPMENT

INCREASING PERSONAL MOTIVATION

FOR EACH OF THE THREE MOTIVES, ACHIEVEMENT, AFFILIATION, AND POWER, ONE OF THE THREE AREAS OF CHANGE IS MOST EFFECTIVE. FOR ACHIEVEMENT THE DOMINANT OR MOST EFFECTIVE AREA IS TO PRACTICE THINKING. FOR AFFILIATION THE MOST EFFECTIVE AREA TO WORK ON IS TO PRACTICE BEHAVIOR. AND FOR POWER, STRUCTURAL CHANGES ARE MOST EFFECTIVE.

CAREER DEVELOPMENT

MANAGING MOTIVATION
ACHIEVEMENT (N ACH, AI)

- PRIME TEST: PERFORMING BETTER

THOUGHTS

- OUTPERFORM OTHERS: "HE/SHE ALWAYS WANTED TO BE FIRST IN HIS/HER CLASS."
- INTERNAL STANDARD OF EXCELLENCE: "HE/SHE WAS NEVER SATISFIED WITH THE QUALITY OF HIS/HER WORK, AND KEPT TRYING TO DO BETTER."
- UNIQUE, INNOVATIVE ACCOMPLISHMENT: "HE/SHE WAS ALWAYS TRYING TO FIGURE OUT A NEW WAY OF DOING THINGS."
- LONG-RANGE PLANNING/CAREER INVOLVEMENT: "HE/SHE HAD WANTED TO BE A PILOT EVER SINCE THE AGE OF FIVE."

CAREER DEVELOPMENT

MANAGING MOTIVATION
AFFILIATION (N AFF, AFI)● PRIME TEST: CLOSE, FRIENDLY RELATIONS
THOUGHTS

- ESTABLISH CLOSE, FRIENDLY RELATIONS: "HE/SHE HOPES TO MAKE FRIENDS WITH THEM."
- CONCERN ABOUT SEPARATION OR DISRUPTION OF RELATIONSHIP: "HE/SHE WAS VERY SAD WHEN HE/SHE LEFT: HE/SHE WAS AFRAID HE/SHE FELT ALIENATED FROM THE GROUP."
- SEE GROUP ACTIVITIES AS SOCIAL: "THEY GOT TOGETHER TO HAVE A PARTY BECAUSE THEY WERE OLD FRIENDS."

CAREER DEVELOPMENT

MANAGING MOTIVATION

POWER (N POW, PI)

- PRIME TEST: FEELING OR BEING PERCEIVED AS STRONG, IMPACTING, INFLUENCING OTHERS.

THOUGHTS

- DIRECT POWER ACTIONS
 - P POW: ATTACK, ARGUE, SEEK AND HIDE INFORMATION "WE GOT THE GOODS ON THEM AND THEN SMASHED THEM"
 - S POW: PERSUADE, INFLUENCE, UNSOLICITED HELP--"I TRIED TO CONVINCE THEM THERE WAS A BETTER WAY TO DO IT."
- CAUSE STRONG EMOTION IN OTHERS
 - P POW: POWER USED TO MAKE OTHERS THINK YOU ARE STRONG THROUGH THREATS, FEAR, "PUT DOWNS," ATTACKS, OR SHOWS OF STRENGTH E.G. THE GODFATHER, "HE/SHE LEAVES, SHE/HE CRIES."
 - S POW: POWER USED TO MAKE OTHERS FEEL STRONG, AWE, DELIGHT, FASCINATION-- E.G. JFK'S INAUGURAL ADDRESS, HITLER, A MICK JAGGER CONCERT: "OUR MUSIC REALLY BLEW THEIR MINDS."

CAREER DEVELOPMENT

- CONCERN WITH REPUTATION, STATUS
 - P POW: IMPRESSING OTHERS WITH PRESTIGE ASSOCIATIONS OR POSSESSIONS (TITLES, CLOTHES, CARS), CONCERN WITH WHO IS "ONE UP" VS. "ONE DOWN" IN HIERARCHIES: "HE'S A WHIZ KID WITH A BIG GOVERNMENT JOB."
 - S POW: RESPECT FOR INSTITUTIONS, TRAPPINGS NEEDED TO GET JOB DONE: "I LET THEM KNOW GENTLY I'M FROM HEADQUARTERS AND THEY BEGIN TO LISTEN."

CAREER DEVELOPMENT

I

NEED ACHIEVEMENT

- WRITE STORIES AND SCORE THEM.
 - SET GOALS.
 - OBSERVE HIGH ACHIEVERS.
 - REVIEW LIFE HISTORY.
 - DO CONTINGENCY PLANNING.
- PRACTICE THINKING
- PLAY N-ACHY SPORTS - GOLF-TENNIS.
 - REQUEST FEEDBACK.
 - TAKE MODERATE RISKS.
 - GET OTHERS TO PLAN.
 - REVIEW OWN PERFORMANCE.
 - SET GOALS EVERY DAY.
 - SPEND TIME ONCE A MONTH WITH OWNER OR
SMALL-MEDIUM SIZE BUSINESS
 - READ AUTOBIOGRAPHIES - HISTORIES - HOW-TO BOOKS
- PRACTICE BEHAVIOR
- PUT PERFORMANCE APPRAISAL INTO YOUR JOB.
 - GET NEW JOB WITH PERSONAL RESPONSIBILITY AND
MEASURABLE FEEDBACK.
 - GET MORE RESPONSIBILITY PUT IN PRESENT JOB
- STRUCTURAL CHANGES

CAREER DEVELOPMENT

II

NEED AFFILIATION

- | | |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PRACTICE
THINKING | <ul style="list-style-type: none">● IMAGINE HOW OTHERS FEEL.● WRITE STORIES AND SCORE THEM.● OBSERVE HIGH AFFILIATORS YOU KNOW. |
| PRACTICE
BEHAVIOR | <ul style="list-style-type: none">● SPEND TIME WITH HIGH AFFILIATION PEOPLE.● SAY "HELLO" -- TAKE SOCIAL RISKS.● PARTICIPATE IN SOME GROUP EXPERIENCE
(ENCOUNTER GROUP, ETC.).● MAKE FRIENDS WITH PEOPLE WHO ARE DIFFERENT.● MAKE SELF MORE ACCEPTABLE TO OTHERS● PARTICIPATE IN GROUP SPORTS (VOLLEY BALL,
SOFTBALL) FOR FUN, NOT FOR WINNING.● JOIN SOCIAL CLUBS. |
| STRUCTURAL
CHANGES | <ul style="list-style-type: none">● JOIN SOCIAL CLUBS.● GET JOB INTEGRATED WITH PEOPLE. |

CAREER DEVELOPMENT

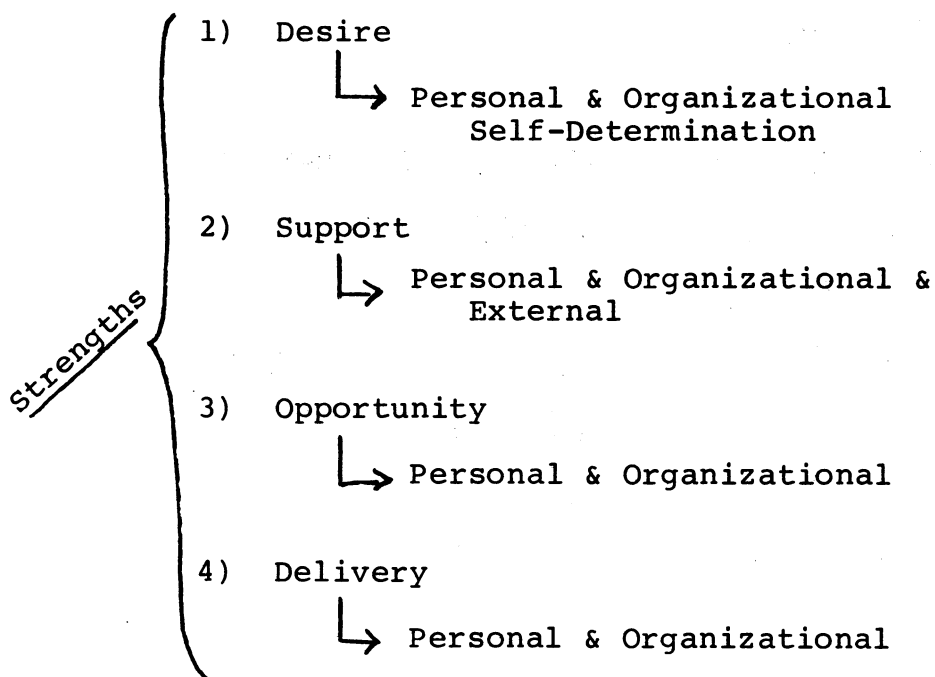
III
NEED POWER

- PRACTICE
THINKING
- WRITE STORIES AND SCORE THEM.
 - OBSERVE POWERFUL PEOPLE.
 - THINK "WIN."
- PRACTICE
BEHAVIOR
- SPEND TIME ONCE A MONTH WITH PRESIDENT OR VICE PRESIDENT OF A COMPANY OR WITH A POLITICIAN.
 - READ POLITICAL BOOKS, BEST SELLERS, PSYCHOLOGY AND HOW TO WIN FRIENDS AND INFLUENCE PEOPLE.
 - GIVE UNSOLICITED ADVICE.
 - USE SUBTLE WAYS OF GETTING ATTENTION.
 - DRESS THE PART.
 - GO TO SEE SPECTATOR SPORTS - FOOTBALL, ROLLER DERBY.
- STRUCTURAL
CHANGES
- JOIN AFFIRMATIVE ACTION GROUPS OR POLITICAL GROUPS.
 - GET JOB WITH INFLUENCE.
 - JOIN CLUBS AND RUN FOR OFFICE.
 - SOCIALIZE WITH INFLUENTIAL PEOPLE.
 - ACCUMULATE PRESTIGE SYMBOLS.
 - DO VOLUNTEER WORK.

CAREER DEVELOPMENT

HOW CAN I CONTRIBUTE?

Quality of Work Life is a Function of Strengths



CAREER DEVELOPMENT

Instructions

There are nine sets of four words listed below. Rank order the words in each set by assigning a 4 to the word which best characterizes your learning style, a 3 to the word which next best characterizes your learning style, a 2 to the next most characteristic word, and a 1 to the word which is least characteristic of you as a learner.

You may find it hard to choose the words that best characterize your learning style. Nevertheless, keep in mind that there are no right or wrong answers—all the choices are equally acceptable. The aim of the inventory is to describe how you learn, not to evaluate your learning ability.

Be sure to assign a different rank number to each of the four words in each set; do not make ties.

1.	___discriminating	___tentative	___involved	___practical
2.	___receptive	___relevant	___analytical	___impartial
3.	___feeling	___watching	___thinking	___doing
4.	___accepting	___risk-taker	___evaluative	___aware
5.	___intuitive	___productive	___logical	___questioning
6.	___abstract	___observing	___concrete	___active
7.	___present-oriented	___reflecting	___future-oriented	___pragmatic
8.	___experience	___observation	___conceptualization	___experimentation
9.	___intense	___reserved	___rational	___responsible

Scoring

The four columns of words above correspond to the four learning style scales: CE, RO, AC, and AE. To compute your scale scores, write your rank numbers in the boxes below only for the designated items. For example, in the third column (AC), you would fill in the rank numbers you have assigned to items 2, 3, 4, 5, 8, and 9. Compute your scale scores by adding the rank numbers for each set of boxes.

Score items: 2 3 4 5 7 8	Score items: 1 3 6 7 8 9	Score items: 2 3 4 5 8 9	Score items: 1 3 6 7 8 9
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CE = <input type="text"/>	RO = <input type="text"/>	AC = <input type="text"/>	AE = <input type="text"/>

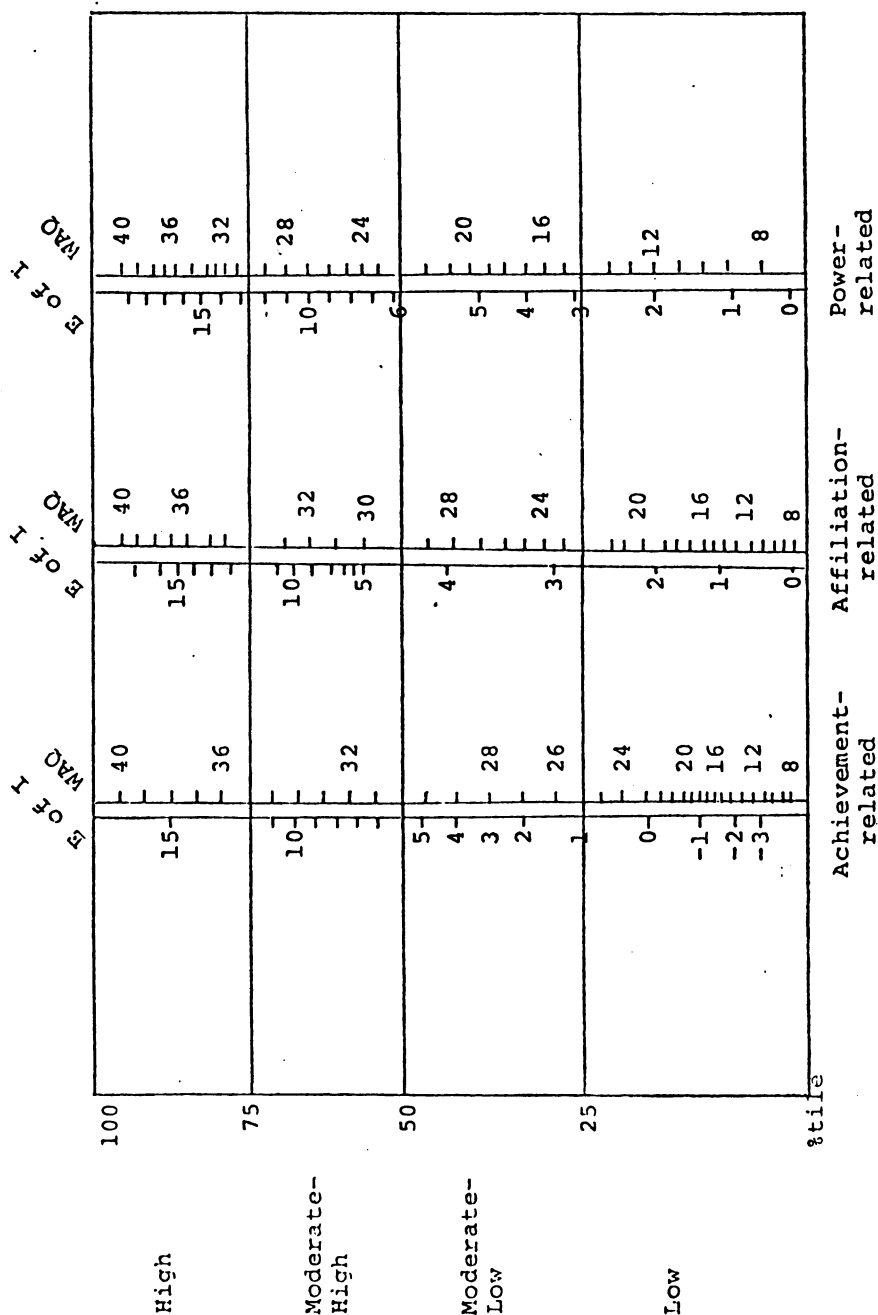
To compute the two combination scores, subtract CE from AC and subtract RO from AE. Preserve negative signs if they appear.

$$AC - CE: \begin{array}{c} AC \\ \square \end{array} - \begin{array}{c} CE \\ \square \end{array} = \underline{\hspace{2cm}}$$

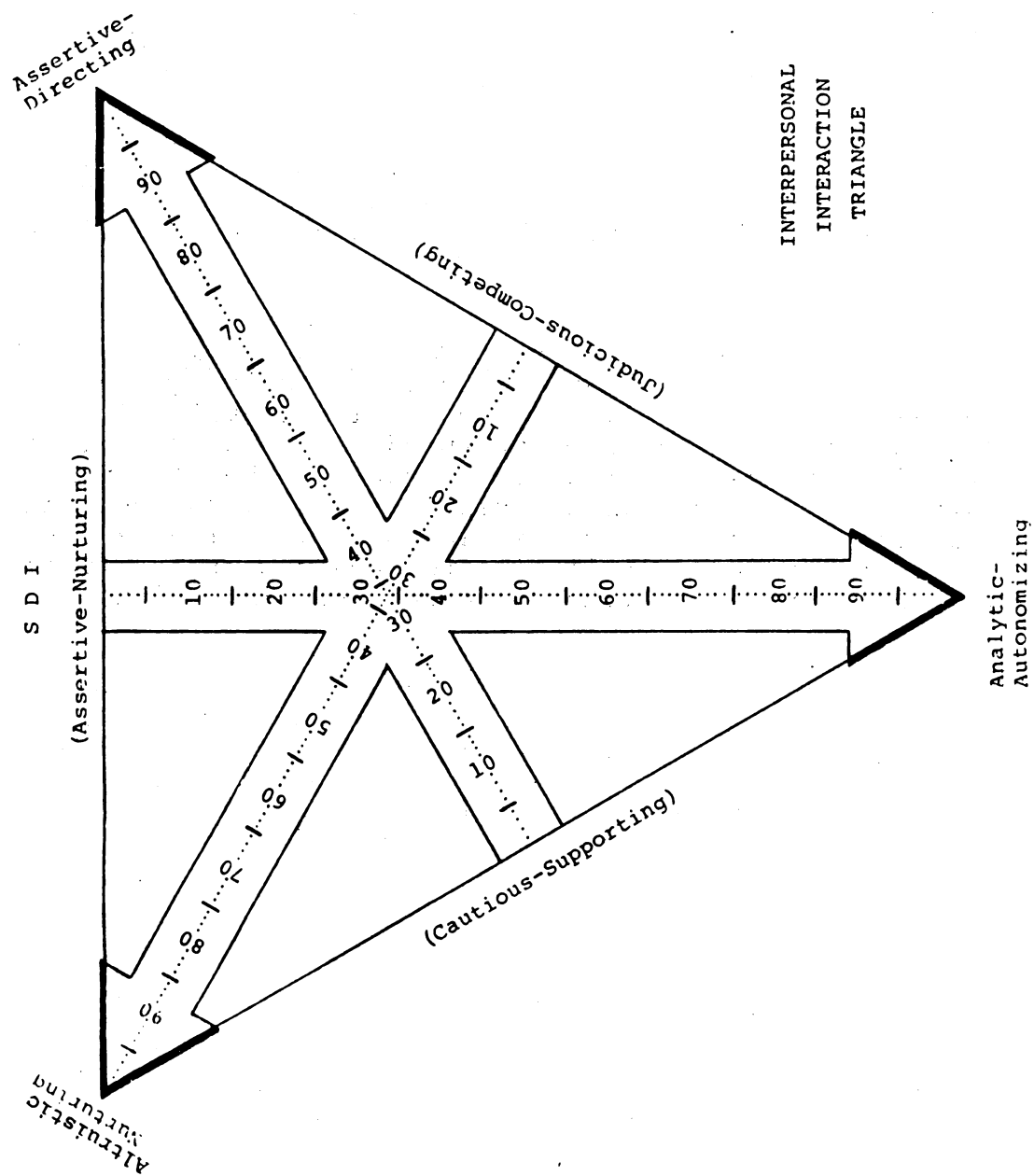
$$AE - RO: \begin{array}{c} AE \\ \square \end{array} - \begin{array}{c} RO \\ \square \end{array} = \underline{\hspace{2cm}}$$

CAREER DEVELOPMENT

Work Analysis Questionnaire Profile
and
Comparison of Work Analysis Profile to
Exercise of Imagination Profile



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A high score on Concrete Experience represents a receptive, experience-based approach to learning that relies heavily on feeling-based judgments. High CE individuals tend to be empathetic and "people oriented." They generally find theoretical approaches to be unhelpful and prefer to treat each situation as a unique case. They learn best from specific examples in which they can become involved. Individuals who emphasize Concrete Experience tend to be oriented more towards peers and less towards authority in their approach to learning, and benefit most from feedback and discussion with fellow CE learners.

A high score on Abstract Conceptualization indicates an analytical, conceptual approach to learning that relies heavily on logical thinking and rational evaluation. High AC individuals tend to be oriented more towards things and symbols and less towards other people. They learn best in authority-directed, impersonal learning situations that emphasize theory and systematic analysis. They are frustrated by and benefit little from unstructured "discovery" learning approaches like exercises and simulations.

A high score on Active Experimentation indicates an active, "doing" orientation to learning that relies heavily on experimentation. High AE individuals learn best when they can engage in such things as projects, homework, or small group discussions. They dislike passive learning situations such as lectures. These individuals tend to be extroverts.

A high score on Reflective Observation indicates a tentative, impartial and reflective approach to learning. High RO individuals rely heavily on careful observation in making judgments, and prefer learning situations such as lectures that allow them to take the role of impartial objective observers. These individuals tend to be introverts.

THE INDIVIDUAL'S RESPONSIBILITY TOWARD CAREER PLANNING

Sandra Bassler

*Manager - Human Resource Development
Ameron, El Monte*

Carlos has just described a career development program that's a year old, and the management's concern for creating expectations where it can't deliver. I would like to talk about one that got underway eight years ago and how we're still trying to deliver! Wickes, Carlos tells me, has \$1.5 billion in sales and 13,000 employees, which provides a broader base to operate in than Ameron with \$250 million in sales and about 4,000 employees. We are a medium-size, capital intensive, heavy manufacturing firm in large-diameter concrete and steel pipe, allied construction products, steel and wire products, and protective coatings. Historically, we have been tied into the construction industry. Our twenty-eight plants and many sales offices cover the United States, Europe, and Latin America.

When I joined Ameron eight years ago, I joined a firm with a mature business, old technology and mundane engineering techniques. The firm's president had recently concluded that the company had to diversify through acquisition but primarily from existent business. He realized that we had to evaluate where the professionals were within the states-of-their-art as well as in the art of management and begin a succession plan for retirees to develop contemporary managers for replacement as well as managing any new acquisitions. I saw it as an opportunity to do some real development work. We needed a development system in general, but more important, we needed to begin grooming individuals.

I spent the first few years on organization evaluation and getting a handle on management's style to see how much there was to work with. We found a somewhat cooperative group who appeared willing to improve its management skills and learn new techniques in the area of human resource development. However, it is second and third generation middle management who cling to their very sound beginnings and are

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still having difficulty adjusting to rapid change with a similar preponderant tenured employee population. Our management philosophy is based on centralized management but, in actuality, we are divisionalized, which sets up a pattern of the highest level of management being the division manager. Top management reviews the business plans and the division manager manages, so bringing about change at this level is still moving slowly. We had difficulty establishing a new function and policy since we had the classical problem of the line's acceptance of corporate staff programs. The formal business planning process established four or five years ago gave impetus to a better understanding of the need for development.

The employee population I worked with only numbered about 1500 (out of a total of 4000) since I was concentrating on exempts only, at that time, since they would have the most impact. That meant that anyone at Ameron with a career plan then, and still today, is very visible.

We identified the fast trackers and the people who had potential but weren't receiving attention. We began a succession plan for the top positions in the company, a job evaluation program, a skills inventory that included the non-exempts with potential. In the past two years the non-exempts have had new career opportunities open up to them with some help from EEO! Our appraisal program holds managers responsible for their people's career development and ties compensation to performance.

When we began developing our approach to career planning, our system wasn't before its time but perhaps premature for how the company saw its needs. However, perhaps it required the time for education. I seldom find development staffs, particularly in large companies, that work on such a close one-to-one relationship with management as we have had the opportunity to do. Initially, we were also accused of creating expectations we wouldn't be able to fulfill because Ameron has a very flat, tight organizational structure. There aren't many significant job levels from support to professional to manager. We are a specialized, engineering-oriented company drawing primarily from the civil, mechanical, electrical, or chemical disciplines. There

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isn't much in the way of transferable skills. We are attractive to professionals who are looking for a stable, conservative firm of our size and location.

Since we don't have administrative levels, a non-exempt employee who wants to move ahead in the company must specialize. The professionals have to decide whether Ameron offers them sufficient movement to contribute to their professionalism and move on or remain for quite awhile and move into management. We experiment with incentives for the engineering and R&D staff.

The essence of our function has been to develop a reputation for providing employees with the scope of the company, juggling a slow-changing management, and convincing employees that there is benefit from a term with Ameron with a tailor-made development program for them. We don't conduct training for training's sake. Our acquisition efforts have been limited so there isn't a pattern of growth to reference.

People who want our kind of stable environment will have themselves a career for the rest of their lives. However, they have to take hold very quickly when they join us because they have to understand and identify with the environment. They have to do some homework and find out where Ameron ranks in our industry and as a company in Southern California as well as nationally. Do we attract people with perhaps more qualifications than some of the positions require because they want to live in Southern California? Of course. So, it is important that they scope us very early. And if they haven't done their homework, we help them do it once they come to work for us.

As you can tell, we take a head-on approach in introducing people to the organization. Our time is consumed by reinforcing managers with the concept of contemporary career development. I am sure that is common to all efforts in this field, particularly where a traditional management has to be concerned with a business that is becoming more complex with more policies and procedures and different people with unfamiliar needs and goals entering the labor market. They are having a hard time adapting. Although we try not to let anyone wither under an unresponsive manager, we also work very hard to help employees feel

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that their career is their own responsibility.

We have all of the standard support systems to career development. Our educational assistance programs tie directly into career plans. Employees receiving educational assistance have to have a career plan approved by their manager. There has to be a specific goal, be it short or long-range. Employees are not urged to go into higher education for the sake of it or to be visibly "going to college." MBA's have to legitimately enhance an employee's future - not to serve as a vague remedy for lack of ability or performance. We keep a tight rein on the educational programs not just to save money, but also to help direct and fulfill careers. We encourage work and part-time education programs.

I note that women and minorities are being supported in graduate programs unrelated to their undergraduate work (i.e., B.A. History pursuing an MBA) in the hope they will learn all about business and get promoted! Sometimes there aren't clearcut short-term assignments, but if employees are smart, they will bring the academic information back to the job and apply it. Admittedly, this takes some resourcefulness but it can stir up some management interest in one's career that may have continued to lone along with the employee's apparent sanction by default. Divisional management is primarily responsible for the handful of employees who are rising in the company hierarchy. Such limited chance for advancement can discourage newcomers. The management has to become more impressed with the fact that more women and minorities know how to scope a company on the way in and readily pick up on vague responses to their queries of "getting ahead." We have to keep encouraging the tenured people as well as get them to believe that their competition is the outside labor market - that we will reach out into the labor market and select people who are ready for jobs if the employees within are not.

Our internal placement system is very similar to ARCO's: Extensive planning for eight years, and now we are making it work. The system identifies job opportunities, maintains a reservoir of candidates, and profiles them for promotions or lateral transfers that open up broader career ladders. We encourage managers to interview more than just the "perfect" job candidate so that people will feel

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they are visible and being given consideration. The management has accepted the idea of career planning and counseling, but I want to emphasize that our flat and limited structure leaves one's major career responsibilities up to them. Women and minorities are urged to recognize that they will be working in an historically male-dominated construction environment so they have to define their career goals very early and keep identifying them for management's understanding and support.

You can sweep everybody along in this kind of a program and intimidate a lot of complacent people, especially in the non-exempt areas, who feel they don't want, or have to think about, careers. This is particularly upsetting to managers who don't level in their performance appraisals and don't want the "boat rocked." On the other hand, we advise those who want to get ahead, particularly women and minorities, that their futures will depend largely on the strength of their motivation. For example, management has a difficult time dealing with the notion of working with a female clerk to develop a job growth plan, much less a career plan. Employees with a manager who is neither trained nor interested in promoting career development may lose all interest in the company as well as their present job. So our greatest challenge is juggling the employee and the manager while both are learning their roles and goals! Women need to appreciate the need for being alerted to potential problems so they can advance their credibility.

I don't want to leave you with the impression that Ameron is the kind of company to avoid. In fact, I feel we should recognize that Ameron is fairly typical and that all the progressive, titillating programs won't necessarily work magic for these firms unless contemporary employees are willing to take some initiative in bringing about results. Our experience is a start, and reflects what a traditional environment can become with a great deal of constant effort.

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DISCUSSION

Discussion following the third period addressed in greater detail a number of the issues raised by the panel on career development. Several participants requested further information regarding the Wickes Corporation's career development workshops and the company's approach to a variety of career development questions.

Carlos Donatelli, Director of Organizational Development at the Wickes Corporation in San Diego, said that he had obtained the evaluative materials used in the Wickes workshops from the McBer Corporation, 137 Newberry Street, Boston, Massachusetts. Similar tests were available through their respective publishing houses; Science Research Associates (SRA) issued a number of these exercises. Mr. Donatelli advised those interested in organizing and conducting career planning seminars within their own organizations to thoroughly familiarize themselves with both the history and specific purposes of any testing/training instruments they planned to use. He also emphasized that organizations should rely on proven testing methods and materials researched and developed by trained professionals in the human relations field, rather than attempt to improvise their own.

Noting that all three of the third session's speakers had stressed the individual's responsibility for his own professional future, one participant wanted to know how Mr. Donatelli viewed employees who seemed reluctant or disinclined to formulate any definitive career goals. Mr. Donatelli replied that at Wickes, the career development program was designed to help those who were prepared to help themselves. The company provided many opportunities for professional growth through its workshops and career counseling, but individual employees were expected to take the initiative in setting realistic career objectives and working actively towards them. "People don't go anywhere unless they set goals," Mr. Donatelli asserted, adding that the company also expected managers and supervisors to encourage and support employees who wished to clarify their career aims and explore the possibilities for professional advancement.

In response to another question, Mr. Donatelli confirmed that the Wickes career development program was also open to company employees who

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felt that their career aims could best be met in another working environment. For instance, one woman who went through the career development workshop was interested in interior decorating, a career she could only pursue in the company's furniture stores or its Chicago headquarters. Although they could not accommodate her professionally at Wickes, San Diego, the firm's career counselors advised her how to go about acquiring the experience she would need to achieve her goals.

A final question, directed to all three speakers, concerned leaves of absence and sabbatical opportunities. Did Ameron, Atlantic Richfield, and Wickes see these as viable options in the career development process?

Speaking for Ameron, Human Resources Development and Training Manager Sandra Bassler said that the firm would on occasion approve a relatively autonomous program of advanced training for an individual specialist. In general, however, Ameron did not authorize leaves of absence. The organization's policy was to encourage educational programs that were carried out under close company supervision and directly related to specific career plans.

Paul Cheronnet, Administrator of Atlantic Richfield's internal placement system, commented on that company's educational leave of absence practices. A limited number of employees have been granted periods of leave to pursue graduate work related to their professional fields of job responsibility.

The Wickes career development program did not currently include leave of absence or sabbatical possibilities, Mr. Donatelli said. However, he believed the organization would entertain a proposal to establish such a system and, speaking for himself, added, "I personally think this would be a good thing to have, and I would encourage people to initiate that kind of activity."

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FLEXIBLE WORK HOURS AT OCCIDENTAL

John Best

Personnel Officer

Occidental Life of California, Los Angeles

I thought I might keep this down to seven or eight minutes because I get off in about thirty minutes under flex hours. It is really kind of fun to talk to a group of people about a program that you are very pleased and content with; and are happy that you sold it, got it through, implemented, and enjoy watching run. First of all, how many people here are working under some kind of a staggered, gliding or flexible hour situation? Well I can't recruit you.

We got into the idea of flexible hours in kind of a roundabout way in Occidental. Initially, we were studying the variable work week. We had a number of operational problems that we were trying to solve, chiefly the acquisition and retention of quality employees; fighting the disadvantages of being a downtown employer; the difficulties of transportation and traffic, things of that nature. We wanted to utilize our facilities as well as we could: to make sure that we were providing our field force, our sales force, and service force throughout the fifty states with the kind of coverage that they needed to do a good job. We looked at the possibility of instituting a four-day week, but decided it wouldn't work for us. There were too many hang ups, largely in the service area, for it to be a viable solution at Occidental.

What we did get into was a pattern of summer hours. We installed the program back in 1973, allowing a five-and-a-half hour work day on Friday for four months during the summer. That sounds a little radical and I can assure you that when we came up with this package, and with the other package that we eventually called flexible working hours, the CEO looked at us and said, "Here they come. Personnel is giving the store away again."

Not exactly. Summer hours work for a number of reasons, just as flexible work hours work for a number of reasons. Our summer hours

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program, the Friday program, allows for a five-and-a-half hour day, one ten minute break rather than two, and we can eliminate lunch. The shift is finished inside six hours; no need for a lunch break. We eliminate the up and down time around lunch, we eliminate the up and down time around one break. Our absences went down 20 percent on those Fridays. You can make five-and-a-half hours standing on your head. People tend to think twice about being charged with a full day's absence when all they have to do is work five-and-a-half hours.

Studying our summer hours program led us to consider flexible working hours. We looked at what was going on in Western Europe and Canada, and also at an experiment being conducted in one of our sister companies of about 450 employees within the Trans-America Family. It was comprised mainly of professional technical types, but it was working very successfully on flexible hours. And we decided to look more closely at it for guidance. We decided to clarify our goals and establish some ground rules before we began discussing the project with the Chief Executive Officer.

We began with a pilot program involving about seven hundred employees. We thought this would be a large enough sample to give us a good insight as to what would happen company-wide. We took one very heavy technical area, one very heavy clerical operations area, and our head office for Canada, which is kind of a mini-section of the company. The results from the program came very quickly and they were very positive. The production didn't slacken; in many cases it improved. Tardiness was virtually eliminated.

Let me discuss the tardiness issue before we get to the question and answer period. How do you staff an area for service under flex hours? We do it very simply. We have two kinds of work hours at Occidental--staggered and gliding. We combine them in the program we call flexible working hours.

A staggered situation is one where the boss and the employee agree what the hours will be. The employee may come in at ten minute increments, fifteen minute increments, or half an hour increments, but the hours are set.

Under gliding hours, the person comes in whenever he wants between the seven and nine corridor that we have established. The person has

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to be in by nine o'clock. That is the end of our corridor. After that, you are late. If an employee is missing at his set time, we'll discuss whether he's likely to make it a habit, or whether he had a special reason, or whatever. If it happens too often, we will go back to the employee and say, "Okay, reset." We will force employees to go to a later time if they can't make it at the earlier time they've set. If that doesn't work, we go into the standard routine of warning for tardy, just as you would under normal working hours.

In our pilot group, we discovered that about half of the people changed their schedule. We recognize that probably more would have, but they came by bus or in car pools with employees who were not part of a pilot group. But half was a substantial number. And out of that half, roughly 80 percent started before the normal eight o'clock corridor.

That eight o'clock turned out to be more than a boon to Occidental. First of all, we had people on the premises prepared to answer phone calls from our Eastern field force. Secondly, some people get work coming out of the computer early in the day; some people get their principal mail delivery late; some people get their principal mail delivery early. So this flexible hours program allows you to set up the department to meet those needs. If the management of the department is running that area correctly, you don't have a problem with people sitting around till ten in the morning waiting for the work to come in. We'll start that department at nine. On the other hand, people working for a department whose computer material is processed overnight and ready for use at seven in the morning, will probably want to come in early to get work out of the way.

Once we decided to make flextime a company-wide program, we went about enlisting supervisory support. In a program such as this in a company like ours, 65 percent of whose employees are clerical, you have to have that supervisory support. One primary reason is the time sheet factor. People are coming in at various times for two hours. The supervisors tend to worry that they will lose control over their people and that variable hours will create more work for them. We brought them into the program immediately.

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In essence, we allowed each operating area to set up its own flexible hours program within the guidelines that we had set for the company. In general, the guidelines established a starting corridor from seven to nine in the morning, continued our pattern of two ten-minute breaks, and allowed people to leave after completing seven and three quarter hours' work. About eighteen months ago now, we added one more feature to the program--the flexible lunch. People can take as short a lunch break as thirty minutes, or as long as an hour, depending on their needs and their department's. And then again, the day is completed at the end of seven and three quarter hours.

We feel essentially that we hit some pretty key things in this program. We feel that the personal needs of the employees have definitely been met, because they can reasonably fit their work schedule to accommodate their lifestyle. We feel that even the staggered portion of the program, or the set hours, initially allows an employee to choose the time he starts work. Employees feel greater commitment and responsibility to appear at an hour that they have selected themselves. It opens up new possibilities for car pools; they are not limited simply to the people from other companies in the downtown area, or close by. It makes coming to work by bus easier. I always felt sorry for the person who started work at eight and had to choose between the bus that arrived at seven-thirty and the bus that arrived at eight-thirty.

The program basically met our corporate needs. Our service is a little better and our production, to be honest with you, is pretty much flat: we haven't lost or gained. About 65 percent of our employees choose to start before seven-thirty in the morning, and a little better than 90 percent of them have started work before eight o'clock.

Among our exempt employees, about a third of them select their own hours every day; a third are on a set pattern; and a third of them vary. They may be on a set pattern, but a talk with the boss the night before alters this very easily.

Among our non-exempts, a pre-set schedule accounts for about 63 percent; variations with approval, about 30 percent; and variations

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permitted without approval, about 7 percent. This group is essentially our clerical force and deals with the schedule problems or phone coverage. They pretty much work on staggered hours.

Internal communication is probably our biggest hang-up. In the survey that we have done and repeated on flextime at Occidental, about 61 percent of the people surveyed reported no change from our normal eight to four-thirty hours, but about 32 percent thought communications became worse. That is kind of natural. If you come in at seven, and I come in at nine, we are going to lose two hours with each other somewhere along the line. But it is not a problem that would make you say "no way" to the program.

We have found that our external people tend to adjust much better than our internal people. The field force learns that there are areas of block time to call at the home office, and they call within those hours.

Tardiness, of course, we discussed; it was virtually eliminated. Partial day absences have decreased 75 percent. Full day absences are down about 21 percent. Forty-three percent of our employees told us that they were having an easier time getting to work. Fifty-four percent said it was about the same, and only 3 percent said it was worse. On our lunch program, about half of the employees in the company take a thirty minute lunch. About 48 percent of them take a forty-five minute lunch, and about 2 percent take sixty minutes.

Recently, we made an overall appraisal of the situation. We asked a cross section of our employees, both the clerical group and the supervisory managerial group, what they thought about the program. About 14 percent felt very positive. Seventy-six percent thought the program was good and 1.5 percent were negative. Some employees had no comment.

All in all, we are very very satisfied with the program. We feel that it met an employee need and met a company need. It is one that I would strongly recommend. Our summer hours program has worked so well for us that we're now using it six months a year. Essentially, we are on a six month, four-and-a-half-day week, coupled with flex. If an employee wants to get out of the city on a Friday, he can come in at seven o'clock in the morning and get out at twelve-thirty. It's almost like getting a three day weekend. We are very pleased with it.

THE FOUR-DAY WORK WEEK

Del Dowdell

*Training Director and Vice-President
Home Savings and Loan Association, Los Angeles*

Ladies and Gentleman: Several years ago, before the advent of the automobile, there was a minister in the Southern states who had a need to sell his horse and buggy. Consequently, he advertised around, and a young man from the village came up to him and indicated he might be interested. So the minister showed him the horse and he counted the teeth, and he showed him the hoofs and the good condition the horse was in, showed him the buggy and the springs on it, and the leather in the seats and so on. But being the perceptive man he was, he recognized the young man was not convinced. And so he said, "Hey, why don't you take it around town, and give it a ride, give it a tryout and get the feel of it and see what you think."

The young man thought that was a good idea, so started to climb in and the minister said, "Now, wait a minute. Before you go, there are two things you need to know. I've raised this horse since it was a very young colt and I've taught it to obey just two commands. If you want the horse to move forward, you've got to say, "Praise the Lord," and if you want it to stop, you've got to say, "Amen."

The young man thought that was simple enough and he got in and said the right words, and off he went. After a loop around the town, he recognized he really wasn't able to give the horse a real run and the buggy a good try, so he took off out of town across one of the country trails. And about a quarter of a mile or so out of town, a big jack rabbit jumped up beside the trail, ran across and scared the horse. He reared up on his hind legs and took off across the open field, and as the young man made every attempt to turn the animal back, he saw a deep chasm looming ahead. And so in his panic he began to shout and yell at the animal to stop and halt and whoa and everything he could think of, and to no avail.

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As his horse headed straight for this deep chasm, the young man realized that the end was probably very near and he began to pray. He jumped around in the buggy bellowing every prayer he could think of, and finally he shouted, "Amen!" With that, the horse came skidding to a stop right at the edge of the deep chasm, with the horse's neck looking down into the depths. And the young man still on his feet was so thankful he'd been spared, he looked up and said, "Praise the Lord."

Now, ladies and gentlemen, I believe as we do in Home Savings, that sooner or later in our lifetime, we are going to need some of the information that we've been exposed to in our growing years or during our training or educational development. And it is our hope that perhaps you may benefit from Home Savings and Loan's information on the four day work week.

First we have a film presentation to outline the reasons why at present we have not gone to the four day work week at Home Savings:

(Beginning of film.) The Savings and Loan Industry has followed the trend of extending its business hours for servicing customers in several ways. An extension of weekday hours and the initiation of Saturday openings by many Savings and Loans over the past several years has added a different dimension to the industry's competitive nature. A few years ago, Home Savings conducted a survey to analyze the effect of Saturday opening and to explore its alternative, the four day work week.

The analysis of the four day work week was initiated as an alternative to the Saturday opening which was proving to be costly in terms of employee morale and money. As a result of this survey, we at Home Savings felt that the four day work week offered many advantages over the present five day week and the Saturday opening adopted by many other Savings and Loans. Although we present our findings which are favorable to the four day week, our plan remains a proposal which has yet to be adopted.

We determined that with a four day, forty hour week for our full-time employees, Home would be open twice the number of hours as the Saturday opening at less than one third of the cost. The total number

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of full-time employees will be reduced overall by the use of the two part-time employees for one full-time employee to provide greater flexibility during peak periods and to reduce the labor cost. For the full-time employees, a salary adjustment of 98.9 percent of their present salary would be made to take into account the overtime earned during two hours of each ten-hour day. The combination of eight hours straight time and two hours overtime would equal the employee's existing salary.

To schedule adequate supervision of offices by employees on the exempt status, Home Savings would emphasize cross training. Each supervisor in a branch office would temporarily advance to his/her next supervisory level solely to learn the job well enough to provide coverage on a rotating basis. When one supervisor is not scheduled to work, another one who has had cross training in that position would be able to fill in. The cross training initiated in this process would be a positive step for training employees for advancement and for developing a promotability program for employees.

The development of new supervisors from within the Association would be an additional advantage to Home Savings, as our policy has always been to promote from within, rather than to look outside to fill management openings. For the career-minded employee, this plan would have great appeal. An alternative plan of supervision would be to maintain the exempt staff on the traditional five day, forty hour week. This system's big disadvantage is that it leaves each employee without supervision for two hours each day, since the supervisor would only work eight-hour days.

The advantages of a four-day work week over opening the Association offices on Saturdays are many. Employee morale, a prime consideration, has greatly improved in the many Eastern U.S. Savings Banks who have already gone to the four-day work week. By contrast, many associations throughout the country who have initiated Saturday hours have experienced tremendous morale problems and a flood of resignations. Should Home Savings decide to offer the four-day work week, the appeal of this over other Savings and Loans with Saturday openings would give us the opportunity to collect employees of the highest caliber in the industry. We would expect that staff and line employees alike,

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working in other Savings and Loans, would find the change to work a four-day week tempting. With sufficient response to Home Savings in the form of employment applications, the need for employment agencies would decrease and possibly diminish altogether.

Although we have no data to prove this, personnel officers report a reduction in turnover and absenteeism on the four day work week when compared to the traditional five day week. Customer service, the most valuable aspect of this study, would be improved by initiating a four day work week. Daily hours from nine A.M. to six P.M. would allow for as much as ten additional hours each week and would give customers the opportunity to do their banking business at their leisure, rather than during the typically rushed and crowded lunch hour period.

Home Savings has maintained its strong position of leadership in the Savings and Loan industry during the time that this study was developed. Our closest competitors have chosen to extend office hours during the week and on weekends. Our response to this was a simple extension of hours on Fridays only. During 1976, we kept a close watch on our neighboring Savings and Loans and found that despite their weekend hours, we continued to surpass them on a percentage basis of increase in savings dollars. Due to this success, we have not as yet felt the need to initiate a change in our present structure. However, should this trend reverse itself, the four-day work week would likely be adopted by Home Savings. (End of film.)

If you are familiar with the Savings and Loan or banking industry you might be aware that many of our policy decisions are guided by our customer service needs. Ability to serve the customer is a primary concern in our particular company. We have found it possible to maintain our lead in the industry merely by extending our hours slightly on one day rather than by altering the entire lifestyle of our company. As the film said, should that change, we would naturally be forced to go one way or the other. At present, the four day work week is much more appealing to Home Savings than the extended days or opening on Saturdays.

You might be interested in knowing that in 1974, the last official survey on the subject reported that only 2 percent of the work force

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in the United States worked less than a five-day week. Sixteen percent worked more than a five day week and 82 percent of the work force, totalling some sixty million people, were working a five-day week. In the last two and a half years following that study, there has been little significant change. The less than five-day work week has gone to 3 percent and the over five day work week has dropped a percent. Otherwise, the figures have remained basically the same.

There are a few things that you might want to keep in mind in considering a four day work week. First of all, its definition. We would suggest two. One is an actual four days of work where one day you are shut down -- either you are opening Monday through Thursday, or Tuesday through Friday. The day you are closed allows for maintenance repairs, and in some areas can help the company conserve energy. For example, you could save at least 20 percent on your lighting and electricity. If you are on a computer, it isn't necessary to run it seven days a week. You can save a considerable amount of energy in that sense.

The second type of week is the regular four-day work week where you are working alternate days off. The office is open Monday through Friday, but people come to work only four of those days, and the alternate days off may change. They may vary from week to week. One individual may be off on Mondays, another off on Fridays. Generally, attempts to break up the middle of the week hurt employee relations, because most people naturally prefer a three-day weekend. This gives the company more time to serve the customer and there are certain advantages.

In the first place, management benefits. As the gentleman from Occidental pointed out, a company that offers a flexible type of work schedule tends to have a hiring and recruiting advantage over firms that use more traditional schedules. Work appears to improve when a four-day work week is instituted, at least initially. Turnover tends to decrease. Individuals are less likely to feel the grass is greener on the other side of the fence, if on the other side of the fence, they are working a five-day week. Although we

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have no proof of this, the companies using the four-day work week claim their own statistics show a decrease in absenteeism.

The advantages to the employees are a little different, because their needs and goals are different. First of all, the employee spends less time commuting. In the Southern California, Los Angeles area, this may result in significantly reduced expenses for the entry-level employee. The four-day work week creates more possibilities for employee promotion, particularly within the Savings and Loan industry where cross training is the rule rather than the exception. We have many people who are trained to do many different types of work. As the film explained, under a four-day work week, Home Savings would expand its cross training program so that supervisory personnel could move up one level on the days their immediate superior is off. This lets people gain on-the-job experience necessary for eventual promotion, and in the meantime, temporarily qualifies them to fill those positions.

Employees, of course, feel they have increased leisure time under a four day week. Those of you who are familiar with the concept of the hierarchy of human needs recognize that the self-fulfillment or self-actualization is not always found on the job. Most employees find these needs fulfilled elsewhere and the four day work week gives them more time to self-fulfill or self-actualize off the job. Also employees tend to look at the four-day work week as a stepping stone to a thirty-two hour work week. You notice they didn't put that under management's gains.

Then, of course, there are disadvantages. We feel that the major problems for our management would be scheduling. We also found potential problems with the supervisory role. Although the cross training program I described would benefit employees who want to increase their job experience and promotional opportunities, management finds this a less desirable advantage than maintaining consistent supervision. Also, a ten-hour day may produce undue fatigue. Many companies on a four-day, forty-hour work week or ten-hour day, have found that the employees tend to let down after the customary eight hour period, and the last two hours of the day are not necessarily as highly productive as the first eight.

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And then, what happens when the novelty of the four day week wears off? Those of you familiar with the concept of motivation versus maintenance factors may recognize that benefits are not motivators. Benefits at best are merely maintenance factors which create problems or unhappiness if they do not satisfy. They do not increase motivation. For instance, if your boss were to give you a 25 percent raise tomorrow, you would be delighted I am sure. But it is doubtful that you would do any more work tomorrow, or at least, the day after that. Benefits tend not to increase production. What they do create are problems that force employees to produce at less than maximum level. Consequently, from management's viewpoint, once the novelty of the four-day forty hour week wears off, the result could be quite a let-down in the level of employee productivity.

Which leads us then to the disadvantages for employees. Many, especially the union members, may see the ten-hour work day as a regression. It took labor a long time to escape from the sixteen, the fourteen, the twelve, and the ten hour work day into the eight-hour work day. Many labor leaders and their rank and file feel that any return to a ten hour work day, no matter what the initial reason, could eventually result in a ten-hour, five-day work week.

Increased leisure time could cause problems. Would it put undue burdens upon the employees, creating boredom or financial need they would not be able to handle?

I would like to point out that a number of firms have experimented with the four-day work week and rejected it after they found it caused unexpected problems. So the evidence on the value of the four-day work week remains mixed. Let me reiterate some of the questions it raises.

First, do hiring and recruiting capabilities actually improve? Perhaps initially, but if others in your industry countered the four day work week with an extra vacation or similar incentives, the benefits could level off.

Would the ultimate effect on employee motivation be positive or negative? Would absenteeism go up or down? What about fatigue during the ten hour day? This would be especially detrimental to our particular

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industry where employees have to be on their toes continually in our customer relationship needs. Does employee enthusiasm seem to increase for a while and then level off? Lastly, what would the labor force feel the company owes them next? There seems to be little doubt that their next step would be to press for a thirty-two hour week. I'd take that. I am not so sure my boss wants to give it to me.

We would recommend then, ladies and gentlemen, that you recognize and seriously consider the potential liabilities inherent in any novel course of action. Don't be like the young man who forgot the command to stop the horse and ended up fatally confused. Sometimes we jump into a decision because it sounds very good. But those of you in decision-making know that one decision leads to another and another. And so it is best to evaluate the possibilities and understand the risks before you begin. Thank you very much.

PART-TIME WORK PATTERNS

Peggy Foster

Co-Director

Creative Resources for Women, San Diego

We're presenting something we call the compressed week, along with other alternative work plans. We'll start with that and talk about the compressed week and the compressed day. When we say the compressed week, we are talking about a variety of working patterns: perhaps three eight hour days, two-and-a-half days a week, or even four-and-a-half days a week. When we talk about part-time we're talking about a twenty hour week, a thirty hour week, thirty-five, anything less than the traditional forty hour week.

Our organization has been working with San Diego County for the last eight months. We also give workshops in using part-time for management and for employees. We often have employees come and say, "Darn it, I know I could do my job in four-and-a-half days, but if I went to my supervisor and told him/her that, my supervisor would think I'm not serious about my job." Or, "I know I could do my job in thirty hours a week. There is no doubt in my mind, but I'm afraid to say anything."

There was a fifty year old worker in the Department of Welfare who was interested in going to part-time. He was secure enough financially to do so and didn't want to leave his job with County government. He looked around, considering banking because of their traditional use of part-timers, but knew he would lose his benefits if he went part-time at a bank.

This continued for about three years and then something interesting happened. The County began to economize and every manager of every department started getting hit with budget cuts. Finally, some managers said, "Do we have some employees here who are doing a five-day job that really would only take three or four days?" Welfare made a study and asked if some of their employees would be interested in working half

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of a day, instead of a full day. Could they do it? Could it work? Yes, to both questions.

Right now, the previously-mentioned welfare employee is working a half day, doing the job that he had done previously in eight hours a day. And, is he enjoying life! . . . He's out in the afternoon swimming and playing golf.

The compressed day works about the same as the compressed week. In the compressed week, you might come in for three days. With the compressed day, you come in half a day, 3/4 of a day, etc., whatever is appropriate for the job.

Another part-time work pattern is what we call the shared job: a job that's taken and actually shared by two people, both having full responsibility for the job. I'd like to mention a team in San Diego County which has shared a job successfully for three years. Sharon Hunt and Nicky Clay originally started out in the Department of Sanitation and Flood Control, moved with their supervisor to the Urban Academy and then to the Office of Management and Budget where they've been since August of '76. In their present job their responsibilities are divided so that they are able to devote their attention to separate assignments, but either is able to take over the entire job as necessary. For example, Ms. Hunt was writing the Board of Supervisors' response to the "Grand Jury's Interim Report on Organized Crime in San Diego County" while Ms. Clay was writing a response to the Grand Jury's interim Report on Jail Health. So, while they have separate projects, this key job will be covered at least 50 percent, whether one is vacationing, working out of the office, etc.

In job splitting, you take one job and split it in half. The people who work in it may never see each other. Who does this benefit? Social workers, for example, may divide case loads. They may never cross paths, or they may combine job sharing and job splitting.

Job splitting is in use right now in the San Diego County Welfare Department. The Welfare Department introduced it as a budget cutting device after a study that showed that many employees would welcome the chance to work half time. The Welfare Department approached its people and asked if they would like to split or share a job. And this, of course, is the key to success - making the plan voluntary.

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We do have another department that, unfortunately, is not doing the same thing. Instead, this department seems to be telling its employees, "Hey, you're going to lose your job, want to take it 50 percent instead?" It should be no surprise that the union steps in here for negotiations.

Anytime we're talking about any kind of flexible job, any kind of job sharing, splitting, or other part-time, we have to think of potential problems. One of them might be the response of employee unions. We have to be prepared to deal with the union and find out if part-time is an option our employees want. If not, maybe we shouldn't fool with it.

There's a word that we hear around a lot: Affirmative Action. Part-time work patterns can help keep you out of affirmative action trouble, in addition to doing a lot of other good things, especially where women workers are concerned. For example, you have a black woman working who has fantastic potential, is probably brighter than anyone else in your office and you know it, but she doesn't have the training and education she needs, and your corporation cannot back a special training program for one person. But, this particular black woman is willing to work half-time at whatever clerical position you have her in. And the rest of the time, she's willing to go out to UCLA and take these fantastic management courses which will put her up the career ladder. This, we think, is probably the very best use of splitting jobs or sharing jobs.

We all reach times in our lives when we need to reevaluate. We need to have some time to think, no matter how career-oriented we are, or how much we want to get up there to the top. So, why not take a year when you can work 50 percent?

How many of you have read the recent Newsweek issue on the graying of America? The article has some significant things to say to all of us as business men and women, principally, that we're getting away from the youth culture. Because these same people that today are forty and fifty are going to be the grey panthers of tomorrow, work patterns will slowly change. Not all of us will want to quit working at sixty-five. Maybe we can start doing something about that now. Maybe we can accomodate the fifty-year-old person who feels like easing off for a while, or who wants to go part-time permanently.

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People with long work experience behind them aren't the only ones to benefit. What are we doing to men and women of child-rearing age when we make them choose between a family and a career?

Part-time has all kinds of possibilities, but you have to look at your own company, your own plant, its size, the services you offer, and decide whether part-time is going to work for you. Maybe it won't. If not, at least tell others about it; maybe it will work for them!

Just quickly let me give you some advantages and disadvantages in connection with the use of part-time, because, after all, that's where the bottom line is. It will increase the size of the work force, depending, of course, on the percentage of part-timers you use. We're going to have more people to handle, obviously: two people for one, paperwork. . . but what are we going to get? If we have two people, we're going to get at least 50 percent job coverage, especially in key jobs. We're going to get people with two different kinds of background that may complement each other and enrich the job.

You may also wind up with conflicts--two different viewpoints, for example. Initially, we're going to have trouble with communications, aren't we? But a nice thing is going to happen. Communications are going to get clearer.

The same thing is going to happen with job duties. We were pleased to find out that all the bad things we thought were going to happen turned out to be good things. Job boundaries became very well defined; communications became very clear, because people knew what they were supposed to do.

You're going to have double training, aren't you? Probably. You train two employees, but if one of those employees leaves, you are still going to have one to take over for that interim period. There is still going to be someone covering the job.

A national non-profit organization called "Catalyst" which is involved in research on employment for women did a two year study for the Massachusetts Department of Public Welfare in Boston. Their employees had split jobs and the researchers found that the half timers were carrying 89 percent of a normal case load. They also found that the full timers' turnover rate was 40 percent and the half timers' turnover rate was 14 percent.

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I might just end by saying that if you are interested in trying part-timers in your corporation, you will have the most highly motivated people you can get, because, as you know, a job that combines good pay with part-time work is almost impossible to find. Once you get people in those positions, you've got the most enthusiastic and dedicated employees around.

DISCUSSION

The final discussion session opened with two questions concerning potentially difficult aspects of part-time working patterns. How would an employer deal with a situation in which a job, originally designated as part-time, eventually entailed enough work to fill an orthodox eight hour day, five days a week? Furthermore, could an employee who wished to undertake a newly created job on a part-time basis be relied on to do the required amount of work within the shorter period of time?

Peggy Foster, Career Development Consultant at Creative Resources for Women, San Diego, recommended that when the option for a compressed day or shortened work week existed, employees be give the opportunity to demonstrate that they could handle the necessary work on a part-time basis. Ms. Foster also pointed out that the San Diego welfare department had worked out a solution to the issue of part-time jobs, which sometimes required more time than had initially been allotted to them. Department employees working less than the eight-hour day, forty-hour week were on call to put in extra time if the department found it necessary. Although the success of such an approach depended entirely on the employees' willingness to increase their work load, the welfare department's experience suggested that the unions were more likely to question the system's validity than were the employees. In general, the part-time employees had cooperated fully with the Department when asked to assume additional work.

A third question, addressed to John Best, Personnel Officer at Occidental Life of California, Los Angeles, concerned Occidental's multi-faceted flexible hours program. Noting that the majority of the company's employees worked according to set hours, the questioner asked what factors made it possible for approximately 7 percent of the nonexempt workforce to independently establish their own working hours.

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Mr. Best replied that the distinction was based primarily on the communications needs of the employees' respective departments. Departments which regularly associated with other areas within the company functioned most effectively if their employees worked a steady, reliable schedule based on a pre-determined pattern of hours.

Another participant wanted to know why Occidental Life, after considering both the four-day work week and the flexible hours as alternatives to a standard working schedule, had chosen not to introduce the four-day system. Mr. Best said that Occidental had rejected the four-day work week mainly because it restricted the firm's ability to maintain maximum contact with its field representatives, and with the public. Company officials had also felt that the four-day work week was likely to create a number of supervisory problems.

Returning to the subject of part-time jobs, one listener asked Peggy Foster whether employees working a compressed day continued to be paid for eight hours of work.

"Absolutely not," said Ms. Foster, "that's unfair to the employer." However, she added, many San Diego County employers who had instituted part-time jobs agreed that they were receiving the equivalent of three-fourths to full-time work from many of their part-time employees. "So it's been a great budget cutter," Ms. Foster concluded.

CONCLUDING REMARKS

William L. Batt, Jr.

*Program Director
National Center for Productivity
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Louis E. Davis

*Professor and Chairman
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William L. Batt, Jr.

I would like to take some time to talk to you about the National Center for Productivity and Quality of Working Life. It has existed in various forms since 1971, when statutory authority was conferred through an amendment to the Economic Stabilization Act. In large part the focus of the Center has been on productivity in order to direct public attention to the importance of productivity to the Nation's economic health. Although productivity in the United States is the highest in the world, the rate of productivity growth in the U.S. has fallen far behind that in Germany, Japan and several other countries. The United States' response to productivity and quality of work life is rather unlike some of the Western European responses, where various programmatic changes such as representation on boards of directors have been ordained by law. Here, of course, we believe in leaving the terms of the labor-management relationship to collective bargaining, the role of government being not to ordain but rather to encourage and persuade, as well as to sponsor research and provide information.

We were commissioned in 1975 when Congress passed a law setting up the Center with a three-year life and a tripartite board. Our original chairman was the Vice President, Nelson Rockefeller. We do not know under this Administration who our next chairman will be. One-third of the board are government people like the Secretaries of Commerce, Labor and the Treasury and the Director of the Federal Mediation and Conciliation Service. One-third are from the labor community; the

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Vice Chairman for labor has been I.W. Abel of the Steelworkers. One-third have been from business, and the Vice Chairman for the business side has been Don Burnham of Westinghouse. Keith Larry of the U.S. Steel Corporation has also been a very active member of the Board. In 1978, the General Accounting Office will evaluate the work of the Center and the Administration and Congress will decide on whether or not to continue activity in this area.

In order to fulfill the objectives set down by our legislation, we sponsor or co-sponsor sessions like this all over the country. We have co-sponsored several conferences with the Universities of Illinois, Wisconsin, Cornell, Massachusetts and Pennsylvania State. Then, for the thousands of people who are interested in the subject but are unable to attend the meetings, we publish proceedings and research studies in order to give these ideas as wide an exposure as possible. Several of the publications I have brought for distribution today are very relevant to what has been discussed in this conference. They are available to you, as well as to associates back in your home organizations.

One of them, Labor-Management Productivity Committees in American Industry, presents a history of these cooperative efforts, tracing them back to the 1920's with the formation of the Baltimore and Ohio Railroad Plan. Another publication, entitled Recent Initiatives in Labor-Management Cooperation was derived from conferences like the one we are holding today, and contains case discussions of demonstration projects from a variety of settings, including the Basic Steel Industry, the Tennessee Valley Authority, Eaton Corporation, the coal mines of Rushton, Pennsylvania, and the community-based program in Jamestown, New York. Also discussed in this report are the experiences of the Dana Corporation and Parker Pen Company with the Scanlon Plan. Another publication, A Plant-Wide Productivity Plan in Action: Three Years of Experience with the Scanlon Plan, presents an in-depth review of a single company's extensive experience with the Scanlon Plan.

I also wish to direct your attention to our publication entitled Productivity and Job Security: Retraining to Adapt to Technical Change, which outlines recent labor-management efforts to address this issue in six private and public sector cases. For those of you who are interested

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in the issues raised in today's discussion of alternative work hours, I commend to you Alternatives in the World of Work, which explores the benefits and barriers in flexible working hours and part-time employment.

Finally, for those of you who wish to know more about labor-management committee activity in your own area, your own industry or union as well as across the country, the publication entitled Directory of Labor-Management Committees presents the particulars of 180 such committees in the United States. The Directory is aimed at encouraging the building of a community of labor and management cooperators in the same way that UCLA is attempting to develop a community here of people who are interested in exploring new ways of working. One example of the Directory's utility which comes to mind occurred in Cumberland, Maryland. The Area Labor-Management Committee of that community was trying to get a labor-management cooperation program going in the local Cumberland Steel Company, and the Machinists local union was having serious doubts. By referring them to this directory, where over 20 other Machinist lodges around the country had been identified as labor-management committee members, the Cumberland machinists were able to contact their brothers and sisters directly and hear about their respective experiences with these committees. As a result, the program at the Cumberland Steel Company went forward.

In closing, if you decide to move in some of the directions I've just outlined, the National Center is available as a resource. It stands ready to help you along with the Center for Quality of Working Life at UCLA, which of course is one of the best resources in the country, and makes your accessibility to them more favorable than that of most other people. If you are willing to take the initiative in developing economically productive and humanly beneficial ways of improving life in America's workplaces, we would be glad to help you if we can.

Louis E. Davis

We have felt the need to organize this conference for some time in order to bring together organizations in Southern California which are engaged in developing new forms of working, and, in some instances, new organizations. The conference was conceived to facilitate the sharing

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of experience among all those interested in developments concerned with the quality of working life. Following the conference, the Center for Quality of Working Life (CQWL), Institute of Industrial Relations, UCLA will issue a conference proceedings reporting the discussions held today. Second, CQWL will visit a number of firms in order to learn of their interests and problems and discuss means of exploring them further. These activities will be undertaken for the purpose of building a network in Southern California supported by information on the nature and status of developments which are taking place.

The United States, like other advanced Western countries, is slowly entering an era where the composition of the workforce and its needs, expectations and values are changing substantially. Changes are being stimulated by younger workers and the values they are bringing with them into the workplace. A growing number of firms and unions are beginning to explore the conventional wisdom as to the quality of the relationship between all who work and conditions at the workplace. In the course of this exploration new forms of work systems and organizations are emerging. We need to recall that organizations, their internal structure, the jobs in them and what their members are required to do are all inventions. Organizations are not natural entities, although we tend to mistake them for such; they are social inventions created for specific purposes and reflect the values and ideology of the era in which they originated. As inventions, organizations can be reinvented. For a variety of reasons including competitive pressures, government regulations, changes in technology and the needs and expectations of employees, a number of managements and, in some cases, unions are beginning to question the inventions they now live with.

Organizational change has been a constant in advanced industrial societies. The major difference now is that the process of reinvention has to address strongly the changing needs and expectations of organization members. Furthermore, people are now less prepared to participate in jobs and organizations invented by others. They want to participate more in the process of invention itself, in terms of what it means to them both as individuals and organization members. Therefore, learning what other firms are doing is very important. The Center for Quality of Working Life seeks to aid in this process of sharing and learning, for which purpose this conference was organized.

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