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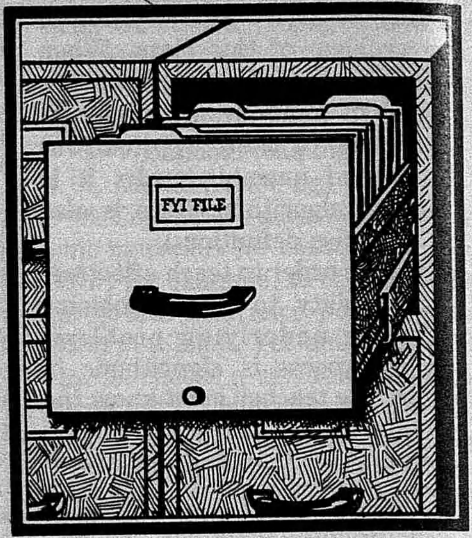


Human Resource Experts Surveyed

A recent survey of human resource heads (formerly known as personnel) at Fortune 1000 companies showed that a lack of generalist managers for top-level positions and a need for better management succession planning will be the biggest problems business will face in the 1980s. The survey also indicated that the trend toward greater emphasis on the human resource function will continue, making their advice and counsel to other areas of top management increasingly significant.

By wide margins, the 329 human resource department heads surveyed by Haskell and Stern Associates, Inc., a New York-based executive search firm, said that "general management" positions will be the hardest to fill with qualified manpower in the 1980s.

Allan Stern, president of Haskell and Stern Associates, points out, "The survey respondents seem to be saying that they'll need broad-based management generalists to run their increasingly complex and diversified organizations in the 1980s. But with management jobs at lower levels becoming so specialized, they don't know where they are going to find them."

KEY PROBLEM: SUCCESSION PLANNING

Management succession planning, as a means of strengthening management development, is viewed as the key problem that the human resource department heads will face in the coming decade. Allan Stern feels that this indicates a kind of maturity of the human resource function. "Human resource executives have witnessed first-hand the costly and disruptive effects of a lack of continuity in top management," says Stern. "By placing more emphasis on management succession planning, corporations will be able to take a more structured approach to meeting the executive staffing needs of the future. Less time will be spent reacting to short-term crisis."

Stern notes that although 70 percent of the respondents believe that the pace of government regulation in their field will increase over the next five years, a very small portion of them see "compliance with government regulation" as a major issue.

Although the respondents did not indicate that qualified human resource executives would be among the hardest to find, their overwhelming reaction was that top management will continue to place greater emphasis on the human resource (personnel) function. Nearly 85 percent of the respondents in the top 250 of the Fortune 1000 are now participating in the overall planning process for their entire organization (setting strategies, goals, objectives). A slightly lower percentage of respondents in each of the other three quartiles (Fortune 251 to 1000) are doing the same.

Other evidence that the function is being elevated is reflected in the fact that human resource heads are being given increased departmental budgets, larger department staffs, more prestigious titles and higher salaries. They are also being invited to more organizational planning meetings, spending more time with the CEO, working closely with chief operating managers, and being invited to sit on more corporate policy committees.

In line with the greater responsibilities of their job, the personnel chiefs surveyed have received dramatic increases in total compensation over the past five years — and expect their level of compensation to increase sharply over the next five years. Respondents from the Fortune One through 250 had an average annual compensation of $72,150 five years ago. Today they are making an average of $117,400 and they expect to be making an average of $165,000 annually within five years. Fortune 251 through 500 respondents were being paid $45,750 five years ago; are being paid an average of $77,400 today; and expect to make an average of $110,000 within five years.

Fortune 501 through 750 went from an annual compensation of $41,000 five years ago to an average of $65,000 today, and expect to be making an average of $91,000 five years from now. Respondents from the fourth quartile (Fortune 751 through 1000) are in a slightly lower compensation bracket. They were making an average of $32,600 five years ago; are making an average of $50,800 today; and expect to be making an average of $71,600 per year by 1985.

Given the need for "generalists" in the 1980s, Allan Stern recommends that younger managers take aggressive action to broaden their base of experience. He feels that this can best be accomplished by spending two or three years working in a different management function or a different industry.

Skills Are More Precious To Jewelry Industry Than Gold or Silver

Even more precious than gold and silver to the manufacturers of fine jewelry are the skilled people it takes to turn a lump of metal into a work of art.

And there simply are not enough highly skilled craftsmen capable of working with precious metals to fill the possible jobs in the jewelry-making areas of southern Massachusetts and Rhode Island.

Purchasing, manufacturing and other management personnel have wrestled with the problems involving raw materials. Personnel executives were saddled with the craftsman-shortage.

That shortage is so serious it could threaten the future of the industry, according to George J. Gay, personnel director for the L.G. Balfour Company of Attleboro, MA.

The jewelry industry cannot, of course, do anything about the price of gold or silver. But it is now doing something about attracting talented and trained people.

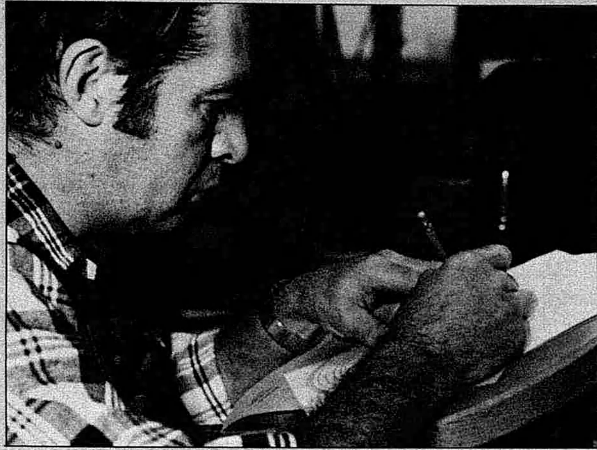
Balfour, long known in the area as the "college" for jewelry skills and the largest of 104 jewelry-related firms in the Attleboro area, has taken the lead during the past two years. The company, best-known for its class rings, fraternity and sorority jewelry, and recognition awards, had been increasingly aware that too few younger people were entering the jewelry field to replace those who were nearing, or, in some cases, considerably past, retirement age.


Diane Michel has her stone setting technique given a final check by her instructor just prior to her graduation from Balfour's skills training program.

"We knew we had shortages in our own company," said Timothy Sullivan, director of administration, "so we first concentrated our effort on doing what we could in-house."

As part of that move, Balfour President James S. Cook in the Spring of 1978 ordered creation of a Skills Development Department as a full-time continuous training program separate from the day-to-day activities of the firm. Fred Battersby, a craftsman who had worked his way through the ranks to management, was named director.

Battersby immediately set up a training program with 25 students. He explained, "Traditionally, training took place on the production line, where the learning is, at best, sporadic, and there's no way to measure results effectively. I tried something new in the industry — setting up a training section away from the 'bench.' An instructor is on hand all day and training is continuous, feedback is immediate, and people are able to learn at a pace which satisfies company objectives and fulfills the employee's


The exacting skill of pattern cutting is demonstrated by George Teixeira, who recently completed his first week in Balfour's training program.

expectations."

When the program got underway, Balfour had identified the need for 11 stone setters, 10 polishers, one script engraver, and four pattern cutters. To date, six stone setters have been graduated. Battersby anticipates that the remainder of his first "class" will be graduated in May or June.

But the company realized this wasn't enough.

Sullivan said, "There is no doubt that it is helping. But it doesn't help to attract bright young people into the industry. Sure, we were helping to train people who already had an interest in our business, but what about attracting more? And frankly, a training program such as ours is expensive. We can afford it, but most of the smaller jewelry companies in the area, who employ 200 people or less, cannot put such a program in place."

Balfour adopted a goal to increase the reputation of the industry as a career opportunity, competitive in every way with those offered by other regional industries, such as electronics. They felt that to be successful in this endeavor, they would have to demonstrate career possibilities to students at a young age. It was determined that vocational schools present that opportunity. The vocational schools' importance to all industry is well known. A student entering the work force from a vocational school can save an employer $6,000 to $10,000 per employee in training costs.

Twenty-five other jewelry companies joined Balfour in urging the Massachusetts Division of Occupational Education to undertake jewelry crafts courses. Together, the companies represent 5,500 of the area's 8,000 jewelry-industry employees — an annual payroll approaching $100 million.

These points were made to the state:

- The jewelry industry has difficulty in recruiting and training skilled workers.
- Jewelry is a key industry in the local economy.
- Career opportunities in the industry are competitive with those for specialties taught in the vocational schools.
- Jobs are interesting and rewarding.
- There is adequate course material to support a three-year program.
- Entry wages exceed $4.00 per hour and range from five to eight dollars as skills increase.

Loring Maxwell, area coordinator of Occupational Education of Tri-County Regional Vocational Technical School, evinced immediate interest. He and Battersby applied for and received a federal grant to start a

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jewelry-skills training program immediately.

Currently, the program is part of Tri-County's extension service. Maxwell hopes it will become part of the regular curriculum next Fall.

Proposals for similar programs are pending at other area schools. "Our aim is to teach 16 jewelry-related skills — four specific skills at each of four different high schools," Battersby said.

"Making quality jewelry depends on the skills of the hands and the intelligence of the brain, rather than on any heavy equipment," he said. "We, as an industry, must do something about making sure young people are learning how to do the basic things we need to stay in business."

Working With An Outside Consultant

When the average company engages a consultant it is reminiscent of a young man's first attempt at "dating" — in short, he believes he knows what he would like to achieve but doesn't quite know how to go about it and is subject to all the emotional variables — shyness, fear of rejection, etc.

When a company decides to hire a consultant they usually have some project in mind and they seek out an advisor based on their perception of the problem or the project and, quite often, the relationship leaves both the client and the consultant unrequited for much the same reason as the young man is often "frustrated" on his first attempt at dating. In essence he — they — did not take into consideration the variables already stated, plus the innumerable factors which enter into the relationship later.

Consulting, in its purest context, refers to — "working together." If this be your proposed goal then consider some of the issues you will have to deal with and some of the methods which work better than others.

GETTING — AND CHECKING OUT REFERENCES

Most established consultants have a list of clients and some of them even have unsolicited recommendation letters. To deal most effectively with your decision-making, suggest that the potential consultant provide you with a list of his/her last six or eight assignments, including the principal with whom he or she is dealing with in the client concern.

Have a prepared list of questions when calling the references and try to follow a prescribed method in soliciting feedback information. Some ideal questions are:

1. How long had you known the consultant prior to retaining him/her?
2. Was the consultant hired for a specific project?
3. How long has the client-consultant relationship been in existence?
4. Was the project completed in the prescribed time constraints?
5. If project has been concluded would they retain the consultant again?
6. What is the client's general opinion of the consultant's "style" — herein listen carefully for feedback. You will hear information relating to the way consultant identified with members of the client's company, customers, etc.
7. Did the client acquire critique sheets from those working with the consultant and, if so, what was the general opinion?

INTERVIEW CONSULTANT IN PERSON

The main thrust of this suggestion is to meet and talk with the consultant to analyze compatibility to your project or organization.

Many consultants have an "observation fee" which enables the client to both interview and get information from the consultant at the same time. This maximizes time and personnel resources and enables the potential client to evaluate style, method, etc. in terms of compatibility. The observation fee charged by the consultant covers the cost of a few hours of his/her time and obviates the client's feeling of "obligation" and presents an ideal opportunity to measure the consultant's skill.

If the consultant makes frequent speeches, get a list in advance of his/her appearances with the intent of auditing.

DEFINE THE ANTICIPATED RELATIONSHIP

Clearly define what is expected of each other with an informal "contract." This can be something as simple as penciled notes on a scratch-pad as an aftermath of your preparatory session with each person taking with them identical copies of the penciled notes.

If the project is more involved, exchange letters in advance which clearly define meetings, agendas, content, time parameters, fees, etc. This will avoid many misunderstandings in the future. While it is true that some

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NAVA Releases New Information Guide

The National Audio-Visual Association's new consumer information sheet, "Basic Tips on Preparing For a Meeting That Uses Slides," is now available.

This "how-to" pamphlet includes information on: slides and how to make them; how to use a projector; room arrangements; and miscellaneous tips.

One copy is available at no cost; orders for two or more copies cost $.03 plus postage.

NAVA has also prepared a series of Bibliography Sheets — suggested guides of books and/or publications that offer "how-to" information on the A-V field.

Five subjects are currently available: Audio-Visual Communications/Operation & Maintenance of Equipment, Materials and Production Facilities; A-V Periodicals/Trade Journals; Planning Your A-V Materials & Presentations/Producing Your A-V Materials/General Photography/Graphic Arts; Motion Pictures; and Television/Video/Videotape.

One copy of each sheet is available at no cost. Send a self-addressed envelope, complete with 28 cents postage, along with a list of the subject areas desired to: Eileen Torpey, NAVA, 3150 Spring Street, Fairfax, Virginia 22031. Requests for "Basic Tips on Preparing For a Meeting That Uses Slides" should be sent to the same address, and should include a stamped, self-addressed envelope (15 cents for a single copy).

NAVA is the trade organization of the audio-visual industry, representing A-V dealers, manufacturers, producers, non-theatrical entertainment and religious film distributors, and education and trade publications. It is headquartered in Fairfax, Virginia, a suburb of Washington, D.C.

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consultants have a formal contract, many do not, and *the palest ink is better than the most remarkable memory.*

MAKING INFORMATION AVAILABLE

Remember you will be working as a team and therefore input information will be exceptionally important in most cases. If you are concerned about the sacrosanct information you are providing, structure a simple privacy and secrecy agreement where you are guaranteed in writing that information provided to the consultant remains sacrosanct.

Information which is particularly helpful to the structuring of a relationship would be:

1. Job descriptions.
2. Organizational chart.
3. Annual reports.
4. Product brochures.
5. Product studies.
6. Case history studies.
7. Copies of advertisements.
8. Company's house organ.
9. Trade journals (your industry).
10. Personnel biographies.

ANALYZING CONSULTANT'S DELIVERY METHOD

Here much will depend on what is expected of the consultant. If he/she will be holding meetings, evaluate their method and style of delivery as well as the content. Your employees and/or clients may be expected to listen to this consultant, and will the information be related on a highly receptive plane. Listen to the pitch of the voice, the grammar and the style of the languge. Consider whether your associates will be able to relate to this consultant and will the consultant be able to adapt to the "culture" of your organization.

Circulate a preparatory introduction for the consultant. The introduction may include information on his/her background, schooling, participation in other projects or information on other client relationships.

Also include, when possible, the goals of this client relationship.

The first day — have someone introduce the consultant from a pre-printed biography. Do it smoothly, gracefully, and don't try to wing it. Don't forget the consultant is on "foreign turf" and if you want him or her to function correctly, start out by making them comfortable.

ADDITIONAL IDEAS FOR EFFECTIVE USE

Provide an environment — where the consultant and/or your personnel can inter-relate with minimum stress. Sometimes this means meetings which are held off premises and/or time structured where your staff is not burdened with ordinary daily activity, phone calls, etc.

Use a small cassette recorder — to permanently record ideas or thoughts expressed in the consultant's daily activity which you might use at a later date (the latter should be done with the approval of the consultant).

Provide feedback — analyze the consultant's effectiveness early and don't be too concerned if you get some negative responses. Outside consultants sometimes represent a threat to staff members who don't understand what is going on. Construct a six or seven question critique sheet which allows you to evaluate the consultant's style, delivery method, material content, etc. from the recipient's viewpoint. But a caution — be sure you retain your objectivity when reading these responses.

Advise on future — or related planned projects — Your consultant will function better if he/she knows some of the things you are trying to achieve and what your future goals are.

Establish goals — Structure your goals for each of your projects and review the progress either as an aftermath of each project or on renewed visit by the consultant. This places you and the consultant on a team basis where you both structure and evaluate.

THE AFTERMATH

Many consultants, through their wide experience range, provide ideas and concepts which are extremely beneficial and profitable to their clients — but just as frequently the advice of the consultant is recorded and never utilized.

Try to remember that the consultant's responsibility is to provide the advice or information. He/she have no responsibility to see that it is used.

Here is a thought-provoking way to examine the potential of advice given by a competent consultant.

1. You can listen carefully to all aspects of the consultant's input — and then do nothing about it.

2. You can take the consultant's advice and ideas, modify or vary them with your own, and utilize them.

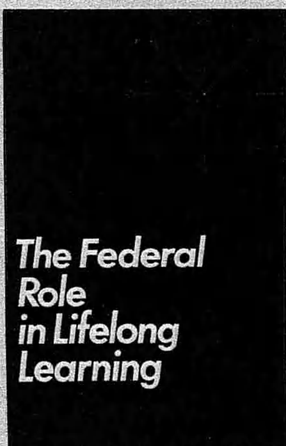
3. You may take the ideas and advice of the consultant and alter them to the extreme that they no longer resemble their immediate intent. Or . . .

4. You can take the ideas as they are given, experiment with them, utilize them and make a great deal of progress or profit from the exchange.

But, in any of the above cases, the advice costs the same. — *By David Yoho, Surfa-Shield Institute, 2929 Eskridge Road, Fairfax, VA 22031.*

New Publication

The College Board, a nonprofit educational association, has announced the release of its latest publication, *The Federal Role in Lifelong Learning.* Written by Ellen Hoffman, formerly staff director, United States Senate Subcommittee on Children and Youth, *The Federal Role in Lifelong Learning* makes many important contributions to policy literature in the area of lifelong learning. In particular, the author identifies and discusses the components of a federal role in lifelong learning: equity; innovation, research, and demonstration; information, guidance, and counseling; service delivery; planning, coordination, and intergovernmental cooperation.



This publication is an outgrowth of the Board's new activity, Future Directions for a Learning Society, made possible by a grant from the Exxon Education Foundation. FDLS is designed to extend the Board's role in assisting mature learners and the many agencies and institutions that provide adult learning opportunities.

The Federal Role in Lifelong Learning contains 48 pages and is available for $3. It may be ordered from College Board Publication Orders, Box 2815, Princeton, NJ 08541. A check made payable to the College Board must accompany any order not submitted on an institutional purchase order.

U.S. Workers Try Out New Work Schemes In Western Europe

"You are like musicians playing in a hall they haven't played in before. They can tell better than anybody why they prefer one hall over another, why they like the acoustics or the 'feel' in one place better than another. That's what we want you to tell us about, two different ways of assembling motors. . . ."

With this final instruction from Robert Schrank, Ford Foundation project specialist and author of *Ten Thousand Working Days*, six Detroit auto workers left for Sweden where they were to spend four weeks working in a Saab engine assembly plant near Stockholm.

They comprised one of four groups of American workers who traveled to European countries in 1974 and 1975 to learn about different ways of doing their jobs. The worker exchange program, developed by Schrank and funded by the Ford Foundation, hoped to determine if workers, after comparing work experiences abroad with those at home, could then actively participate in changing and reorganizing their own workplace.

"The worker exchange program," explains Schrank in *American Workers Abroad*, the Ford Foundation report on the program, "was one effort to introduce people in an industry or profession to different work environments and to record their perceptions and reactions to unfamiliar organizational styles."

In addition to the auto workers, groups of longshoremen, nurses, and policemen took part in the program.

The six longshoremen from San Francisco worked in Rotterdam at the largest, most completely automated port in the world. The six nurses, also from San Francisco, studied the English National Health Care system first-hand in London. And the four policemen from Hartford went, unarmed, to take up beats in London and Amsterdam.

Once back in familiar surroundings, how did the Americans react to their experiences abroad? How did these experiences affect their attitudes toward their own jobs and working conditions?

According to Schrank, the Americans didn't return with any grand design for redistributing power or equalizing the benefits of work.

"But they did learn that there are alternatives to how work is organized and managed in the United States. They did find that in other cultures a more sensitive and understanding relationship may develop between workers and the public they serve. Their experience caused them to reassess long-held assumptions about work and work organizations."

Although the auto workers liked many things in the Saab plant, the things they missed were more revealing — the presence of the union on the shop floor for one. Its absence in Europe reflects one of the basic differences between American and European workers, says Schrank.

"The role of the union on the shop floor helps create an arena of social interest that can be far more interesting and exciting than the work itself. The conflict generated by the grievance procedure is more interesting than the monotony and boredom of the work and provides a very important distraction. Making the assumption that it is almost impossible for people to be creative, autonomous, or participative in a repetitive manufacturing or processing job, I perceive the griping, complaining, arguing with the foremen, and the filing of grievances as social activities that alleviate the boredom."

Another workplace activity that they missed, says Schrank, was "schmoozing," that mixture of conversation, joking, and horsing around that he calls the very fabric of community in the American workplace.

The experience of the longshoremen also reaffirmed the need to preserve the humanizing forces in the workplace. What the American longshore crew missed the most was the opportunity to work together as a crew. As a result of automation, the longshoremen became increasingly alienated because they were forced to work in isolation.

"What is needed now," suggests the report," is a new understanding of what was good about the opportunities for human caring that were destroyed in the process of installing this technology."

POSITIVE EXPERIENCES

The experience of the Hartford policemen was a positive one. They brought back recommendations and suggestions, gleaned from observing operating methods abroad, to strengthen the Hartford department. Specifically, they focused on methods that would allow the Hartford force to become a more integral part of the community. A series of concrete proposals were developed and widely discussed, but ultimately — and unfortunately — the politics of the department discouraged any reorganization.

As for the nurses, they returned home convinced that major changes were called for if American nursing was to provide the best care for the sick. The British system, with its emphasis on service, was in sharp contrast to the American system where nurses spend more time doing administrative chores than in delivering health care services.

For the Ford Foundation itself, the experiment provided evidence that such exchanges make it possible for workers to actually participate in different kinds of work organization and to use the experience gained in evaluating and improving the quality of work life in their own workplaces.

American Workers Abroad, edited by Robert Schrank, is available from the publisher, MIT Press, Cambridge, MA, at $12.95 per copy. — *Reprinted from the* World of Work Report, *February 1980.*

New BCS Training Center

The Education & Training Division of Boeing Computer Services Company (BCS) has announced the opening of its National Training Center in Seattle, WA. More than 10,000 students per year are expected to be served by this new facility.

Designed to provide a superior learning environment, the National Training Center will be used to support training requirements of both the commercial market and The Boeing Company. Regularly scheduled classes will be offered on a variety of data processing subjects and special contract training classes will be conducted at the center.

Located at 375 Corporate Drive South, the new building houses a Hewlett-Packard 3000 Series III minicomputer used to support student work in the classroom. It is linked to BCS' larger computer systems, giving students the capability to compile and execute programs using a number of different languages. A minicomputer lab is equipped with terminals for hardware and software classes. The facility features fully equipped classrooms, theatre and library.

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