

report to an executive or senior vice president or perhaps even the president. It can be expected that organizations will split the now-existing personnel function into two parts.

Those functions relate to the growth of the organization and its ability to change and those functions related to the maintenance of the personnel or employee relations aspects (including labor relations, fringe benefits, salary administration, etc.). Numerous examples of this can be currently found in organizations. Witness McDonald's vice president for *Individuality*.

The titles which will be associated with the new training role will be such things as vice president of human resource development, director of organizational development and perhaps assistant to the chief executive officer responsible for organizational change, to suggest just a few.

The typical functions which will be performed in this new role will

be training, education, management development, career planning, organizational analysis, change strategy planning and change implementation. It will be mandatory for people in such positions to have at least a master's

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***"There is a high degree of motivation growing out of our frustrations to change the way in which we are managing and the way in which we do things."***

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degree and preferably a Ph.D. Also it will be extremely important that incumbents in these positions be on a continuous learning curve because of the rapid introduction of new technologies, ideas and the consequent change.

Finally, it's safe to assume, if a person is reporting to a high level in the organization, that the financial rewards will also be very high. Thus offering an incentive for training people to gear themselves in such a way that they can take advantage of the opportunities which will be available to them.

#### **Factors Forcing the Change**

There seem to be four distinct yet related forces which are in combination bringing about this change.

First, the international competition which United States organizations are facing is becoming extremely intense. There is no need to dwell on this situation. We all know what the Japanese auto industry, television industry and electronics industry are doing to similar organizations in this country. At a time when our auto industry has been suffering substantially, the Japanese industry has continued to sell cars and expand their markets in the United States. This is just one of many examples of the kind of competition which American organizations are going to be facing from the international arena.

The second force which is bringing about this change is the stagnation and the need for revitalization of American organizations. For many years now we have been operating under a system which was created back in the '20s and '30s which today is not working well and must be changed. Numerous examples of change which have already taken place can be found in organizations such as Proctor and Gamble, IBM, Texas Instruments, to mention a few.

Organizations which are involved in major transition include organizations such as utilities, auto companies (i.e. Chrysler), most steel companies, etc. The revitalization will involve a major transformation of the organization and the skills and abilities of the individuals in the organization to manage and perform in different ways. This will put a heavy demand on the training and management development role.

The third area stimulating change is innovation. In the United States we are developing a new style of management which will be unique to our country, taking the best of our old way of managing and the best of those systems used in other countries. There is a high degree of motivation growing out of our frustrations to change the way in which we are managing and the way in which we do things. This will lead to the need for re-examination of how we teach managers to manage and the business of training them.

Finally, the demands on the part of workers in the United States for a better quality of work life. This demand, which in its simplest form means employees are asking for an opportunity to enjoy their work and to get greater human fulfillment out of what they do, will require an extensive amount of change in organizations. Associated with that will be the need to train people to function in different ways within the organization.

These forces make it mandatory — a must — for us to prepare ourselves and to find new ways to develop our skills and competencies so we can help our organizations through a very trying yet

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challenging and exciting decade of the '80s. The point is, you can't really be what you must be by being what you have been in the past. We *must* find new ways to perform our traditional function while making ourselves available and competent to help our organizations change.

### You in the '80s

What does this mean? It simply means that you must prepare yourself through the things we know best. We need to develop our skills in understanding organizational behavior, organizational development, the ability to analyze organizations and the ability to educate and train people in new functions, new activities, and new ways of managing.

You must also be keenly aware of the general business aspects of your organization. To put it another way, you must be a general business manager who is responsible primarily for organizational change and this will require an awareness of how organizations change and what it means in terms of the bottom line.

Some of the specific skills that you will need to develop include development of your *managerial* (general) skills, and development of your *consultative* skills so that you can consult and help organizations and managers change. You must also develop your *analytical skills* and improve your ability to analyze, theorize and develop models of change for your organization.

Finally, you must think top management. You will need to be able to think about the organization and how you can assist it in its change and transformation from the perspective of the top management of the organization as opposed to thinking about it down in the organization as we have traditionally done in the past.

It may just be that the next wave of new CEOs in the '90s will come from the ranks of those who have developed the skills and competencies to help the organization make its change in the '80s.

Glenn H. Varney is president of Management Advisory Associates, Inc., Bowling Green, OH.

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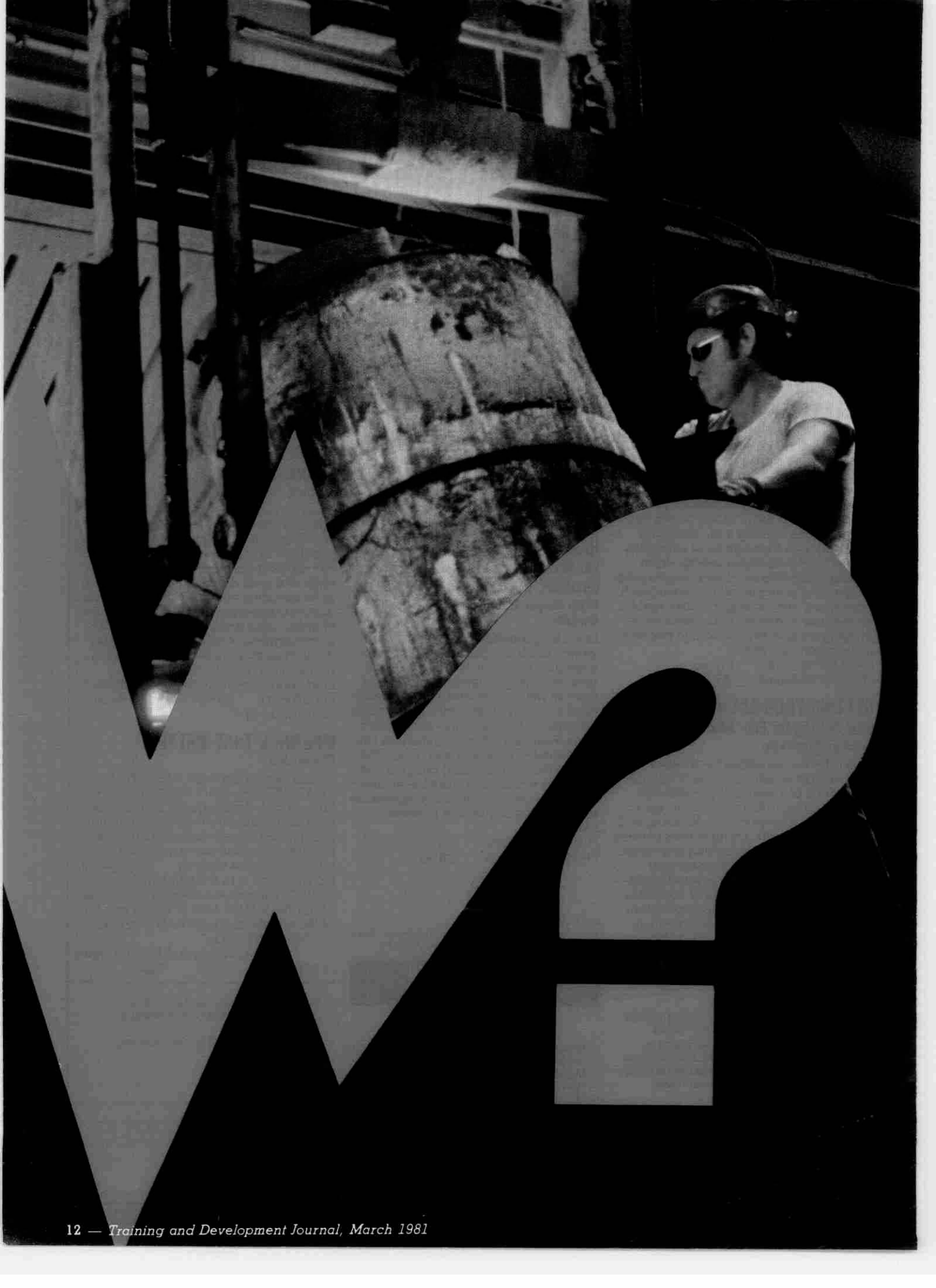


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# Productivity In the '80s — Are You Ready?

BY GLENN H.  
VARNEY

As you look back over the last 10 years it is easy to sigh and say, "I'm glad that decade is behind me." The '70s offered training people challenges they had previously not been faced with. It is clear that we are entering a new decade in the '80s that will offer us a challenge and that may make the '70s seem like a "cup of tea." The objective of this article is to stress the importance of being ready for the changes which are going to take place in the '80s. For those of us involved in human resource development we have a simple imperative which we must live with during the next decade: *You can't be what you must be by being what you have been.*

The simple fact is that the way we have conducted our business in the past, the way we have met the needs of our organizations, the kinds of skills which we have had and the way we organized our work will not be enough to carry us through the '80s if we expect to meet the challenges before us. Our

organizations are crying for a redefinition of the training role from its traditional boundaries of "training only," to a broader role involving organizational change of which the training function, as we have thought of it in the past, is but a small part.

It might be useful to examine the path that we have come down during the last 40 to 50 years in order to help us gauge where we need to go and what we need to do in the future. As you will see, we have come a long way.

## **The Role of the Early Trainer**

If you could take yourself back to the mid to late '30s and venture into the typical American organization of that time, you would find (after scouring around through the organization) that the role of the training person was for the most part lodged in the manufacturing organizations and perhaps to some limited degree in marketing/sales organizations.

Training in those days was typically five, six, maybe seven layers down in the organization reporting to someone like a production su-

perintendent or an assistant sales manager. Oftentimes this person performed the role of coordinating apprentice training or conducting specific training activities related to the development of individual skills and proficiencies needed for the operation. In the early apprentice training efforts the apprentice trainer had been an experienced operator well versed in the technology which he was teaching.

The actual classroom or training aspects were often closely aligned with on-the-job training. In other words there would be some limited classroom exposure with a heavy dose of practice out on the job. Such programs were geared to improving the competencies of the individuals performing their various operations. Management development at that time was a little known activity. Concepts of human resource development was totally unheard of.

The type of background required for a person in those days was at most a high school education and perhaps some technical training beyond high school. It was a prerequisite to performing the



job to have had experience in the particular technology which the person was being asked to train in. Thus, the successful training person in the '30s was a person who had developed the skills and was able to transfer those skills to other people via show-and-tell techniques and actual hands-on training. During the '40s, this role, still defined primarily as a training function very heavily laden with technical and operation training, became an extremely important role as it was necessary at that time to train many new people to perform various kinds of operations such as "Rosie the Riveter."

Training also became a highly skilled and proficient kind of activity, primarily a result of massive military training. You might say that World War II made training a permanent part of our organizations — not something that comes and goes as the need arises. Although it was not uncommon through the late '40s and on into the '50s, for training to be one of

the first budget items to be cut in the time of recession or economic downturn.

### The Role of the Trainer in the '70s

As training graduated from a technical training function it branched out, getting involved in management development, career planning, and other types of functions. The training responsibility moved up in the organization as well. Starting in the late '60s and into the '70s the training function most of the time reported to an officer level position, or at the very least a personnel director.

Training had moved up as much as two or three levels in the organization. Training and education became an integral part of our way of thinking about how organizations function. Education in schools of higher learning as well as seminars sponsored by organizations such as the American Management Associations became bywords and were for the most part well accepted by

management as an important responsibility of running a well functioning organization.

Job titles for training positions during the '70s included manager of manpower development, director of training, human resource development manager, etc. Typical functions performed in these positions included training, education, tuition refund, management development, career planning, and to a lesser degree, organizational development.

It would be an exception to find someone in one of the key training positions during the '70s who did not at least have a bachelor's degree. More likely, individuals who were in key training positions, had master's and, in some cases, Ph.Ds. Education and experience was generally in the field of education, HRD, psychology, etc., and the field began to take on an air of professionalism. It was during this decade that the American Society for Training and Development had its greatest membership growth, expanding from 7,400 in 1970 to 20,000 in 1980. It was also during this period that the Organization Development Division of ASTD was organized and grew from 760 at its start in 1970 to 3,900 in 1980.

Although during the '70s it was not uncommon to see training programs cut at a time when economics turned down, in the late '70s it became apparent, and in particular during the 1979-1980 downturn, that training was no longer the first to go in times of poor economics. In fact, the number of positions open during this most recent recession actually held constant and in some cases the training budgets were increased instead of decreased.

All in all the training role in organizations was on the brink of a major step forward.

### Look Where We're Going in the '80s

During the decade of the '80s the training role, as we have known it in the past, will change substantially. A number of things will be different: (1) Training people will find themselves reporting at a very high level in the organization. It is quite likely that they will

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