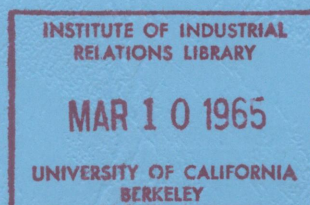


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PROCEEDINGS
■
CONFERENCE
ON
MANPOWER DEVELOPMENT



INSTITUTE
OF
INDUSTRIAL RELATIONS
DIVISION OF BUSINESS
SAN JOSE STATE COLLEGE
SAN JOSE, CALIFORNIA
1957

INSTITUTE OF INDUSTRIAL RELATIONS

I. OBJECTIVES

- A. To promote better understanding, a free exchange of ideas, and greater cooperation between labor and management.
- B. To assist in the solution of *regional* problems in the area of Industrial Relations through applied research, utilizing industrial relations students, resource personnel from San Jose State College, representatives of management and representatives of organized labor.
- C. To provide opportunities for undergraduate and graduate students to gain practical experience in business and industry through the establishment and maintenance of an off-campus program.

II. OCCUPATIONAL PREPARATION — CURRICULUM

In cooperation with the Santa Clara Valley Personnel Association, the Central Labor Councils and the Building and Construction Trades Councils of Santa Clara and Monterey Counties, San Jose State College offers a major in Industrial Relations which qualifies graduates for positions in personnel management and industrial relations capacities for both large and small businesses. Training is directed specifically towards the occupations of wage and salary administrator, employee counselor, employee services director, employment manager, personnel technician, employment interviewer, business analyst, safety director, training director, personnel statistician and director of industrial relations.

SEE INSIDE BACK COVER FOR COURSE OFFERINGS

PUBLICATION DATE, 1958

MANPOWER DEVELOPMENT
THIRD ANNUAL MANAGEMENT CONFERENCE

Sponsored by
THE INSTITUTE OF INDUSTRIAL
RELATIONS

Division of Business
San Jose State College
San Jose, California

May 8, 1957

FOREWORD

The overwhelming response by individuals and organizations, representing Management in the Santa Clara Valley, has proven most gratifying to the students and faculty members of the Institute of Industrial Relations. We are personally grateful to the Cooperating Organizations, to the Members of the Planning and Steering Committees, to our Speakers, Consultants and Students. They have worked willingly to assure the success of this conference. We also feel indebted to certain individuals who assisted and encouraged us during the preliminary phases: J. Hart Clinton, Morrison, Hohfeld, Joerster, Schuman and Clark; Claude Fawcett, Educational Director, Western Division, National Association of Manufacturers; Ernest Hart, President, Food Machinery and Chemicals Corporation; Phyllis Moehrle, Washington Office, National Association of Manufacturers; Russell Pettit, Manager, Chamber of Commerce, San Jose; D. J. Russell, President, Southern Pacific Company; Rulon Von Wagenen, Supervisor of Business and Distributive Education, State of California.

We also wish to acknowledge at this time the assistance of the following persons: Dan Lopez, Instructor of Graphic Arts; Mrs. Clementine Watson, Senior Clerk, and the other members of the Secretarial Pool at San Jose State College; Cornelia Marini, Carmelita Troost, Lillian Lynum, Mrs. Leona Pickle and Secretarial Staff, Business Division.

The first step in the preparation of this report was the tape-recording of proceedings. Students, enrolled in Fieldwork in Industrial Relations,

performed initial editing. The proceedings were then reviewed, and in some instances, revised by R. W. Shepherd, Assistant Professor of Business and Conference Coordinator. The last step in the editing process was the submission of the quoted statements to the speakers, themselves, for their final approval.

We believe that the publication of these proceedings will convey to both participants and non-participants a meaningful conference experience. Additional copies of this report are available upon request.

Edward P. Shaw
Professor in Charge of
Industrial Relations and
Personnel Management Program

ADMISSIONS BY THE EDITOR

This is a faithful reproduction of the statements made by the participating speakers. The name of a participant appears immediately preceding his quoted remarks.

Editorial comments, restatements or additions are presented within footnotes or within parentheses to separate them from quoted material.

The presence of a series of dots at the beginning, middle or end of a line indicates that words, phrases or sentences have been omitted for the sake of conserving space and reducing the cost of publication.

Reginald W. Shepherd
Assistant Professor of Business

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PART I

"WELCOME"

Address By

Dr. Fred Harclerod
Dean of Instruction
San Jose State College

"THE FUNCTIONS OF THE BUSINESS DIVISION"

Dr. Milburn D. Wright
Chairman, Division of
Business
San Jose State College

Dean Harclerod: "The Function of the Institute"

Ladies and Gentlemen, I feel a very personal interest in this Industrial Relations Institute, so it is a pleasure to be here to welcome you.

Almost a decade ago, a young man, Dr. Edward Shaw, had a vision of what was going to happen industrially in the Santa Clara Valley. He talked President MacQuarrie into starting an Industrial Relations Institute. Five years ago he told me the same story, that one of these days this was going to be one of the greatest industrial centers in the United States; at least for particular kinds of industries. This certainly is coming true.

Now, the Institute has been going for many years. They (the students and staff members) used to present regular radio broadcasts. One of these days I expect them to come in and say, "We need to give a TV program". As it is, they give a regular conference of this sort, trying to make our college an integral part of the community of San Jose and the region of the Santa Clara Valley.

Some of you may have heard the conference speech, which was made last week by Dean Melby of New York University, at the President's Convocation honoring our 100th Anniversary. I want to refer briefly to it, because it is most appropriate here. He (Dean Melby) pointed out today's great shortage of brains, probably the greatest shortage this country has ever faced and at a time when we have the greatest need for them. He also pointed out: that in educational programs we are getting more and more specialized; that the life we live becomes more and more materialistic, and that the unexampled prosperity we have in the United States today can't help but push us that way. Simultaneously, we have the disintegration of the community as a social force. The colleges cannot be the institutions they were 50 years ago or 20 years ago or in some cases even what they were 10 years ago. The professor, in his

cubicle, cannot separate himself from the businessman. Nor can the businessman, in his world, separate himself from the professor. We have to tie them together.

You are interested in brains and in well trained people. We are interested in providing them for you. Dean Melby ended his speech by saying:

"We must so organize our institutions of higher education, that teachers and students can learn together as they work with people of the community, seeking to help themselves....We need state colleges that will concentrate on education, on human relations, on human affairs, on community life and leadership with the perspective larger than that of the local community. Such a college would prepare teachers, men and women of business, music, art, press, radio, television, adult education and recreation. For all this work it has a ready-made laboratory in various communities of this area."

The Industrial Relations Program at San Jose State College moved a few years ago from the Division of Social Science to the Division of Business, because we agreed that the Division of Business would be the place which would have the most practical approach...Since that time, courses in Industrial Relations have been made a part of the curriculum of every business major of our institution....We have perhaps the largest business school on the Pacific Coast, over 2000 majors. Every one of them takes a beginning course in Industrial Relations as a basic part of his program.

Currently, there are over 140 majors in Industrial Relations. Some of them are doing much of the work of this conference. Many of them have worked hard to make the program a success. We are sure that you folks in this audience feel the same way that our college faculty does. We want to use the laboratories available in the community. The use of community resources will help the young people in our college to know

the jobs they are going to do when they graduate- - -conferences of this type, where the leaders in the community and those working in this field can get together, share ideas, and help to train these students are an example of the use of such resources.

It is a pleasure to welcome you!

Dr. Wright: "The Function of the Business Division"

On behalf of the 41 members of the staff of the Division of Business and our 2000 majors it is a real pleasure to welcome you ladies and gentlemen to this conference today. We can't help but take advantage of this opportunity to say a word about our Business Division because we are proud of our Business staff; we are proud of the program that we have and perhaps our program is not as well known to you as the programs of the other schools of business.

A word about Dean Harclerod. We are very grateful that we have a Dean of this kind who works with us, who helps us implement appropriate types of occupational programs and who is in back of us one hundred per cent in our activities; it is a real pleasure to have someone like that to work with. Perhaps you are aware of what happens in your own program if you have ideas with which the administration doesn't agree. I'm sure you are aware that they don't go very far very fast. We happen to be in just the opposite position, and we are very grateful for that.

We will have 50 members of the Business Division next year. We are bursting at the seams as some of your businesses are. This situation carries problems along with it. As was observed before the meeting, it is 'a pretty nice' position to be in when the problems are of that kind rather than the reverse. Our programs at the Division of Business are divided into special areas. We have concentrations in Business Management, Accounting, Secretarial Administration and Office Management, Marketing, Real Estate and Insurance, and a program in Business Teacher training in addition to this one in Industrial Relations that you will learn more about today. In addition, we offer Masters Degrees in the field of Education and this is our second year of offering a Master of Science in Business Administration

to non-teaching candidates. We have future plans for other areas similar to the activity in which we will be engaged in today. We currently have a request before the proper authorities for a sum of some 25,000 dollars to get started in field-service research in Real Estate. You will hear more about that later on.

Now the thing we are particularly proud of, of course, is the pioneer activity of our Industrial Relations staff. They have paved the way; they have set the standards for the other programs which will follow. We are particularly appreciative of the work of Dr. Shaw, who has directed the activities and, of course, of Mr. Shepherd and his group who have worked so hard to put on this particular conference today. For the Division of Business, let me say, we are very happy to work with business and industry. I think both business and industry and education will profit from this kind of relationship. You have a very interesting program in front of you. I know you are anticipating it. May I say that we hope the conference is very stimulating and productive to you, and if there is any way the Division of Business can be of service to you in any of your respective industries please do not hesitate to call upon us. Thank you.

PART II

"KEYNOTE ADDRESS"

"THE MANAGEMENT ROLE
OF THE SUPERVISOR"

By

Mr. L. Eugene Root
Vice President and
General Manager
Missile Systems Division
Lockheed Aircraft
Corporation

Mr. Root: "The Management Role of the Supervisor"

When I say that I am happy to be here and to talk to you on this occasion, I use that well-worn beginning advisedly. I am glad to be here because I feel that your conference subject, Manpower Development, is perhaps--in the longest-term sense--business and industry's most important concern today. I hope I can show you why in the next few minutes.

It is a keynote speaker's responsibility, as I understand it, to background a conference subject, to give the subject its proper importance, and in the process to say some original and astute things about it.

I would be at a disadvantage if I tried to discuss manpower development and, more specifically, the "Role of the Supervisor" formally. Many of you are professional industrial relations people, students of that art, or experienced supervisors. Almost everything significant about the supervisor's role has already been written into the literature of industrial relations--with which you are more familiar than I.

So I should like to talk to you not as a professional manager, or as a savant of administrative lore, but as an observer of a couple of developing phenomena which lend drama and real importance to everything we do here today.

I assume this role of observer and oracle hesitatingly, and only because the business I'm in has taken a course that could well be the direction industry and business generally will go in the years ahead. Possibly some of us in these more technical businesses today, speaking from our own painful experience, can shed a little preview-light on the general situation a few years from now.

The first of these phenomena we see developing is the rapidly increasing complexity of industry and business.

Everyone knows of the tremendous need for engineers, scientists, and technicians today as compared with a few years ago. Lockheed's missile division, for example, employs more than one technical person in every four employees, compared to one in 24 needed to build the company's World War II aircraft.

This same trend is developing in virtually all industry. Compare the engineering that goes into a modern color television set to that of the six-tube radio set of a few years ago.

Consider that 90 per cent of the prescriptions filled today are for drugs developed in the last ten years, compared to only 10 per cent resulting from the previous centuries of materia medica.

The manual laborers of yesterday operate power machines today, and the machinists of yesterday now run complex electronic devices that approach the robot level.

Sales, procedures, and controls, almost all aspects of modern industry are joining the trend toward complexity.

The second phenomenon--to a degree, an outgrowth of the first--is the shortage of skilled people to handle our complex business.

I don't know if any of you have heard Dr. Elmer Nelson on the subject of the future of Industrial America. Dr. Nelson is a former UCLA professor who became a serious student of the nation's, and particularly California's, economic future. He is now a consultant to companies like ours planning their futures.

According to Dr. Nelson--considering such factors as our population growth, the long-term need for a high level of defense effort, the continued development of technology--no one in this room will live to see the day that the shortage of people will be permanently met.

This would be a new situation in human affairs, even in this country. All through recorded history there has been a shortage of capital, of valid markets, of all the requisites for production except labor--and there has been more of that than could be humanly employed.

Today there is capital, there are abundant materials and markets, but there is a major and long-term shortage of human resources in these United States.

I'm sure we're all aware of this shortage in personal terms. Most companies today are operating in a genuinely handicapped condition because of shortages of properly skilled people at one or more levels.

Beyond our personal problems, I know you've read of the serious and even dangerous military situation we face as a nation as Russia, China, and their satellites make rapid strides toward catching up and passing us in the development of skilled manpower.

And as a nation we face a domestic threat more serious than many of us realize. That of inflation. I don't need to go into the economics here, but the only real cure for this problem is increased productivity.

From all these standpoints--our personal difficulty and inefficiency as managers without proper teams of skilled people, the high cost to our companies that underskilled work forces produce, the very real military disadvantage the nation is facing, the very serious economic threat posed by the imbalance between the nation's production needs and our human resources for production--these are the reasons I said a few minutes ago that I consider our subject here business and industry's most important concern today.

Industry has been talking somewhat academically for years about manpower development. Now, suddenly, that too seldom-practiced activity appears to be the only real solution to a permanent problem.

It is against this background that I should like to talk for a few minutes about the role of the supervisor, because I feel that these two phenomena--the shortage of manpower resources and the growing complexity of business and industry--impose some important new responsibilities on the supervisor.

Traditionally, the role of the supervisor can be summed up in actually very few words--the management of labor, as compared with management of the other aspects of business. Right there, I think, the significance of the supervisor in today's conference becomes apparent.

This summary of course doesn't do the good supervisor justice. Proper management of manpower requires many skills. The good supervisor must gather reliable information and accurately evaluate it. He must plan his unit's work, organize his resources effectively, and accomplish his objectives primarily through other's work.

He must serve as the connecting link between management and the workers and properly and accurately represent one to the other. As the de facto "boss," the person in all the company in most intimate touch with the workers, he has perhaps more to do with morale than any other single company factor. And he must be able to evaluate honestly, critically, and by all means objectively his own performance in all these areas--both the measurable quantitative things and the subjective intangible aspects of his role.

But beyond these and other traditional requirements for a good supervisor, important and challenging as they are, I must add a few more in the light of the new phenomena I have mentioned. I should like to put the supervisor right in the middle of the modern manpower problem.

Over and above getting the work done, meeting the schedule, staying within the budget, the supervisor today should accept the challenge of

getting the most out of our limited stock of human resources--by fully utilizing the manpower available to him and by doing his best to see that the people he supervises grow, to their fullest capabilities.

It is not enough--in my opinion--for a supervisor simply to see that each employee keeps busy. He should consciously take time--periodically--to analyze his job assignments, try employees out at new skills or advanced applications of old ones. He should teach, and motivate. And if he discovers and develops a man who supersedes all the jobs under his direction, he should train the man for his own job or find another that needs the man's abilities elsewhere in the organization.

This idea would have been frightening or even ridiculous to the old-school supervisor who carefully refrained from developing a rival and who 'held onto' his good men for dear life. But if a supervisor thinks that way today, it is a sign of a benighted understanding of supervision by either the company or by the supervisor. Because today if a supervisor consistently develops and improves his men, he is per se doing a fine job of one of the most important aspects of supervision.

We have men at Lockheed whose units are dependable sources of alert informed well-oriented employees who are able and ready to fill more responsible jobs all over the company. Do you think such a supervisor is ever going to lose a job he handles so well, or be left out of consideration for a better job--no matter how many bright young men he sets up?

In our actively expanding organization, supervisors either volunteer capable employees for more responsible work outside their areas or willingly

agree to such transfers when unutilized talent in their units match up with an unfilled need someplace else in the organization.

Today's supervisor must think like this. He must be alert for ways to develop employees to do better work for him, and he must be alert to spot people whose potential goes beyond the work he supervises.

Second, over and above getting the work done, meeting the schedule, staying within the budget, and keeping an eye out for the development of his people, the modern supervisor must accept the responsibility of coping, for himself and for his people, with the increasing complexity of our workaday world.

He must first keep himself up to date in a constantly widening technology and, as the Queen told Alice in Wonderland: "Here, it takes all the running you can do just to stay in the same place."

He also must take it upon himself to see that his employees remain oriented in a disturbing new environment that revises work requirements, continually diminishes the worker's relation with an eventual product, even creates new skills and new products that replace the old bread-winners and seem to threaten the worker's status or security.

And beyond that, he must recognize that modern technology creates a situation where a very large number of highly skilled people are working on different aspects of the same job. Often they scarcely speak the same language. In the missile business, for example, we have reached a point at which there are real communications problems among different technical people and between technical people and the accountants, personnel people, and other non-technical skills.

These specialized groups each have their own viewpoints, and we are learning today of the paramount need to be able to compromise, and

cooperate, to make a conscious effort to reach agreement in order to get on with a job. The supervisor today must practice teamwork and cooperation with other groups to an unprecedented degree.

Well, that is a large order for the modern supervisor, and in my opinion, he cannot meet these standards unless management gives him some purposeful assists. And although there are many such assists, I want to mention only a couple of significant ones in the moments I have left.

The first is, management must believe in this enlightened supervisory concept. Management cannot regard him as, and treat him as, a time-card signer if it expects him to fill his role effectively.

They must support him, they must make training available to him, they must--more importantly than anything else--communicate with him, listen to his communications, and create a climate in which communications can fill its full modern role.

Management owes the supervisor, and itself, frank effective communication--and a climate in which frank and effective communication can generate spontaneously and naturally. This climate is a function of the standards which managers themselves set and follow.

I know I am not presenting any startlingly new subject when I mention communications. We have all talked about it, at meetings like this, for a number of years--but again, academically I'm afraid. If I can leave you with just one appeal today, I should like to make it this: In the face of the headlong race toward complexity in industry and its related society, and in the face of the vital need to get the most and the best out of every employee at every level, let's look at communications with new eyes--an honestly and hard look.

You may have heard of the General Electric study in which 300 of the company's top managers were asked how they came to their present level of responsibility and performance. Most of them said they had been helped up from the supervisory level, not by being pushed or commanded but by being given opportunities to understand precepts that would allow them to meet the managerial problems of their jobs more squarely.

Now you can't give an employee a one-shot precept in pill form which turns him into a manager. He must be exposed to many ideas, be given the opportunity to observe and learn from the day to day operation of the company, and he can't do this in a company that operates behind locked doors.

Well, I know I don't need to convince you of the value of communications--both ways--between employees and management. The extra effectiveness of informed employees, knowledgeable of the content of their own job and related ones, the morale benefits, the community of effort--all are self-evident.

But for some reason we never quite get around to doing the communications job we know we should.

We usually don't put our fingers on the real reason, and I for one feel that if we did, we would be probably ashamed of most of them. Let me mention just two or three of what I think are the reasons.

1. We let it slide. There are much more immediate and pressing things to be done, but in the long run, unless we stop sliding, nothing will be more important.

2. There is a cultural setting in business and industry which fosters a degree of smugness and exclusiveness. Ideas and policies which an executive discussed mainly with other executives, somehow get tied in with the plush office,

the mahogany desk, and the silver-plated water bottle, This association of information with things closely related to status makes it harder to release the information to subordinates. But you will win real status, instead of the ritualistic kind, if you do include your employees in the informed circle.

3. Managers sometimes underrate the intelligence and sophistication of employee group. I have heard executives say, "We don't have to tell them this; just give them the information they must have to understand the situation, do the job." They object to information for the pure sake of being informative, and their ostensible reason must be that employees are not to be trusted with details.

I think that today this is a grave error. There is overwhelming evidence through surveys and studies that the average American worker is much more company-minded than the average manager believes him to be. They are much more appealed to by the information and logic that appeals to us of management, if they are given the information. They are much more capable of understanding management's problems, sympathizing with our point of view, and working with us than most management people believe them to be.

4. Sometimes the most enlightened management efforts are short-circuited before they get to the employee by petty, junior executives who block the flow, because they enjoy the status they gain by having information their subordinates do not have. Management should take the responsibility of periodically reaming out these stopped-up pipe-lines.

5. There are physical deterrents to the flow of information. The mass of paperwork and other paraphernalia of communication is a deterrent, and a difficult one. Also, in my business and in many of yours, I am sure, military security is a deterrent to internal communication.

There are no pat solutions to these problems; the solutions will vary from company to company. But if you regard them as problems of the same importance as your production and sales problems, you will solve them. And you will benefit by setting up a receptive and understanding climate in which everyone, from yourself on down, can work more effectively.

And your key man, the supervisor, will be able to do the key work he should be doing for you. It is amazing the number of top management problems that melt away when your supervisors are performing, in the most modern sense--"the role of the supervisor."

PART III

WORKSHOP SESSIONS -- MORNING

"THE DEVELOPMENT OF LEADERSHIP QUALITIES"

WORKSHOP STAFF

Group	I	George Halverson,	leader
		Paul Ecker,	consultant
		Elton Eddy,	student assistant
	II	Royce Hubin,	leader
		"Bill" Siddoway,	consultant
		Gary Evans,	student assistant
	III	Charles Tracy,	leader
		Edward Shaw,	consultant
		Ken Glass,	student assistant
	IV	"Vern" Ouellette,	leader
		Bernie Brand,	consultant
		Harold Watson,	student assistant
	V	Charles Telford,	leader
		Denver Groff,	consultant
		Harold West,	student assistant
	VI	Willard Saunders,	leader
		Ray Hasse,	consultant
		John Ash,	student assistant
	VII	Merrill Shattuck,	leader
		Jim McDonough,	consultant
		Jim Hughes,	student assistant

Coordination: Reginald W. Shepherd

THE CHARACTERISTICS--QUALITIES OF THE EFFECTIVE SUPERVISOR

I. Summary

The effective supervisor should:

- A. Have a sound knowledge of the technical processes, tools, machines or equipment used on a job or an operation
- B. Have a knowledge of company policies-procedures, purposes of the organization, competitive position of company in its industry.
- C. Know when to refer subordinates to the personnel department or some other staff department, as situations arise.
- D. Have a basic liking for people and get along with them.
- E. Gain the support of employees; he must, therefore, first become accepted for what he is by the employees.
- F. Have a persuasive personality.
- G. Give credit when and where it is due to the right employee.
- H. Have an open mind.
- I. Possess what amounts to average or greater than average intelligence plus "common sense."
- J. Be familiar with provisions of the contracts with unions -- rights of employee representatives or shop stewards, bargaining as provided for, procedures for handling complaints-grievances.
- K. Be familiar with the various unions with which the company deals and the bargaining unit for each such labor organization.
- L. Be fair with employees. Avoid the charge that he is playing favorites.
- M. Be able to get results through the efforts of other people doing assigned work.
- N. Be able to sense employee dissatisfaction and be able to deal with individual complaints before these develop into formal grievances.
- O. Be able to exercise self-control when the actions of employees interferes with getting work out.

- P. Be able to express ideas clearly, in terms understandable by the people with whom he is dealing.
- Q. Be able to instruct--indoctrinate new employees.

II. Approach

- A. The case method was used; two situations were discussed.
- B. A leader, a consultant and a student assistant organized each discussion group into sub-groups for this part of the program.

PART IV

PANEL DISCUSSION--AFTERNOON

"DEVELOPMENT OF MANAGEMENT
POTENTIAL"

Panel Members:

"IDENTIFYING TALENT"

Dr. John P. Troxell, Professor of Industrial
Relations, Stanford University

"DEVELOPING THE INDIVIDUAL"

W.A. Wolff, Manager,
Western Operations,
John Bean Division, Food Machinery
and Chemical Corporation

"APPRAISING - EVALUATING
PERSONNEL"

Dr. Claude W. Fawcett, Educational Director
Western Division, National Association
of Manufacturers, Panel Chairman

DR. SHAW:

I am sure that we all profited from this mornings' group discussions, which I thought were very well structured . . . We would be very happy at the conclusion of the conference to have your suggestions and ideas. Your identification of problem areas from your points of view will help us in constructing our program next year.

This afternoon I think we are extremely fortunate to have three outstanding gentlemen as panel members. The gentleman closest to me, Dr. John Troxell, is Professor of Industrial Relations at Stanford University . . . The next gentleman is Mr. Al Wolff, Western Operations Manager for the John Bean Division of Food Machinery. Mr. Wolff has had wide experience in this field and I'm sure will contribute much to the panel. The last gentleman is Dr. Claude Fawcett. Dr. Fawcett, as many of you know, is the Educational Director for the National Association of Manufacturers. At this time I'll turn over the panel to Dr. Fawcett.

DR. FAWCETT: "The Scope of Management"

Thank you Ed: There is one chore that we have to hit on before we can get this discussion started. We had a conference among ourselves and decided that the problem of defining what management is, is like this old story, which you all know, of the duck hunter who went to the dog show. He wandered through the dog show and came face to face with a Labrador retriever. He looked longingly at it and went on to see the rest of the show, but throughout his visit he kept returning to face this Labrador retriever. Finally, he summoned up enough courage and asked the price. The price was just fantastic so he went off again. However, He could't resist coming back and finally bought the dog. He decided to take it home and show it to his friends, then

thought, "Oh-Oh, what if the dog is no good. Maybe I had better try him out myself." So he took the dog out, and was able to bag a duck. The dog ran out on top of the water, picked up the bird and brought it back. The duck hunter shook his head. "Did I see this or didn't I? Maybe I had better do it again." He shot another duck and the dog ran out on the water. He said, "Well I really have something here." He went in, phoned a doctor friend of his, and said: "Cancel all your appointments, you have to go duck hunting with me." The two men went hunting and the doctor was sitting in the blind. A duck came along and he shot him, the dog ran out on top of the water, picked up the duck and brought it back. The duck hunter turned around expectantly and not a sound. He thought, "Well, maybe he didn't see it," so he shot a duck and the dog ran out on top of the water and brought it back. Finally, he could contain himself no longer. He said, "Did you see that?" The doctor said, "Yes, I saw it." "Well, what do you think of my dog?" "I wouldn't have him," said the doctor. "What do you mean you wouldn't have him." The doctor replied, "The dog can't swim."

So for purposes of definition now, all people who participate in management in whatever level we are calling management, whether it be of the lowest level, or the much abused term middle-management, or this finely tuned device of top management, we are still talking about them in terms of our discussion here this afternoon. We don't care whether they can swim or not. As long as they are performing a miracle we are satisfied.

Now it seems to us, there ought to be a very brief statement made in connection with the why of an executive development program. I would like to suggest there are at least five reasons of rather great importance at the moment. In the first place we have a lost generation in management. In the period from 1929-1945, we had a number of things happen that prevented many young people from getting into the management field. In the first place we had the depression years. If you will recall, the depression years contracted industry and forced a great many people out of industry who would normally be put into management roles. Also during these years the birth rate fell; fell about two-thirds of what it was before 1933. It didn't start coming up in any large numbers until 1940. If you will recall the average age of people graduating from college was 22 years. It is very obvious that the beginning bulge in the rise of the birth rate of 1940 won't be available to us until 1962, and won't be available to us in any large numbers until 1965. So the depression years have done something to us in terms of the availability of management.

There is also the problem of World War II. It took a great many people out of beginning management positions and then, all of a sudden, they decided they didn't want to return to business. They went into all sorts of fields and it is hard to get them back on the track in terms of management.

Then we have the fantastic problem of the expansion of industry in the ten years following the end of World War II. We have not only decreased the number of people available, but we have greatly expanded the number of people who are required. The end result is that we have a shortage of management not only in the middle group, which is the one

we talk about most commonly, but management everywhere.

The second factor that would influence a person to establish an executive training program is the big turnover among executive talent. A great many people don't really appreciate the extent of turnover in the executive group. If you describe turnover as all the changes in management required by industry - one man leaves, and starts a chain reaction. The outcome may mean that half a dozen people move into other jobs. If you take that as a definition of turnover, you discover that in one of our telephone companies here in the west, in the space of five years following 1946, the percentage of turnover in the executive group was eighty-one percent. In a more closely controlled study of fifty of the blue chip companies in Chicago and Detroit you will discover that the rate of turnover annually runs between seven and eight percent. Many of us have a tendency to think that turnover is only among the executives who are already employed, but it is also applied in even a greater sense to the people who are in training to become executives. A third factor we ought to mention is the question of the long range survival of the established firms. If you took the management within the average firm and you assumed that no one would leave, which would be a miracle, you would still lose all of them in thirty-five years, on the average. So if the firm actually expects to be in business longer than thirty-five years it must, of course, have something in the way of a management training program.

So you have these factors plus at least two others that ought to be mentioned. You have a problem of some of the developments in middle and lower management. It seems that a great many people these days want to specialize instead of taking the responsibility of management

positions. You find a growing appreciation of the place of supervision in the morale of the company, and you find a tremendously increasing number in expanding industries who have to be supervised. You find also an appreciation at long last of the extremely high cost of poor supervision.

The last thing that ought to be mentioned is the argument for management development. This is a question of existing economic and political conditions, the increasing government regulation of business, and of acquiring new knowledge and new understanding of new developments, the growth of unionism requiring an entirely new set of skills on the part of many people. The rate of expansion, which is tremendous, is requiring people to take over executive positions almost before they are trained; the problem of decentralization in the greatly increased power of decision given to plants and to plants in other parts of the country. The diversification of industry, the hedge against the problem of bad judgement, the technological advancements of the day; these are going on like "nobody's business", and the resulting dislocations therefrom, and actually, the growth of competition. All of these factors will make it perfectly clear. It is no longer a question of whether a management development program is desirable or not. It is really a question of whether or not you can survive without it.

In addressing ourselves to this particular problem we are going to break it down into three parts. Dr. Troxell will speak first on the selection of management talent. Al Wolff will talk about the training of people who have been selected in terms of management talent, and I will wind up with a view of some of the newer developments in the question of appraisal of personnel in terms of executive conferences.

DR. TROXELL: "Identification-Selection of Personnel"

It is a pleasure to be here, and to have a part in this very fine conference today. The vital importance of careful selection of candidates for management positions needs no emphasis on my part. Not only are mistakes costly to the company but even worse, I think they may work pretty severe hardships, psychologically at least, on the individual concerned. Nevertheless, I know no method of selection or identification that is mistake-proof.

There are several phases of selection. Let us examine three. All of them will have to be examined briefly because of the time allotment.

First, selection from the ranks. That is, finding potential managers among those who have not yet held a supervisory position, at least not with our company. Second, selection from the outside, as for example, college graduates. And third, selection of present managers to be developed for higher posts.

Let's look first at the first one mentioned, finding potential managers among the ranks. Answers are offered in considerable variety by different management thinkers and different companies. First, a large chemical company I know about instructs each manager including, of course, first line supervisors whom I should refer to as foremen for the sake of clarity. Each manager considers it one of his chief responsibilities to select and develop an understudy. It is made clear that no present manager can expect a promotion unless he can say confidently when a promotion possibility arises; "I have got an understudy who can do my job as well as or better than I can." The advantage of this policy is that it puts a strong pressure on each man in management to make the correct selection and to give the nominee as much experience as is

feasible while he is an understudy. The disadvantages, of course, will occur to you. Each selection is made on the judgement of one man only. His choice must be made from among his own subordinates in a great majority of cases, and the opportunity for apprentice experience to get "sent upstairs", as the saying goes, is limited to that particular section or department. Other shortcomings will occur to you, but the policy worked surprisingly well, it seems to me, when I was connected with the company briefly, some eight years ago, and I suppose, because it does stress the importance of having every management position guarded, so to speak, guarded against the day when it may become vacant.

An aircraft company states in its employee handbook that the company's practice is to promote from within and makes clear that an employee interested in supervisory work is invited to talk about the matter with his immediate superior or with a member of the personnel staff or with both. He is assured that his capacities and past experience will be appraised fairly and if he is adequate he will be entered on the roster of potential candidates for suitable posts when they arrive. This company, like many others, posts a notice whenever positions for first line supervision are open and invites bids from all employees interested. The posted notice gives the job description in some detail so that candidates without the essential qualifications will be discouraged from applying. Of course, some who are clearly unqualified do apply and, no doubt, some discriminate results do exist. The advantages of this open invitation policy are believed by many managers to out-weigh its disadvantages. I know of no company which, having once adopted it and given it a fair trial, has abandoned it, although there may be some.

Many other companies invite their foremen to nominate employees for consideration for supervisory work. In some companies the program of merit rating or performance review, as it is called, will provide occasions for making such nominations. There is a place on the performance-review-form wherein the rater must supply the answer to the question, "Does this individual have potential for supervision?" or some similar question. Answers may be given in descending order with quote, "Yes, he is now ready for promotion", the second choice, "Yes, but he needs some more experience in his present position", and so on.

Now let's turn briefly to another source of selection for management posts, the outside. Chief source today is beyond a doubt the college graduates; no doubt for the reasons that Dr. Fawcett brought out so admirably. Some companies appear to me to be using this source only as a recruiting ground for their management trainees. If so, I think they ought, in all fairness, to state this to be their policy, so that employees may know what it is. An ambitious young person who lacks a college degree can look elsewhere for a chance to survive. I took from the Stanford Daily, the student paper, this morning, an advertisement. It happens to be the Riverside Cement Company, and it is fairly typical of ads that appear in the Stanford Daily when the scouts from the various companies are on the campus and want to make sure the students know they are there. It states that, "We will have a representative on the campus Thursday and Friday, May 9 and 10, to interview MBA's and Bachelor of Science Degree candidates for the following positions: Assistant to Superintendent of Plants, Assistant to Division Superintendent, Assistant to Chief Chemist, Assistant to Purchase Agent", and so on. Now

the implication might be there that these particular assistantships are a monopoly of recruited college graduates, I hope not. In that case I would hope that equal opportunity, for all, whether or not they are college graduates, would be extended on the basis of the merit of work. Willingness to recognize and reward ability regardless of college training or class lineage, as much as the term used in Europe, has been, I think, an important factor in the outstanding record of rising productivity in American industry. And in this respect American industry contrasts rather strongly with that of certain other countries where a worker can hardly hope to achieve a supervisory position from the workmen ranks, all foremen being recruited from technical schools or from the ownership class. We must recognize, however, that college or technical school education is no longer limited to children of parents who can pay the bills. Ambitious able young people make their way through college today without help, with scholarships or loans from the student loan fund, supplemented by part time employment which is abundant nowadays. I speak with confidence there, because I know many students in my own institution who are doing just that. To be sure, some of them are lucky enough to have a wife who works and helps out. That's the sort of screening process that operates. Those who do not win diplomas are those who do not care enough to put forth the effort or can not make the grade except, of course, (and this is a very important exception); except when a family situation requires a young person to contribute to his family support, the time he would otherwise use to go to a college or a university. Even in such cases night school opportunities are very general.

Now I will have to skip some of this because I see my time is getting short.

Basic to the success of a man in his selection program is a plan for appraisal of nominees or applicants. Some of these will have the qualities required for successful administration, some will not. What methods do the companies use to distinguish between those who have real potential, or appear to have it, and those who have not. Here again we find considerable variety. No doubt, there are still some companies which assign the appraisal process to the immediate supervisor and to him alone. I think far more generally now there is insistence that the appraisal must be made by more than one man. A common device for this purpose is, of course, the well known selection committee. Well informed executives chosen from both line and staff review the records of nominees, interview them, consult with their supervisors and pass judgment upon their promotion and positions, or upon their entering a pre-supervisory training program. Techniques that are found useful in appraising potential managers include first, position descriptions. This is very important even in the case of selecting a general pool of reservists for possible promotion, without focusing upon some specific promotion itself. Here is a case, I think, where selection can be made with a particular assignment or a group of related assignments in mind, making it most essential to take into consideration each nominee's competence or prospects of achieving competence in given fields such as, for example, electronics, tool designing, quality control and so on.

Apart from such specialized skills or training background there is the basic problem of measuring each candidate's qualities against the qualities believed to be essential to success in management posts regardless of the particular post. Any one of you could compile a list that would be acceptable at least as the starting point for discussion to most selection committees. On your list would be, beyond a doubt, such qualities as grit, drive, fairness,

integrity, resourcefulness , perseverance, self control, judgement. On the list, too, there should be a number of skills: a skill in training others, skill in expression and so on. The list would be longer and the definitions of each quality or skill would be more exacting in case of selection for higher posts in management. I'm going to have to skip several of these pages covering performance ratings, familiar to all of you here, I presume.

The so called forced-choice-rating form consists of a series of group statements, each group consisting of, let us say, five statements such as these: (statements are not necessarily and in fact not usually related.) "Quick to size up situation." "Has little interest in the work of a department other than his own." "An original thinker." Fourth, "Lack of tolerance of opinions of others." Fifth, "Can be depended upon to do a thorough job." Those are five descriptive statements, two, as I see it, unfavorable, and three favorable. The raters have to decide which statement is most descriptive of the candidate being rated, and which one is least descriptive. He is forced to choose. The phrase seems unfortunate to me; I don't like anybody to be forced to do anything. But there are those who do recommend this technique because it sharpens the contours of the rater's appraisal and brings into focus possible differences in the appraisal approach upon a given candidate, by different members of the committee who are rating him.

To supplement performance rating, some companies utilize tests of supervisor potential. I mean pencil and paper tests, or something similar to that; tests other than actual experience on the job. Best known to me is the program with which Esso Standard Oil has been working for some years. An important part of that company's program is a validation of the test; the most important phase is an effort to find an answer to the question; "Do those who score most highly on the test really make the best record in the management job and vice versa?"

Scores on five tests were found to have positive correlation to performance levels of a considerable sample of foremen in the Esso Standard Oil Company. One of the five tests is one worked out by the company that consisted of a series of some forty or more problem situations such as this one: A supervisor sees that an employee in his department is obviously boiling mad about something; what should he do? Now five answers to that are offered: First, demand to know what is wrong. Second, stay away from the man until he has cooled off completely. Third, stay away from the man until he has started to cool off. Fourth, ask the man if there is anything he would like to talk about with the supervisor. Fifth, ask a nearby employee what the trouble is. Now the persons who compiled this test, worked up these situations, and wrote five possible answers in each case don't claim to know which answer is right. I certainly wouldn't claim to know which answer of those five is the best. They left the decision of the rightness or wrongness of answers to be made by the present foremen in the company. In other words, each foreman took the test himself indicating which he thinks is the best and which is the worst of those five possible lines of action. They found that the most successful foremen were in substantial agreement upon one pair of answers, the right, the most right and the most wrong; while the least successful foremen agreed generally upon a different set of answers. In this manner, they validated the test. Then they decided the pair of answers given by the best foremen shown by their rating of performance over a period of years, was the right answer and all candidates are scored accordingly. I have oversimplified this to make it brief but that is about the size of it. I heard a person working for that company say that if they could find that the most successful foreman always drank tomato juice for breakfast, while the least successful drank prune juice, then they would use that as part of the test. I don't know what relation

tomato juice had, but even if you could find something as unrelated as that and validate it almost 100%, that would be enough for them. Of course, even with carefully validated tests, the margin of error can be very large. Therefore, tests should always be supplemented by appraisals such as have been referred to. Even in the most thoroughly planned program of selection a certain number of mistakes are likely to occur. What we hope for in these programs is to reduce the number of mistakes. That would be a real accomplishment.

MR. WOLFF: "Development of the Individual"

The topic I have is: the training of management people. Undoubtedly, we will all readily agree that training is one of the major components of management development. The recent advertisements of Bell Telephone System in Life, Time, U.S. News, and other periodicals show a training meeting and this excellent slogan -- "From the building of people comes the progress of the business." It appears that Bell is attempting to create a general public interest in the desire for additional education and to highlight their sincere interest in developing people. In our own company our belief is stated, "We believe that the growth and the development of the corporation is dependent upon the growth and development of the people who comprise it."

Yes, today most companies in the United States recognize development and training as a manager's major duty. As Dr. Fawcett indicated, and in my definition, I include every supervisor from sub-foreman to the president as a manager. And as Dr. Troxell indicated, the essential responsibility of every manager as a manager and also as an individual is to develop another manager to take over his position and to develop other individuals. All of us, of course, are familiar with the in plant training program, out of plant professionally supervised programs, university programs, and then the so called elite programs of Harvard, Stanford and Columbia, the executive development program and now the

very latest program that has just been started by the AMA called the "top management decision-making game" which we are going to hear more about in future years. This includes the use of keypunch cards, the IBM 650 magnetic drum computer, and the IBM 407 printers to carry out games in which managers can make business decisions, see how correct they are, and work as a team. A few years ago, when out-of-plant training seemed to become a fad, the first thought of the various levels of management seemed to be: we need to get in on this training business. Let's send Joe, he looks like he needs some training and he is a little rough in spots; let's get him out ~~some~~ where. Companies now seem to be reaching the conclusion that perhaps they overlooked setting up their objectives, if they have ever given them any thought, and if they had set them up, they certainly were not discussed with the people that were attending these meetings.

In training, as in all other personnel matters, each individual represents a separate and distinct development program. His strengths, his weaknesses, his hopes, and his aspirations are individual characteristics that must be recognized and catered to in any formal training program. Training will only achieve real success as the individual recognizes his need for the training, not as someone else thinks he sees the individual needs. I'm just wondering how many of you here today know what object your manager had in sending you to this meeting. Maybe you are wondering also. Too often, I believe, operating managers with the press of other duties overlook some of the really valuable opportunities for training right in their own plants, on the job. Likewise, and this is important, too often managers in training do not believe they are receiving training unless they are scheduled for Harvard, Stanford or some of these other so-called lush havens of management development.

The following are some sound in-plant methods of training often overlooked, but methods of training which operate in addition to getting the company's work done. Number one, positive delegation of authority and responsibility to managers at all levels under the conditions where the delegation includes the opportunity to learn by making mistakes without losing your job. This type of training, of course, implies accountable work standards and the necessary follow-up on the part of the supervisors to eliminate complacency. Number two, regular and continuous coaching by the superior. Number three, periodic, development-planning sessions with the superior based on performance review. Number four, planned experiences on different jobs. Number five, managing upward experience. Number six, planned rotation on different jobs. Number seven, committee assignments such as periodic development committees wherein sales, engineering, planning and production people jointly work together on a periodic, plan-work-line to produce sales and profits. Now in our own organization, we use these periodic development committees on all the various product lines and we usually take one of our young engineers and make him secretary of the committee. He eventually sits in and helps to make decisions. It is amazing how much these young engineers learn in a short period of how to make a dollar and how to keep it. Number eight, planned visits to other company's effices or plants. Number nine, special work assignments. Ten, planned staff meetings. Number eleven, assistant to or administrative assistant positions--I have a word of caution here. I am not too fond of them unless there are accountable work assignments for these people on the "assistant to" positions. So the person will really gain management experience, not just "odd-job" experience! Number twelve, temporary understudy positions. And number thirteen, task force assignments.

A lot of men are gaining real training daily by these methods, even though they don't always realize it. Yet even in these in-plant training programs we lose some of the impact of the program if we try to change people rather than attempting to develop growth and individual progress.

Now we could probably talk here for another two hours on the meaning of growth, growth climate and individual progress, but it certainly doesn't mean that every foreman is going to become a superintendent, every division manager a president or that a manager must enjoy engaging in community fund raising drives and other such items. I'm not implying in highlighting these in-plant programs that outside programs are valueless. I have been on a few and realize their value, but they are good only if the manager senses such programs, is really aware of his needs and understands why he is being sent. No one is going to grow because of training, as such, if he doesn't want to, or if he has no sincere desire for self-improvement. At FMC our fundamental beliefs in regard to training are summed up as follows, and I think it is a very good summation made by our coordinator of management development. We believe that all personal growth or development or change must come from within the individual that he must want to change. This presents our greatest challenge as managers and our greatest opportunity in human leadership, for we believe that each manager in the organization has a responsibility to create the necessary growth climate for his subordinates and must work out with each of them a meaningful plan for personal development.

DR. FAWCETT: "Appraisal -- Evaluation"

When we begin to talk about appraisal of personnel, we get involved in some of the most emotional aspects of the problem of management development. The whole problem of appraisal is an ancient one. We have appraised individuals for

years. When the first two men began to work together one appraised the other and vice versa. But it has only been in relatively recent years that we have been disturbed about the question of more or less formal appraisal of people. In case you have forgotten a bit of your history I will remind you that the first organized appraisal program started with Lord and Taylors back in 1914. The reason for the appraisal program was an ancient one also. Cornel Simons was just taking it over and it was losing twenty-five million dollars a year. This is a situation which is relatively untenable to a manager as you probably know. He began to look around and found the most amazing thing was happening, and I presume many of you have had the same experience. He walked through the store, unknown to the clerk, and found the clerk was not paying any attention to him. In other words, they would let him browse over the merchandise. He had to literally go over and take one by the arm to get anyone to wait on him. So he decided the time had come to have some sort of an appraisal routine to see if he couldn't help the clerk in the store develop a little more attention to the customers. He asked his assistant, Mrs. Brandow, to work out a system. She took the problem to the distinguished psychologists at Columbia University and they returned to her about three weeks later with the very distinguished comment that all men are too complicated to be appraised by such known methods as we now have available. This sounds relatively familiar I am sure.

Now it would be a temptation to talk to you about the various systems of appraisal which have been developed in the past few years. But I rather thought perhaps you would be more interested in what I think the trends in evaluation are; some of the differences, some of the new ideas, and some of the unusual developments that are going on. I would like to suggest that there are about four that are worthy of our attention this afternoon.

In the first place, we are beginning to re-estimate what the supervisor does when he evaluates the performance of a person working for him. We used to think that he was the appraiser and we put such terms as these in the rating sheet. We put in stability of temperament, initiative, application, the knowledge of work, his attitude, his ability to learn, his leadership, his personality. Now we are beginning to find out that these words are rather too complicated for the average management person to deal with. What is a person's personality? To spite all the conditioning terms written into the evaluation sheet, what you got was what the psychologist of a big chemical company called, "Only one degree more valuable than looking into a crystal ball". We are beginning to look at this supervisor-supervised relationship and to realize, I think in a very honest fashion, that the only thing a supervisor can do in rating his employees on the question of performance is to note when an individual needs to be evaluated. Now this is about the only thing he can see. The only thing he can recognize is that there is something wrong with the relationship between this fellow and the work that he is doing. He can't be quite sure what is wrong with that relationship, but he can see that there is something wrong. If we are going to give him some reasonable and honest help in this matter we are going to have to give him some guide posts. We are going to have to give the supervisor a guide to determine when it is that he thinks something is going wrong between the fellow and his work.

Then we have moved into a new development which we call a group evaluation procedure. After he has discovered there is something wrong with an individual and his relationship to his work then he takes it back to a group. This group is the point at which the evaluation takes place. The group doing the evaluation may be composed of any number of people. Now it may be that stability of temperament is something that is necessary, but that can be determined only by a rather tedious

process, and it may not necessarily be significant anyway because that leads to the second thing that we are doing. After we get through with this group evaluation, then the immediate supervisor can take the analysis which has been worked out by skilled people back to the employee and say:

"Now Joe, I notice that this is going on with your work. We have examined this situation pretty carefully and these are the people who worked with me on it. We believe that this is a part of your difficulty and we believe that if you would take this course of action, this training, this counseling effort, or something else that your performance in the job would be greatly improved."

I think there is a tremendous difference between saying, "We believe", and, "I believe". When the supervisor is talking to the supervised and says, "I believe", he (the subordinate) says: "You are just a dope. I don't like you anyway." But if he (the supervisor) says, "We believe", and there is a whole group of people in back of him with accurate and intelligent information then the appraisal begins to carry some validity with the person who is being appraised, and this is always important in terms of leadership. So here is one trend: we are beginning very strongly to question the role of the supervisor in terms of appraising the people whom he is supervising.

Now the second trend, and I feel it is equally important, is to begin to realize in terms of the objectives of appraisal that we are dealing with something that is not in the realm of "the universal." What we are dealing with that actually is the key thing in appraisal of personnel are the fundamentals of the job, the skills, the attitudes, the knowledge required of the individual to perform the job. As our knowledge and understanding of what comprises management increases we are able to write a kind of description of a job that not only will show the lowest level of performance that is allowed but the skills that

are required and the graduation of skills from the most easily obtainable to the most difficult and how you make progression from the lowest skill to the highest skill desired in that particular field. We are beginning slowly to understand that it is the definition of objectives and evaluation in terms of skills. Attitudes and knowledges require a job that is important in terms of evaluation, not the universal, not the kind of evaluation we used to do.

We used to call in the psychiatrist and go ahead and do a psychiatric examination of all our employees, then we'd say as one of my friends did, to a high-quality manager, "Well, you have tendencies toward homosexuality"; this was in his psychiatric review of the manager and the manager threw him out of the office. Of course, he wasn't married, and he did live with his mother, and he was effeminate but he was a damn good manager and these other factors had no part in keeping him from being a manager. I can give you the best illustration that I know of. I know of a teacher who has a ~~reputation~~ reputation of being an outstanding professor, a female professor of English Literature in this country. She is retired now, but she had everything wrong with her in terms of universals; I mean everything you could think of. First she was antisocial and she had the most peculiar warped ideas about government that you ever heard in your life. The second thing was she had a speech impairment, and that is supposed to disqualify you from teaching. The third thing was she had absolutely no sense of how to dress. I have seen her come into the room with a brown dress, black stockings, black shoes, and a red ribbon around her neck, and she had red hair. She was completely intolerant of people who couldn't think as fast as she could. Now, if you took all of

those characteristics in terms of the universals, that a psychiatric examination would discover, she would be completely disqualified from teaching. And yet she has had the reputation of being the outstanding female teacher of English Literature in the United States. Well now, you see where we go wrong on this universal business and why we are finally getting back to a consideration of the actual skills, attitudes, and knowledge required in the job. Let's put it this way, a person may be able to perform in the job regardless of the universals. So here is a second trend that is extremely important to look at in terms of evaluation.

There is a third one, the old sacred cow. That evaluation should be carried on at stated intervals. I mean every six months, every three months, every four months, or every year, but you must do it regularly or we will forget to do it. We are beginning to realize that this doesn't make good sense. There is nothing quite so unproductive as evaluating an individual about which there is nothing wrong, at the moment. We are beginning to realize that if we get back to this observation guide for supervisors we will discover, much to our surprise, that we can tell when a person needs to be evaluated and that he will probably recognize it and that when he does recognize it, if there is a solution offered to him to overcome some of his difficulties, he will do something about it. If we evaluate him at other times when he doesn't recognize anything wrong, you don't recognize anything is wrong and you get into one of those insidious propositions where you start talking about his driving a sports car and antagonizing general management. The whole situation then, in terms of evaluation, seems to be that we are beginning to look again at the fundamentals of objectives for evaluation and these objectives for evaluation rest fundamentally in the job to be performed and not necessarily in the universals

of psychiatry which we thought that we had to find for a long while.

Also another sacred cow we are getting into is the feeling that only the immediate supervisor should follow-up. We are beginning to realize that there is a whole conflux of people who should follow up an evaluation. We are beginning to realize that the immediate supervisor is the carrier of information to recommend to the individual, all of the people whom he probably ought to consult. Maybe he ought to go see the general manager, maybe he ought to go see a half a dozen other people. But again, as in the case of original evaluation it seems to me that we are beginning to realize that the supervisor is not the last word in terms of the follow-up of the evaluation. He is merely the carrier of information. The carrier of information to the evaluation group, carrier of information of the results of the evaluation group, back to the individual; actually the guide for the individual to secure other help and advice wherever it may be. And so we come to the last change that I think is important.

These personality traits are all important in the ability to carry out an assigned task. I mentioned this a great deal and I'd only like to say this thing in addition. We get so involved in terms of many of these universal characteristics that we deny ourselves the opportunity for good, honest, sound, management on the part of many individuals who are capable, but in terms of universals, often are not completely qualified. What we are dealing with in new trends is the realization that evaluation is not something disassociated from the job itself. Evaluation must always be carried on within the job itself, with as much help as possible to enable the individual not to become a perfect individual but to become an individual capable of carrying on the assigned tasks that are there or the ones for which he is appointed.

QUESTION AND ANSWER PERIOD

QUESTION: Recognizing the manpower shortage of skilled personnel, why is it still difficult for qualified women to be accepted in supervisory positions? The second part of this question is, what is the future for women in management?

JOHN TROXELL: I suppose it is largely traditional. That isn't a satisfactory answer though, is it? I feel sure that a good many women employees would be good managers. It just hasn't come around to the point yet where we are willing to accept women managers over departments that are largely male. I don't know any good reason why it shouldn't work just the other way around but it doesn't. I think the future of women in management is excellent. Most every year they are giving the men a harder run for their money, and I hope they keep it up . . .

QUESTION: What method would you use to motivate department managers to prove they have manager capabilities? How can you overcome their own opinion that they are doing the best possible job?

W. A. WOLFF: Actually, if I could answer this question, I guess I should be president. It is a question that I don't think can be answered without knowing the individual characteristics and traits of each one of the managers concerned. However, I think there is a lead here, because the person who wrote it has asked how to overcome their own opinion that they are doing the best job. Well, evidently he feels that they are not doing the best possible job and I presume he has some facts on which to base that. At least, that is a starting point. There must be some information that can be discussed with each one of the supervisors. As to how to

motivate them to improve their management capabilities, again, I don't have any pat answer for that, but we have a few things on trial here and there within our organization. Knowing the likes, desires, and aspirations of specific individuals, for one thing, we have taken a few fellows in the management group and have put them on the mailing list for the Wall Street Journal. In other words, we subscribe for a membership for them and they receive the paper every day at home. It is surprising how their outlook changes when they read the Wall Street Journal every night. They get a little different outlook as to what is occurring in business and industry, and they find that all companies aren't making money. We have also used Forbes Magazine with different individuals who have a little different likes and dislikes. One fellow and I were just discussing an issue the other day. He came in with it and said, "You might look at the Crane Company." He showed where their book value is seventy-six dollars a share and their stocks were selling yesterday for thirty-one and one-half dollars a share. I think he told me there were 2,365,000 shares of stock. "You could go out and buy that company, sell the company and you would be rich." Maybe he wants to be another Wilson, but at least he is thinking. And that shows that you can create, I think, a motivation to become a better manager by using such methods. However, you have to understand the individual and see what he is really interested in. If you don't, you are just shooting in the dark and you seldom hit anything.

QUESTION: What about appraisal of supervisors by subordinates?

CLAUDE FAWCETT: I think that we need to go back to the concept I stated, where

you have the red flag system which tells you when a person needs to be supervised in order to think of the appraisal of supervisors by subordinates. Now actually, if a very large proportion of the subordinates "think that a manager stinks" it may not necessarily be true at all. There have been political alliances and there have been rumor procedures and other things that have divorced managers from the people they are supposed to be leading. Now if this happens to be so, and it does often happen to be so, the appraisal of a supervisor by the people he is supervising sheds very little light on the subject. Actually, the only thing that this can possibly mean in terms of appraisal is that an evaluation is needed. The ideas of the subordinates are not an evaluation of the supervisor, merely an indication that somebody needs to evaluate him. What you are dealing with here is the relationship between subordinate and supervisor and in terms of appraisal you are actually raising a red flag, saying evaluation is needed. It is not an evaluation in itself. I think most people are reasonably agreed on this. How can a group of people rate a person who is not supervised by them? Well, actually what you are dealing with here is a problem of a group of people capable of evaluating and if you have described skills, the skill of development channel is known. If the whole set of attitudes and knowledge that happens to be required is known, if it is laid out clearly so you can put your fingers on it and deal with it and you have pulled together a group of people capable of discovering those facts about the

given individual, then, it is not necessary for him to be supervised by them in order to discover some of the essential facts that relate to his success in the job. In other words, the context of group evaluation is really that you have gathered together a group of people who can work on known objectives and known corrected information so they pool the knowledge they have gained and relate it to particular individuals.

QUESTION: Are there any companies currently using appraisal methods?

CLAUDE FAWCETT: Well, it is not a new concept and a large number of companies use it one way or another. In the sense in which I have been talking about it, it is not widely used, but I would suggest that perhaps the most convenient place to find out how it is working in a company would be to check with Lockheed Aircraft Corporation at the moment.

PART V

WORKSHOP SESSIONS--AFTERNOON

RESUMES

Edward P. Shaw, Director
Institute of Industrial Relations

Reginald W. Shepherd
Conference Coordinator

San Jose State College

DISCUSSION GROUPS

- | | |
|--|---|
| I. "Establishing a Training Program" | Lemoyne Porter
Merrill Shattuck |
| II. "Developing Managers" | Ray Hasse
Royce Hubin |
| III. "Problems Clinic: Payroll, Shipping, and
Traffic Management" | Jack Holland
J. Hugh Jackson, Jr.
J. J. McDonough |
| IV. "Supervisor in Small Organizations" | Raymond Smardon |
| V. "Supervisor-Employee Relations" | George Roush
Charles W. Telford |
| VI. "Supervisor in Office Situations" | Bernie Brand
Willard J. Saunders |
| VII. "Supervisor in Seasonal Industry" | Frank J. Maestri
Charles Tracy
Richard Wells |
| "CLOSING REMARKS" | Edward P. Shaw |

REPORT OF WORK SHOPS

EDWARD P. SHAW: "Acknowledgements"

Perhaps I'm slightly prejudiced, but I think that there is no finer group of students on our campus than our Industrial Relations majors. . . . As I remarked to you this morning, a primary purpose of our program is to teach these people some occupational skills; we think that conference experiences -- the planning, the developing, the maturation that goes on with the adult community -- are very important to these young people. They are young men or women who will next year or the following year be candidates for positions in industry. I'm happy to report that up to this time industry has received our graduates most generously and we in the faculty, who watched them go, are very appreciative of such acceptance.

Thanks should also go to the Planning Committee, Pat Dowd of General Electric, Neil Hammond of the Ford Motor Company, Harold La Jeunesse of Lockheed Aircraft, Fred Martin of Food Machinery, Don McDowell of Westinghouse Electric, Pres Royer of Owens-Corning Fiberglas, and Phil Olson of Food Machinery who were so kind and gave so generously of their time. Then the Steering Committee -- Bill Argall of General Insurance Agency, Ray Gray of San Jose Placement, Denver Groff of the Food Machinery Corporation, Phil Morrissey of the Security Warehouse, Malcolm Smith of Food Machinery and Reg Shepherd from the Institute, San Jose State College -- all these people helped in putting on this conference.

Now we're ready for our reports on our sessions this afternoon. We'll begin with Bernie Brand, the Operations Manager of the Central Scientific Company of California.

BERNIE BRAND: "The Supervisor in Office Situations"

Gentlemen, we were supposed to have dealt with supervising and office situations. We did touch briefly on the training of supervisors in our group

and then we were side-tracked and spent the majority of the time talking about the unionization of office or white collar workers. I believe we spent about three-quarters of the time talking about unionization. We did not resolve anything whatsoever. It was just a discussion, and the points brought up dealt mostly with, "How do the unions get in?" and, "When the unions are in, what happens in regard to manager-employee relations?" As I say, we were not there to solve any problems, but we did give unionization of the white collar workers a pretty good going over.

On supervisory training, to go back to that, we found that there were not enough firms in our small group who had training programs for their supervisors, but that self-evaluation and appraisal had been used. Merit rating was also used to push self-evaluation to higher positions.

ROYCE HUBIN: "Developing Managers"

Our group considered the problem of manager development, and I think it was the consensus of the group that manager development, all personnel development for that matter, depended primarily on two things; how we use the tools of personnel development within the organization, and the climate of the component which is made up of a number of things. Opportunities to advance, job opportunities, recognition of accomplishments, delegation of authority, and the extent to which democratic management is advanced, (by that I mean whether the individual has an opportunity to experiment, to plan his own show, and too, as somebody pointed out this afternoon, make mistakes without jeopardizing his job). But primarily in the area of the climate, I think, it depends upon the concept which the individual supervisor or manager has of his job. If he is aware of the fact that he makes his contribution through the direction of the effort of other people, and that anything that he can do to cause them to become more efficient on the job, the greater his contribution will be, you will then have

a climate in which personnel development can take place.

We mentioned the climate of the component, now something about the tools of personnel development. There are courses in plant courses, there are courses in institutions as we mentioned this morning, and many others. Another tool that shouldn't be overlooked is coaching and counseling. I'm glad to see that this was mentioned this afternoon by the panel, that is the day to day coaching that goes on. Men manage as they are managed and they take their cue from their manager, so coaching and counseling is a type of training. Job rotations programs provide a way of broadening a person's experience and making him capable of taking on jobs of greater responsibility. The performance-appraisal program where you evaluate how well the man has done on his job, analyse the factors that affect his performance and then discuss this with him is a useful tool, and right along with the performance appraisal program comes the personnel development plan. That is where we discuss the areas in which improvement is needed and work out with the individual methods that will overcome these weaknesses.

There are many other things that could be mentioned: participation in outside activities, civic affairs, participation in professional societies, either just belonging to them or presenting a paper or taking some part in the group activities. Another tool that is not often used is reading. It was mentioned by one of the speakers this noon, suggesting that the man read an article of a business nature and asking him about it. These are all things that will help broaden his outlook and will better fit him for jobs of greater responsibility.

One final thing that we shouldn't overlook is participation in conferences of this type. I believe that this is a development too.

JACK HOLLAND: "The Problems Clinic"

We had a very interesting discussion about the Interstate Commerce Commissionand about some of the traffic problems we are faced with today.....

GEORGE ROUSH: "Supervisor-Employee Relations"

...The topic of our group discussion was, "Supervisor-Employee Relations". We tried to break it down into two parts. Dr. Telford went into some of the problems that dealt with the employee who is promoted to the status of foreman, and the different life he has after he attains foreman status. He enters a sort of a "no man's land" unless proper attention is given to his training and relationship with the employees. In other words, he has to change from doing a job to explaining why he is doing it and how to do it to the other employees. We had quite a discussion on that point.

The other phase was: a group discussion of the fact that no matter how good employee relations are, there are times when there has to be a discharge. In discussing this situation we took an actual discharge case, talked about how it should be handled from foreman's level all the way up to the final arbitration procedure. We entered into the discussion to quite an extent. It was surprising how divided the group was on whether the arbiter, when he finally made his decision, was right or wrong.

C.W. TELFORD: "Prestige Factors Vs Reward"

It was pointed out that, in many companies, the position of the foreman has changed from that of work-leader and master-workman to that of Group-leader and Morale-booster. The foreman has lost much of his authority to the union and to the personnel department. Since he is becoming more a human-relations expert than a master-workman, the foreman has lost much of the prestige he enjoyed in the eyes of his workman and he has not gained commensurately because of his identification with management.

The "lip-service" paid to the importance of the foreman and supervisor is not reflected in the monetary rewards and prestige, currently attaching to these positions.

MERRILL SHATTUCK: "Establishing a Training Program"

We decided to poll the group and see where the interest lay. We found that we had quite a spread ranging from the school programs and the training and development of school administrative people through top management training and the maintenance and development of a permanent program going through production foremen and leadmen training and finally getting into supervisory development and even production-skills training. Obviously, we couldn't cover all of this. We spent most of our time talking about management-training, but not necessarily at top levels. We seemed to concentrate primarily on personalized supervisory training. There were several principles which we discussed. One of the things which caused us a little trouble was the fact that the word training is somewhat of a misnomer. Training, as we finally decided, applies only to skills-training, whereas the word development is really a much more appropriate term and applies to the other types of training for supervision.

There were three general principles which we discussed in establishing a program. One was the necessity of adequately surveying and appraising the needs for training before a program is set up. Secondly, we discussed the importance of gaining cooperation at all levels of management so that they will not be working at cross purposes to whatever program you put into effect. Thirdly, we talked about the importance of adequately evaluating the results of the training after it has been completed. We discussed the various methods of doing that and I think all of us realize the difficulty of appraising results of training, especially when you are dealing with such nebulous subjects as supervisor-training, human relations, etc.

Finally, we got into the topic of the importance of properly evaluating and selecting the people who go into first line management. One of the interesting points brought up by one of the participants was the fact that very often it is possible to put people into temporary supervisory positions to replace men on vacation or who are sick. This gives them a little training and gives them a chance to show whether or not they can handle the job without making them permanent supervisory people. In concluding, we noted that any training or employee development almost inevitably gets into this subject of selection and evaluation because without it and without adequate job descriptions, the job of training is infinitely more difficult.

RICK WELLS: "The Supervisor in Seasonal Industry"

Everyone who is in a seasonal industry is looking for a happy answer. We are all thinking that perhaps the other fellow has it, so it actually ended up in a shop-talk session. We all agreed that there were certain effects of the economic conditions; that local problems, particular to the industry-wide seasonal industries develop. For example, we do not appeal, due to seasonality and to the economic levels, to the highest trained most intelligent group of manpower. Therefore, our problem is to reach into the outside to develop a man-power pool. We must pick up good managers and we all have various methods of doing it such as, canvassing the colleges and universities and sending out scouts to make a selection, as well as working into a secondary level of the type of man power we have right in the plant. We earmark these people for training. In canvassing our group, we find that none of us use a formal approach. It is all developed and planned to meet a need and each employer is working towards this end. We plan and work out our activities to meet a need; we keep supervisory personnel by making up seasonal assignments, which we vary from assignments as maintenance men to clerical and personnel assignments.

We find that the stability of the industry is improving from the six or seven peak-weeks of the season, but it is leveling off in many of them. In freezing and in dried fruit, especially, we have an opportunity for a seasonal selection of sub-supervisors for training purposes and development into a long term man power pool. Our goals are materializing through . . . trying out procedures and observing results, and through the introduction of testing and rating procedures for personnel.

One of our basic problems is to develop a work force that is color-conscious. Now this may sound unusual. It is not necessary to be color-conscious in all of the sorting of our products for consumer use, yet essential for some phases. . . One of our participants uses the regular color-testing program in itself a step forward.

RAYMOND SMARDON: "The Supervisor in Small Organizations"

We talked in four general areas. First there is the supervisor's responsibility to develop his personnel or his employees even beyond the requirements of his own company; the company thereby gains a reputation in the area as a company which develops its employees. Even the placing of employees elsewhere, when they become too good for the opportunities offered by the particular company, is involved. I think it was our conclusion: that if we did that, better employees throughout the area and better applicants for employment would be likely to come to this particular company.

We discussed the supervisor's relationship to the community. Companies in a community are known to the people in the community very largely through their employees and former employees, and the attitudes of their employees or former employees are largely attitudes which they derive from the supervisor for whom they work. The importance of this to a supervisor is self-evident because, if the company has a good reputation in the area, it will be easier for that company to

obtain good help and thereby easier for the supervisor to do his job.

We also discussed the necessity for the supervisor to continually evaluate the people working for him, in order that he could properly develop and place them in the proper jobs. We went into considerable detail concerning the things that this involved. We discussed the interference with supervision by staff personnel. Some of these are the personnel people, who think that they have to use every technique that Yoder or some other textbook writer says that they ought to use, or that they teach at San Jose State, or at the University of California or elsewhere. They think that they have got to put all of these in and go to the president of the company with a beautiful telephone book of job descriptions and say, "This only cost us two thousand dollars." It might wreck the company, upset all of the supervisory relationships, and everything else, but isn't it a beautiful job? Another source of possible interference is the employee handbook philosophy, i.e., telling everybody how good we are, as if they couldn't find out for themselves. However, the handbook has a picture of the president on the inside of the cover which his wife picked out and she is very pleased with the picture. There is a letter telling all employees that this is the best place in the area in which to work.

EDWARD P. SHAW: "Conclusions"

My job is to sum up what we have tried to do today. I am going to do this in about three minutes, because I think we have done three things. In the first place, I think we have attempted to focus our attention on a group of existing practical problems, things that bother you and I working in this very difficult area of human relations. This we tried to do by a variety of methods. We have used your participation; we have provided you some outside participation.

Second, I think we have dug up some new problems. These problems can be explored in several ways. You can take them back to your office, think about them, implement them, discuss them, analyse them, evaluate them, in the plant.

We shall do the same on our campus. We hope that between your efforts and ours that perhaps at the end of the month or the end of the year, or maybe two years, we will be slightly closer to the solution of some of them. This, I think, is a real social advance and makes the conference meaningful if nothing else does.

And last of all, but certainly not least as far as I am concerned, we have gotten to know each other better. This may be the greatest of all for all of us. I think these conferences provide a number of things, not the least of which is the opportunity to get together and break bread and discuss our problems.

REG SHEPHERD: "Remarks"

In the planning of the program, there were certain organizations and individuals who were very helpful. Through the National Association of Manufacturers, we secured a large selection of materials. We were also personally received very well by Mr. D. J. Russell, president of Southern Pacific, who furnished us copies of one speech and gave us permission to have another duplicated . . . Mr. Woodruff in the San Francisco Office, of the United States Department of Commerce, was very cooperative.

We received permission from Dr. Rex Hersey of the University of Pennsylvania to use his questionnaire concerning supervisory management. The questions are listed under the heading, "How Do I Rate as a Supervisor?". With the set of questions there is a group of answers, prepared by Dr. Hersey, in your conference packet.

There are many fine organizations represented by you people; it is unfortunate that we can't go down the list and mention all of them. Frankly, all of our students and we of the staff have encountered a very friendly reception from everyone in planning and executing the conference. We look forward to renewing our many pleasant associations at the next scheduled conference.

PART VI

STUDENT AND FACULTY COORDINATORS

SPEAKERS AND CONSULTANTS

COOPERATING ORGANIZATIONS AND COMMITTEES

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- Claude W. Fawcett, Educationao Director
Western Division, National Association
of Manufacturers, Panel Chairman
- George Halverson, Assistant Manager,
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Ampex Corporation
- Fred Harcleroad, Dean of Instruction
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- Charles Tracy, Personnel Manager,
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- Richard Wells, Personnel Manager,
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Apricot Growers Association
- W. A. Wolff, Manager, Western
Operations, John Bean Division,
Food Machinery and Chemical
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- Milburn D. Wright, Chairman,
Division of Business
San Jose State College

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Industrial Management Club of San Jose

San Jose Chamber of Commerce

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**San Jose and Peninsula Chapters of
California Employment Agencies
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**San Jose Chapter, National Office
Management Association**

Santa Clara Valley Personnel Association

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**Malcom, Smith, Food Machinery and
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THIRD ANNUAL MANAGEMENT CONFERENCE, SPRING, 1957

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VON PINNON, W.	O'CONNOR HOSPITAL
VAN DE POEL, C.L.	CALIFORNIA PACKING COMPANY
VENEZIA, V.	EXCHANGE LINEN SERVICE
WAGSTAFF, W.S.	CITY OF PALO ALTO
WELLAND, L.	DORSETT PLASTICS CORPORATION
WEISS, S.I.	LOCKHEED AIRCRAFT CORPORATION
WIGHTMAN, M.I.	SANTA CLARA COUNTY PERSONNEL DEPARTMENT
WUTHMANN, E.F.	SCHMIDT LITHOGRAPH COMPANY
YEAGER, R.	FOOD MACHINERY AND CHEMICAL CORPORATION
ZETTERQUIST, H.R.	RICHMOND-CHASE COMPANY
ZOLLING, R.F.	SCHMIDT LITHOGRAPH COMPANY

PARTICIPATING ORGANIZATIONS

THIRD ANNUAL MANAGEMENT CONFERENCE, SPRING, 1957

ACORN PERSONNEL AGENCY
 AMERICAN INSTITUTE OF INDUSTRIAL
 ENGINEERS
 AMPEX CORPORATION
 BANK OF AMERICA, SAN JOSE
 CALIFORNIA PACKING CORPORATION
 CALIFORNIA PRUNE AND APRICOT
 GROWERS
 CALIFORNIA PROCESSORS AND GROWERS
 ASSOCIATION
 CENTRAL SCIENTIFIC COMPANY OF
 CALIFORNIA
 CHARLES C. BOWEN AND COMPANY
 CONTINENTAL CAN COMPANY
 DALMOTOR COMPANY
 DAY-BRITE LIGHTING INC.
 DORSETT PLASTICS CORPORATION
 ENGINEERING CONSULTANTS, STOCKTON
 EXCHANGE LINEN SERVICE
 FIRST NATIONAL BANK OF SAN JOSE
 FOOD MACHINERY AND CHEMICAL
 CORPORATION
 JOHN BEAN DIVISION-FOOD MACHINERY
 AND CHEMICAL CORPORATION
 FORD MOTOR COMPANY
 GENERAL ELECTRIC COMPANY, MOTOR PLANT
 GOLDEN WEST DRY CLEANERS
 G. W. HUME COMPANY
 HILLER HELICOPTER COMPANY
 HUNT FOODS INC.
 H. S. CROCKER COMPANY
 INTERNATIONAL BUSINESS MACHINES
 CORPORATION - SAN JOSE
 JAMES TRANSFER AND STORAGE COMPANY

LENKURT ELECTRIC COMPANY
 LOCKHEED AIRCRAFT COMPANY
 MUIRSON LABEL COMPANY
 MOUNTAIN VIEW, CITY OF
 NORTON COMPANY
 O'CONNOR HOSPITAL
 OLIN MATHESON CHEMICAL CORPORATION
 OWENS-CORNING FIBERGLAS
 OWENS ILLINOIS COMPANY
 PACIFIC GAS & ELECTRIC COMPANY
 PALO ALTO, CITY OF
 PALO ALTO UNIFIED SCHOOL DISTRICT
 PENINSULA EMPLOYERS ASSOCIATION
 PITTSBURGH DES-MOINES STEEL COMPANY
 RICHMOND-CHASE COMPANY
 SANTA CLARA COUNTY ENGINEERS OFFICE
 SANTA CLARA COUNTY PERSONNEL OFFICE
 SAN JOSE, CITY OF
 SAN JOSE HOSPITAL
 SAN JOSE PLACEMENT AGENCY
 SCHMIDT LITHOGRAPH COMPANY
 SERVICE ELECTRIC SUPPLY COMPANY
 SHELL OIL COMPANY
 SOUTHERN PACIFIC COMPANY
 STANDARD BRANDS INCORPORATED
 STOCKTON UNIFIED SCHOOL DISTRICT
 SUTHERLAND PAPER COMPANY
 SYLVANIA - MOUNTAIN VIEW
 TRI VALLEY
 TUXEDO CANDY
 UNION ELEMENTARY SCHOOL DISTRICT
 U. S. PRODUCTS CORPORATION
 WINTHROP LABORATORIES

INSTITUTE OF INDUSTRIAL RELATIONS

Edward P. Shaw, Director, Professor in Charge of Industrial Relations and Personnel Management

George C. Hoyt, Assistant Professor of Business

Leon F. Lee, Associate Professor of Business

Vernon Ouellette, Associate Professor of Business

Reginald W. Shepherd, Assistant Professor of Business

Pete Zidnak, Associate Professor of Business

COURSE OFFERINGS

Fall, 1958 — Spring, 1959

UNDERGRADUATE MAJORS

- Business 150 Introduction to Industrial Relations
151 Problems in Industrial Relations
152 Labor Law and Legislation
153 Collective Bargaining
154 Safety, Training and Employment Problems
158 Wage Analysis
159 (A) Industrial Relations Field Work and Conference Techniques - Labor
159 (B) Industrial Relations Field Work and Conference Techniques - Management
180 Personnel Management

GRADUATE SEMINARS

- Business 250 Seminar in Labor Problems
266 Business Management Policies
268 Review of Business Research
269 History of Business and Industry
270 Human Relations in Business and Industry