

HRD IN THE FORTUNE 500

A · S · U · R · V · E · Y

An update of the study that
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Revisiting the HRD function in *Fortune*-500 companies was both energizing and rewarding. The results of this continuing survey reflect many of the dynamics of current management practices and organizational changes in today's marketplace. Data from this year's study suggest that for American industry to remain competitive, it must

- cope with and respond to international and global opportunities and competition;
- manage the impact of technological developments;
- fulfill expectations to produce more without an increase in resources;
- develop a results-oriented perspective.

An overview

Rapid change, fierce competition, and the redeployment of resources has created a philosophy that is driving the human resource development function in *Fortune*-500 companies, as well

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as in most other companies. The philosophy is based on a belief that people can and must cope with change, that employees are central to the corporate strategic vision, and that management and labor, as part of a participative structure, will meet the challenges of the future.

Results, however, are the ultimate measure of how well the new corporate philosophy will succeed. Information from this year's survey indicate that the most common management techniques used to implement this philosophy include team building, cost savings, goal setting, performance improvement, decision making, strategic planning, employee participation, and management by objectives.

Survey responses also revealed that while women have made progress in achieving management positions, a majority of the individuals responding to the survey said that organizations must do more. On the other hand, respondents believe women are just as effective as men in management positions, are very industrious, and are cooperative, sensitive, empathetic, and intuitive.

Our 1986 survey discovered that HRD professionals saw technological changes as having a greater impact on HRD in the future than most other types of changes. The 1987 survey confirms that prediction but shows that most respondents see technological growth as a positive influence on new program development and believe it has increased the need for technical training. Two of the major effects of technological growth are more emphasis on career development and the need to help displaced workers.

Survey responses suggest that changes in the economy have positively affected human resource development through an impact on programs and improved status, but that budgets, including funds for travel and staffing, were negatively affected.

Methods and procedures

We mailed surveys to 492 of the *Fortune*-500 list, and 262 responded. Of those, 31 had company policies that precluded completing the questionnaire, 52 didn't have HRD departments, and 179 returned completed questionnaires. HRD managers and professionals completed the survey forms.

The survey included 19 questions grouped under three main categories: management issues, management development, and HRD in general. In reporting the results below, we are listing the question, the item choices, how we asked participants to respond, and the answers. Where we used scales, we are reporting only the "5" and the "4" and "5" combined scores. Where we have listed percentages, they often do not add up to 100 percent because of missing responses and rounding errors.

Management issues

1. Human resource development is located in various units within the organizational structure. Check the position to which the HRD function reports in your organization: Vice president (or equivalent officer) of:

Human resources	58%
Personnel	23%
Other	13%
Industrial relations	5%
Organization development	1%
Marketing	1%

It appears that the HRD function only rarely reports to an officer who is not in human resources or personnel, although a fairly large number (13 percent) report to some other unit, such as administrative vice president, manufacturing vice president, or CEO.

2. Regardless of the position to which you report, to which officer should the HRD function report?

Human resources	66%
Personnel	18%
Organization development	9%
Industrial relations	5%
Marketing	1%
Other	1%

It appears from these responses that "human resources" is the clear favorite for locating the HRD function. The difference in meanings between human resources and personnel wasn't revealed in this survey. It may be that human resources is just a more contemporary term for personnel. Or it may mean that human resources is just an abbreviation for human resource development and that the two functions—human resources and personnel—are quite different in character and philosophy.

3. On issues relating to technology, have changes been positive, negative, or no effect in the following areas:

	+	-	0
New-program development	60%	10%	30%
More emphasis on technical training	60%	7%	32%
More focus on career development	47%	12%	41%
Number of training hours required	44%	11%	41%
Changes in sales and marketing	37%	13%	50%

Last year, those responding to the *Fortune*-500 questionnaire indicated that the greatest impact on the HRD function would come from technological changes and growth or decline in the economy.

The most positive effects this year have been in new program development and more emphasis on technical training. This may mean that technological changes have encouraged the development of new courses in how to use the technology (computer operations), or it may mean that new programs that use technology have been developed. Clearly, the negative impact of technology has been minimal; the positive responses show the strikingly good impact that new technologies are having on human resource development.

On issues relating to economy, have changes been positive, negative, or no effect in the following areas:

	+	-	0
Programs	49%	27%	24%
Status of HRD function	45%	22%	33%
Budget	35%	44%	22%
Equipment	34%	23%	44%
Facilities	29%	26%	45%
Services other than training	28%	25%	47%
Transfer of training	27%	14%	59%
Travel	23%	35%	42%
Analysis	23%	19%	59%
Staff	21%	42%	37%
Research	20%	25%	55%

Respondents see negative effects of the economy in areas such as budgets, travel, and staffing. The positive effects have occurred in programs and the status of the HRD function. No ef-

fect appears strongest in the research effort, analysis, and transfer of training. But the effect of the economy on equipment, facilities, services other than training, and, possibly, travel was either positive or having no effect in a large percentage of the companies.

Management development

The second main area of questioning in this year's survey was management development. In last year's survey, respondents indicated that over 90 percent of the companies have training for middle managers. This year we were interested in finding out what theory the training programs used as a base. We identified in the literature five theoretical approaches to management development and education and asked survey respondents to indicate the extent to which their company based its HRD programs in each theory.

4. To what extent do you base your company HRD programs on the following five theories of development?

Scale: Extensively 5 4 3 2 1 Hardly at All

	5 only	4 & 5	Mean
Behavioral	23%	75%	3.97
Experiential	25%	65%	3.37
Achievement	20%	63%	3.63
Rational	11%	49%	3.32
Role	12%	40%	3.16

These results indicate that the respondents may not have clearly understood the theoretical bases of HRD programs or that the theoretical bases are quite eclectic. Respondents slightly preferred "behavioral" theory, and the mean score of 3.97 indicates a fairly extensive use in those companies that prefer behavioral theory. Authors such as Jack Zenger and Ron Zemke recently have made some strong cases for using behavioral methods, specifically "behavior modeling."

The research and writings of B.F. Skinner on operant conditioning and Albert Bandura on social learning have had a powerful influence on the use of behavioral methods.

Experiential theory also shows somewhat strongly as a theoretical base, which is probably quite understandable with the extensive writings of Malcolm Knowles and others in adult education and David Kolb on the value and methods of experiential training. The mean score for extent of use, however, isn't quite as strong as that of "achievement" theory.

Achievement theory shows fairly extensive use (63 percent) as well as an above average (3.63) scale score. Except possibly for sales training, achievement theory is not usually widely acknowledged as the basis of an HRD program. The influence of such notables as Denis Waitley, Norman Vincent Peale, and a host of widely known sales trainers may be having a wider theoretical impact than most suspect. David McClelland's early research of the effects of achievement motivation also may be finding its way into company philosophies.

The least extensively used theoretical models appear to be the "rational" and "role," although their mean scores for extent of use are both within the average range (3.32 and 3.16). It is possible that HRD has not recognized William Glasser's work on reality therapy, Albert Ellis's insights on rational-emotive therapy, Arthur Combs's work on professional education of teachers, and Jonathan Chamberlain's writings on self-defeating

behaviors as "rational" theory. Or perhaps practitioners haven't widely adopted rational theory in HRD programs.

A clearer understanding of the theoretical foundation on which a company bases its HRD program may provide an opportunity for a more reasoned evaluation of the program's effectiveness and direction. On the other hand, a familiarity with alternative theoretical approaches may allow HRD professionals to assess the products offered by vendors in light of broader criteria, such as consistency with the program's goals and philosophy.

5. How important is it for an HRD/management development staff member in your company to know about the following topics?

Scale: Very Important 5 4 3 2 1 Not Important at All

	5 only	4 & 5	Mean
Delivery methods (behavior modeling, coaching, OJT, discussion, games, simulations, incident, case, role playing)	53%	85%	4.32
Behavioral processes (management styles, motivation, groups, leadership, conflict management, communication)	51%	82%	4.28
Delivery modes (media, presenting)	40%	79%	4.14
Design procedures (stating objectives, sequencing materials, selecting methods)	33%	70%	3.94
Evaluation (measures of trainee satisfaction, information gained, skills acquired)	28%	81%	3.89
Transfer of training measurement (effects on organization)	31%	61%	3.84
Functional processes (planning, organizing, decision making, controlling, staffing)	27%	65%	3.80
Assessment tools or techniques (card sort, questionnaire, interview, focus groups)	22%	55%	3.58
Theories of development (rational, behavioral, experiential, achievement, role)	21%	38%	3.61

This question attempted to shed some light on what topics HRD professionals should know about. The assumption underlying the question is that professionals will tend to use things they know about. We defined each topic through the examples in parentheses following each title.

The percentages for 4 and 5 scores are the most revealing in this table. If you scan down the center column, you will see a clear descending order in the importance of knowing certain topics. As implied in Question 4, the importance of HRD staff knowing about theories of development is very low. Only 38 percent of the respondents scored knowing theories in the 4 or 5 end of the scale, and only 21 percent gave it a score of 5. On the other hand, 85 percent indicated that knowing about delivery methods, at least as they were defined in the survey, was important for HRD professionals.

The responses reported for Question 5 indicate a perceived difference between the importance of HRD staff knowing about management behavioral processes and knowing about management functional processes. Behavioral processes are clearly more important for HRD staff to know than are functional processes, although the number of respondents for both topics was well above 50 percent (82 percent for behavioral and 65 percent for functional).

The top-rated topics important for HRD staff to know about are delivery modes, management behavioral processes, evaluation procedures, delivery modes, design procedures, and management functional processes, with measurement of the transfer of training next in order. Knowing about both assess-

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ment tools or techniques and theories of development were at the bottom of the list.

This data has implications for professional development programs offered by companies and for professional associations. The topics of greatest importance for HRD staff should probably receive close scrutiny in the planning of programs and in the kinds of sessions scheduled for conferences and HRD staff training.

6. How often do line managers or supervisors in your organization use the following methods to implement their responsibility as developers of human resources?

Scale: *Almost Always 5 4 3 2 1 Almost Never*

	5 only	4 & 5	Mean
Send employees to formal training programs	19%	65%	3.72
Coach employees	17%	54%	3.63
Have team meetings	12%	50%	3.45
Interview employees	12%	48%	3.36
Have joint sessions with other managers	5%	25%	2.88
Review materials from HRD staff	6%	25%	2.86
Conduct training courses	2%	10%	2.29

Again, the data reported in the center column (4 and 5 scores) is the most revealing, although probably not the most surprising. Respondents indicated that the two most common methods by which line managers carry out their responsibility for developing their employees are to send them to formal training programs (hopefully conducted by the HRD staff) and to coach employees (most likely on the job). The least common method is conducting training programs themselves.

A potentially disappointing result coming from Question 6 is that few (6 percent) line managers look at materials from the HRD staff. That may be because HRD staff don't prepare and provide training materials for line managers' use. Conversely, if line managers send employees to the HRD program for training, they may not need materials to review with their employees.

7. Who are you using to provide the management development and training for your executives, middle managers, and supervisors?

We have divided the results of this question into three groups: executives, middle managers, and supervisors. We used the same scale for all three groups.

Scale: *Almost always 5 4 3 2 1 Almost never*

EXECUTIVES

	5 only	4 & 5	Mean
University-based programs	27%	53%	3.40
Outside consultant/trainers	15%	48%	3.13
On-job coaching/mentoring	9%	24%	2.53
In-house T&D staff	7%	22%	2.45
Special task force projects	6%	23%	2.32
Vendors of management training programs	2%	9%	1.76

These responses suggest that university-based development programs are the most frequent way to provide executive development, with outside consultants being the second most frequently used. Outside consultants often are affiliated with universities, making the university community the most common source of executive development offerings.

On the other hand, the in-house HRD/training and development staff is used less often than any other source except vendors of management training programs, according to the percent of respondents rating them 4 or 5 in frequency of use. Ex-

ecutives are, obviously, a special class of subjects who seek out or are sent to university programs for their unique development needs.

MIDDLE MANAGERS

	5 only	4 & 5	Mean
In-house T&D staff	23%	65%	3.67
On-job coaching/mentoring	10%	35%	3.06
Outside consultant/trainers	10%	35%	3.02
University-based programs	4%	30%	2.65
Special task force	5%	19%	2.41
Vendors of management training programs	2%	16%	2.36

Middle managers, according to these responses, receive their training and development from the company training and development staff, with some assistance from on-the-job coaching and mentoring and some outside trainers. Only rarely do middle managers receive university-based development programs or programs offered by vendors of management training.

SUPERVISORS

	5 only	4 & 5	Mean
In-house T&D staff	48%	81%	4.15
On-job coaching/mentoring	16%	52%	3.40
Vendors of management training programs	4%	19%	2.40
Outside consultant/trainers	3%	21%	2.33
Special task force	1%	8%	1.93
University-based programs	1%	3%	1.51

Supervisors tend to receive their training and development from the company HRD staff with additional assistance from on-the-job coaching and mentoring plus some help from vendors of management training programs and outside trainers. Only on some unusual and extraordinary occasion would supervisors receive development from university-based programs.

8. Who do you use to monitor and measure the transfer of training to the workplace for each level of management?

A constant concern in business as well as in human resource development circles is whether and how well information learned and skills developed in training programs transfer to the workplace. This question sought to determine who was involved in determining whether transfer occurred. We divided results of this question into three groups: executives, middle managers, and supervisors.

Scale: *Almost always 5 4 3 2 1 Almost never*

EXECUTIVES

	5 only	4 & 5	Mean
Evaluator	22%	54%	3.40
Self evaluation	23%	57%	2.92
Superior	7%	16%	2.08
In-house trainer	4%	11%	1.80
Consultant	2%	4%	1.37
Vendor			

The preference for measuring whether transfer occurs from executive development to the workplace through self evaluation is nearly tied with having the executive's superior determine whether transfer has occurred.

MIDDLE MANAGERS

	5 only	4 & 5	Mean
Evaluator	27%	54%	3.52
Superior	18%	46%	3.39
Self evaluation	8%	25%	2.69
In-house trainer	3%	5%	1.67
Consultant	2%	4%	1.37
Vendor			

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The evaluation of transfer for middle managers appears to rest more often with the person's superior. Self evaluation is often used and, occasionally, the in-house training staff appears to have some responsibility for tracking the transfer of training at the middle-management level. Consultants and vendors rarely are involved in measuring the training transfer.

SUPERVISORS			
	5 only	4 & 5	Mean
Evaluator	36%	65%	3.81
Superior	21%	40%	3.33
Self evaluation	14%	37%	2.97
In-house trainer	1%	4%	1.47
Consultant	1%	3%	1.42
Vendor			

Superiors carry the major responsibility for evaluating the transfer of supervisory training, according to survey respondents. Sixty-five percent indicated that almost or nearly always the supervisor monitored or checked on transfer of training. Vendors and consultants almost never get involved in the transfer process with supervisors.

9. At what points do you evaluate the return on investment of training with respect to costs and savings for each level of management?

This question concerned when organizations evaluated cost-effectiveness and return on the training investment. We often have heard that determining the costs and returns on training are overlooked or ignored. Interestingly, the mean scale scores across all categories of executives, middle managers and supervisors were fairly stable (all within a range of 2.05 to 2.81, meaning hardly ever occurs) and somewhat low. These responses basically indicate that the evaluation of return on training investments doesn't occur with high regularity.

Scale: Almost always 5 4 3 2 1 Almost never

EXECUTIVES			
	5 only	4 & 5	Mean
Conclusion of program	15%	27%	2.48
Proposal development	13%	26%	2.48
Conclusion of each course	14%	23%	2.38
Within six months of training	8%	17%	2.05

MIDDLE MANAGERS			
	5 only	4 & 5	Mean
Conclusion of program	17%	34%	2.77
Conclusion of each course	17%	31%	2.73
Proposal development	11%	28%	2.67
Within six months of training	8%	17%	2.31

SUPERVISORS			
	5 only	4 & 5	Mean
Conclusion of each course	19%	32%	2.81
Proposal development	13%	35%	2.78
Conclusion of program	13%	32%	2.67
Within six months of training	9%	23%	2.41

If return on investment is taken into consideration at the executive and middle-management level, it's usually determined at the conclusion of an entire program of development. With supervisors, on the other hand, the determination may be made more often at the conclusion of each course. Nevertheless, the percentages fail to show high levels of activity in this area in any of the three areas.

HRD in general

This section of the survey attempted to explore a number of broad issues that affect human resource development in a general sense.

10. What percentage of the total HRD monetary resources is dedicated to the following areas of your company?

We asked respondents to distribute 100 percent of the resources across the choices.

	Percentage
First-line supervisory development	21.8%
Middle-management development	22.4%
Technical training	18.5%
Sales training	15.9%
Executive development	12.2%
Secretarial/clerical training	6%
Other (safety hourly, materials)	3%

The HRD budget appears to be fairly evenly distributed. Respondents use over 55 percent of their HRD budgets to develop executives, middle managers, and supervisors. Training for sales, secretarial skills, and other issues such as safety make up 25 percent of the budget. Respondents spend the remaining money on technical training. These reported budgets closely reflect the expenditures reported from the previous year's study.

Approximately 15 percent of the firms reporting allocate no budget to sales and secretarial training. Eight percent of the firms do not fund technical and executive development. Data support that many are involved in development at all levels of the organization.

11. How often are the following technological advances being used for training in your company?

In contrast to an earlier question about technological advances (Question 3), this question focuses directly on advances in technology for training and development.

Scale: Almost always 5 4 3 2 1 Almost never

	Percentage Using		
	5 only	4 & 5	Mean
Computer-assisted instruction	3%	17%	2.42
Interactive video	4%	17%	2.24
Teleconferencing	1%	5%	1.59
Satellite TV networks	1%	6%	1.44
Artificial intelligence	1%	3%	1.41
Electronic workbooks	1%	2%	1.37

This year's study represents the same tendencies found last year. Respondents broadly accept computer-assisted instruction and interactive video as confirmed in last year's study when 44 percent respondents indicated that they used computer-assisted instruction and 36 percent reported using interactive video. What this study indicates, however, is that use is limited. In terms of significant use of contemporary technological advances in the field of training and development, these results are dismal. The mean scale scores show responses hovering at the "almost never" end of the scale in practically every category.

Not all training, however, is well suited for the use of the new instructional technologies. That 17 percent of the firms report extended use of the computer indicates inroads are being made. As companies must continue to do more with less money, use of all these technologies will likely increase.

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12. How credible are the following functions?

This same question was asked in the 1986 survey. We wanted to discover whether changes had occurred in perceptions of credibility over a year's time.

Scale: Extremely Credible 5 4 3 2 1 Not Credible at All

	5 only	4 & 5	Mean
Operations/manufacturing	26%	72%	3.99
Marketing/sales	24%	63%	3.75
Engineering/R&D	19%	55%	3.65
Finance	18%	52%	3.64
Human resource development	11%	47%	3.48

Perceptions of the credibility of these organizational functions don't appear to have changed over the past year. Last year's survey reported perceptions of 4 & 5 responses on the scale in a similar order as this year. The highest perceived credibility was in operations (73 percent last year versus 72 percent for this year); finance was second (59 percent versus 52 percent), which put finance in fourth place this year; engineering was third (55 percent versus 55 percent); and human resource development continued in fifth place (47 percent versus 47 percent).

In Question 3 we evaluated the changes relating to the economy and reported the status of the HRD function to be positively influenced (45 percent). Although the overall change in perception has not shifted between the two years, economic conditions may well influence how firms view the HRD function. Organizations are asking more of the HRD function, even though the function has a similar or decreased budget. It will be interesting to monitor this dimension through the late eighties to see how this perception fluctuates.

13. If you could put the top 10 percent of all executives into a seminar, what would the topic be?

This was an open-ended question that allowed respondents to list whatever topic they wished. We listed 228 topics and analyzed and grouped them into 11 categories.

	Frequency of Mention
Leadership, including problem solving, decision making and competitiveness	36
Communication, motivation	34
Strategic planning and forecasting	25
Basic management skills, including delegating and implementing	25
Adapting and managing change	22
Team building and employee involvement	21
Utilizing human resources	17
Setting standards and evaluation of performance	13
Business principles, documents, and actions	13
Creative thinking and innovations	12
Developing interpersonal skills	10

The responses suggest that the most critical topic is leadership and management behavioral functions, including some combination of themes such as communicating, motivating, problem solving, decision making, and creative thinking. Of lesser, but still significant, standing among topics is the theme of basic management functional skills such as planning, delegating, and forecasting. Two other broad categories seem prominent: handling change, teams, involvement, and interpersonal relations; and setting standards for, evaluating the performance of, and utilizing human resources in innovative ways.

These data are somewhat consistent with responses to Question 5 concerning what HRD staff should know. The second-ranked topic was management behavioral process.

14. What has management described to you as your primary role in HRD?

The primary charge received from management may best define the HRD function. Responses to this open-ended question produced 207 topics, which does not recommend a coherent, single charge for the function. But we organized the long list of topics into 11 categories that shed some light on the primary role of HRD in *Fortune*-500 companies.

	Frequency of Mention
Providing training and development activities	38
Managing the HRD function	36
Planning and implementing management succession, career development, and hiring	31
Developing executives	23
Supporting the business function	23
Supervisory training	11
Function not defined	9
Providing evaluation	8
Consulting	8
Designing and developing curriculum	6
Providing sales training	5

The primary roles identified by this analysis suggest that the human resource development function has responsibility for providing traditional training and development; administering the HRD function; handling recruitment, development, and succession of potential managers; providing executive and management development; providing supervisory training; and supporting the business strategy with all forms of training and development activities. In addition, some HRD units appear to have special or more limited assignments to evaluate, consult, design and develop curricula, and provide only sales training.

The role of HRD practitioners has been evolving for a number of years, and there now appears to be some consensus on the definition of the HRD function. A careful reading of the primary roles described above should provide some direction to most HRD functions in almost all organizations.

15. What is the single biggest challenge or problem facing the HRD professional in your company in the next three to five years?

Respondents identified more than 170 different challenges or problems facing the HRD professional in the near future. We analyzed and organized the challenges into 11 categories. A quick scan provides a set of challenges that the practitioner will face.

	Frequency of Mention
Training and development of technical matters such as designing and transferring training, using computer software, planning, and evaluating	28
Building and maintaining credibility and support from management for the HRD function	27
Coping and responding to change	20
Succession planning for management, recruiting, and retaining good employees	20
Deploying displaced employees and training them to become effective and productive contributors	17
Maintaining effectiveness while doing more with the same resources	12
Having the HRD function a more central part of the business strategy	12
Reduction of funds and resources for HRD	11
Technological impacts	10
International and global involvements and competition	6
Mergers, government regulations	4
Downsizing of workforce	4

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The whole challenge of change is centered in the concerns listed. The ability to cope with these changes will be necessary to meet these challenges in the late eighties. Each concern is centered in the dynamics of what is happening with increased domestic and global competitiveness. While respondents still view credibility as a problem, the need for the HRD function to meet the adjustments of technology, redeploy displaced workforce members, and recruit and retain excellent employees will help to strengthen the profession's status.

16. List the techniques that the most successful managers in your company have used this past year.

If HRD professionals are to provide development assistance to managers, it seems reasonable that they want to know what management techniques companies have used most successfully. In response to this open question, respondents listed 455 techniques. Over 90 percent of those replying mentioned one technique, 80 percent provided two techniques, and 69 percent listed three techniques.

	Frequency of Mention
Team building	61
Cost savings	52
Communication	49
Performance improvement	41
Goal setting	40
Management by objectives	34
Praising and rewarding	29
Decision making	29
Coaching	16
Job rotation	12
Appraisal	11
Time management	11
Employee participation	9
Problem solving	8
Planning	8
Others (merit increases, management by walking around, adapting to change, improved media relations)	25

A systematic bias may have crept into responses to this inquiry. We listed several examples of techniques and sources of techniques to stimulate respondents' thinking. The pattern of responses reflects strongly the examples given. In some cases what we intended as a technique actually represents a category; communication is a good example. The term "communication" actually represents a multitude of techniques, as does the category of cost savings.

The data show, nevertheless, that respondents selected team building as the most popular technique used by successful managers. Cost savings, communication, and performance improvement followed closely. Goal setting and management by objectives appear to encompass a somewhat similar philosophy, and comprise a fairly large proportion of the techniques reported (74 total).

The term "management technique" doesn't appear to be a clearly defined concept, and we may need to explore it more in future studies. The number of responses to this item was rather large, suggesting some degree of interest in the topic. But the lack of clarity in defining the concept may have limited the precision of responses.

Because of the continuing increase of women in the workforce and their movement into management positions, we included three questions to assess aspects of the current status of women. The three questions used five-point scales with different end descriptors.

17. What progress has been made by women in achieving management positions in your company?

The continuing increase of women in the workforce and their movement into management positions prompted us to ask this and the next two questions.

Scale: Extensive 5 4 3 2 1 Hardly Any

	5 only	4 & 5	3	1 & 2	Mean
Perceived Progress	2%	19%	35%	45%	2.63

These responses indicate that women have made little progress in achieving management positions in the companies represented. Only 2 percent of the respondents indicated that women had made extensive progress, 19 percent feel women have made good progress, and 45 percent indicated that women had made hardly any progress.

18. Are women as effective as men in management positions in your company?

Scale: More Effective 5 4 3 2 1 Less Effective

	5 only	4 & 5	3	1 & 2
Effectiveness of Women	6%	27%	60%	12%

Respondents perceive women as generally about as effective as men in management positions, although a larger percentage (27 percent) of the respondents reported that women were *more* effective than men in management positions.

19. Rate the presence of these characteristics in women in your company.

Scale: Almost Always Present 5 4 3 2 1 Hardly Ever Present

Characteristics	5 only	4 & 5	3	1 & 2
Industrious	33%	78%	19%	3%
Cooperative	11%	61%	35%	3%
Relates well	12%	58%	36%	5%
Sensitive	10%	57%	36%	7%
Empathetic	8%	42%	51%	6%
Intuitive	7%	43%	42%	6%

Respondents appear to view women as quite industrious (33 percent versus 12 percent or lower for all other characteristics). A response of "3" indicates that the characteristic is often present. As the table shows, few of the characteristics are hardly ever present, but respondents perceived characteristics such as empathy and intuitiveness to occur often rather than almost always or hardly ever. An interesting, if not provocative, pattern is the quite average set of responses on empathy, intuitiveness, and sensitivity, the kind of characteristics that traditionally are associated with women. Could it be that movement into managerial positions diminishes some of the formerly strong female strengths?

Getting results

Our recent visit to the HRD function in *Fortune*-500 companies proved exhilarating and informative. We're proud to be part of a profession that is constantly striving to help American industry meet and beat the strongest competition it has ever faced.

As management and labor must become one in sharing the corporate strategic vision for a successful operation, it becomes absolutely imperative that human resource professionals demonstrate to corporate leaders the impact of training and development activities by the ultimate measure—results.