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An insight into management development programs

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CONTENTS

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CHAPTER I

INTRODUCTION

Management development can be defined as any form of training for managers to improve present job performance while preparing them for advancement into higher positions. It involves any attempt by a manager to improve his position by the acquisition of new knowledge, skills, and attitudes in an orderly manner. Management development involves more than a series of presentations; it is a growing process which develops both general and specific interest. This is the responsibility of the company and the individual. The programs should include continuous feedback of results, development of individual career plans, and application of executive development techniques.

Before discussing the management development programs, a clear understanding of what a manager is and what he does is essential. A manager is a person who "guides and directs the work of other people"; therefore, he is both a leader and a supervisor.[1] Managers are the people who run the organization and make critical decisions.

When asked "What do managers do?" the classical answer is that he plans, organizes, coordinates, and controls.[2] Henry Mintzberg was not satisfied with this answer and conducted his own research through observation. He gathered two sets of data; a list of characteristics of the work and a list of work roles. Mintzberg's six characteristics of managerial work are:

1. The manager performs a great quantity of work at an unrelenting pace.

2. Managerial activity is characterized by variety, fragmentation, and brevity.

3. Managers prefer issues that are current, specific, and ad hoc.

4. The manager sits between his organization and a network of contacts.

5. The manager demonstrates a strong preference for the verbal media.

6. Despite the preponderance of obligations, the manager appears to be able to control his own affairs.[3]

The manager's roles can be divided into three main categories; the interpersonal roles, the informational roles, and the decisional roles. The interpersonal roles involve being a figure head, a leader, and a liaison. Being a nerve center, a disseminator, and a spokesman are the informational roles. Finally, the decisional roles are the entrepreneur, the disturbance handler, the resource allocator and the negotiator.[4]

Mintzberg believes there is a need for educating the manager because of his huge responsibility and the increasing complexity of the organization. Management training is essential for an effective and prosperous organization. The proper program can lead to a more efficient system with satisfied employees, thus saving the company money.

As a manager progresses upward in a company, formal education becomes less significant. This is when companies accept the burden of developing their executives. The training needs to be directed to specific needs and individual differences. The training includes the development of attitudes, abilities, perceptions and personality traits, knowledge, and skills necessary to perform the management tasks.

The support of top level management is of utmost importance for any program to function. The individual manager must have his personal goals in line with the organizational goals. In order to establish a management development program, a company must have an analysis of the organizational structure and objectives, an inventory of managerial requirements and resources, a determination of individual development needs, an appraisal of individual progress, and a means of program evaluation. The process begins with the selection of programs with superior performance records either college hire or in-house employees with potential.

The purpose of this paper is to examine the management development programs. It focuses on the actual program, its content and methods of instruction.

FOOTNOTES

[1] H. F. Merrill and E. Marting, Developing Executive Skills (New York: American Management Association, 1958), p. 21.

[2] H. Mintzberg, "Managerial Work: Analysis from Observation," Management Science, 18, No. 2 (1971), pp. B97-B110, in Readings in Management, Ed. M.D. Richards (Cincinnati: South-Western, 1978), p. 28.

[3] Mintzberg, pp. 17-20.

[4] Mintzberg, pp. 21-27.

CHAPTER II

NEEDS AND OBJECTIVES

The management staff is one of the most important assets of a company; therefore, management development should be one of the organization's major activities. It is becoming increasingly apparent that no modern business can continue to be successful without planned attention to the growth and development of its managers.[1]

Jobe, Boxx and Howell in their article, "A Customized Approach to Management Development," state that the purpose of management development programs is to fulfill organizational objectives. The best way is with a customized approach to each program. "Organizational needs are defined through research, objectives for each program are, if possible, set by the participants, and the authors tailor their presentations to meet those objectives."[2]

The most obvious reason for management development lies in the concept of supply and demand. There is a critical shortage of executive talent. Not only are there not enough managers but the quality of managerial talent is lacking. Management development programs need to consider both aspects of quantity and quality.

Another reason for management development is the movement toward professional management rather than ownership management. Organizations are becoming so increasingly complex requiring managers to be more knowledgeable.

Increased interest in planning is another factor. The abundance of information aids the manager in forecasting and improving his planning skill. The rapid rate of change and growth demands that organizations be flexible; management development is an effort to change managerial behavior along with the organization.

Managers need increasing knowledge of scientific methods to function efficiently. The tight squeeze of costs and profits call for professional management because organizations cannot afford mistakes.

Management development programs are continually growing and expanding with the increasing interest in managerial skills. To improve business, managers must be educated and re-educated. Managers must, also, be continually learning in order for a manager to progress within a given company.

Due to a lack in training, Henry Mintzberg states that management does not fit the criterion for being a profession or a science. Managers are not taught the procedures which are used, and they "do no work according to procedures that have been prescribed by scientific analysis."[3] He believes they need more research and training of work methods. He does not accept the classical description of what a manager does: plan, coordinate, organize, and control.

After a need for management development programs has been stated, what are the major objectives of these programs? It can easily be seen that companies want to increase the general efficiency of their organization, provide a channel for advancement of employees, and provide an environment for more effective managers.

An objective can be defined as a desired terminal state at a given time in any of the following areas; knowledge, attitudes, skills and job performance.[4] Generally speaking, one main goal is an increase in the amount of knowledge the manager has concerning his job and the organization. An improvement in his ability or skill in performing his jobs would aid in an overall improvement in his job performance. In order for the manager to fit into an organization, a change in personal attitudes may be necessary.

Management development programs also explain a person's job responsibility to them so that they will know what is expected of them. People tend to perform better when they know what is expected of them, when they get feedback on their performance, and when they feel they are participating. This is why management by objectives is an important part of the management development process. Managers need to have some idea about where they are going in the future, too.

Some specific objectives laid out by the Armstrong Cork Company when they developed a management development program are:

1. Define the responsibilities and authority of each member of management at all levels,

2. Define relationships between organizational levels,

3. Establish a minimum degree of authority for each management position,

4. Define staff-line and intra-staff relationships,

5. Improve the company's organizational structure,

6. Provide better training, and

7. Provide better management position specifications.[5]

Jobe, Boxx, and Howell in "A Customized Approach to Management Development" set up a list of objectives for instructional design. The objectives are as follows:

1. It should provide additional knowledge of management theory.

2. Theory should be blended with practice so that participants learn skills for ascertaining what theories to apply and how to apply them.

3. Participants should also acquire an understanding of theories and skills as essential ingredients in the management equation.

4. Participants should learn to plan effectively and then carry out their plans, rather than simply reacting to events.

5. The program should be developed with an understanding of the company's "culture"--the total organizational environment, including physical elements, working relationships and language.[6]

FOOTNOTES

[1]E.T. Reeves, Management Development for the Line Manager, (United States: American Management Association, 1969), p. 11.

[2]E.D. Jobe, W.R. Boxx, and D.L. Howell, "A Customized Approach to Management Development," Personnel Journal, March 1979, p. 150.

[3]H. Mintzberg, "Managerial Work: Analysis from Observation," Management Science, 18, No. 2 (1971), pp. B97-B110, in Readings in Management, Ed. M. D. Richards (Cincinnati: South-Western, 1978), p. 28.

[4]R. J. House, Management Development: Design, Evaluation, and Implementation (Ann Arbor: Bureau of Industrial Relations, 1967), p. 17.

[5]W. M. Mussman, Management Development: A Ten Year Case Study (New York: National Industrial Conference Board, 1953).

[6]Jobe, p. 151.

CHAPTER III

METHODS OF INSTRUCTION

Lecture

The lecture method of instruction is the most common. It has been around since education began and is still the most widely used. It is most effective when the purpose is to give information and least effective when the purpose is to offer an understanding. The process involves an expert or specialist who orally presents some information to the listener. Throughout the lecture the audience is passive.

One major advantage of the lecture method is that it can involve a large group of people; it yields quick learning. It also allows for the orderly passage of information without interruptions. The subject matter can be presented and repeated.

Economic efficiency is another advantage; it saves time and money for both the organization and the individual. It is good when the administrators are too preoccupied with their jobs to read books, reports, and periodicals.

However, there are several potential drawbacks to the lecture method. There is no degree of flexibility of individual differences. Since the learner is passive, the lecture is not very successful in effecting long term changes in attitudes and behavior.

It is essential that the quality of the speaker be high. With guest speakers this can be questionable.

If the lecture is appropriately designed to suit the audience, it can be very effective. It is often helpful to give the students a prior reading assignment to familiarize them with the topic. Handouts or written materials can be given to the students during the lecture to reinforce what they are hearing. Often the lecture is followed by a brief discussion or question-answer period to aid in understanding, give feedback to the speaker, and reinforce the learning process, thus allowing the subjects to be active participants.

Group Discussions

Group discussions are "structured instructional meetings."[1] They differ from lectures because the student is an active participant. The discussions may follow lectures, as previously mentioned, or they may be in the form of seminars or conferences.

This method of instruction can be very effective because it allows the student to become involved, and provides for constant feedback to the leader. Long term changes in attitudes and behaviors are feasible. Since the participants are required to think for themselves, the person is more adapt to retain the knowledge.

The leader prepares an agenda beforehand, states the problem, gives direction to the group by raising questions, keeps the discussion moving, brings out individual opinions, and summarizes and draws conclusions upon completion. He must be effective for the success of the group. He should be skillful and knowledgeable enough to keep individuals from dominating the discussion and to keep the discussion on the right track.

The success of the program depends upon the agenda, the size of the group, the ability of the leader, and the participation of the students. Problems can arise if there are too many people in the group. In order for everyone to get involved, there must be a participative climate. The lack of participation ruins the effectiveness. There is a need for homogeneity of the group members so that the discussion will be on the same level.

If the members lack knowledge of the topic, the discussion cannot be helpful. It should be an exercise not a transfer of knowledge. See Appendix A for an example.

Case Study Method

The case study method is usually used in a classroom situation with individual and group decisions. It is useful in teaching a manager to gather and interpret facts. The objective is to learn how to analyze a situation and reach a solution, not the solution itself. There are several possible solutions.

Frequently individual study and analysis is followed by group discussion and analysis. Although there are several variations of the case study method, the most common was developed at the Harvard Business School. This classical approach is discussed in this paper.

The process begins by presenting a management case to the student. A management case is "a written description of a management situation that includes one or more problems requiring analysis and decision or solution."[2]

First, the individual studies the case and draws his own conclusions. Depending on the size of the total group, the participants may meet together for discussion as a group or they may subgroup for analysis then meet as a whole group. The leader, working as a catalyst, often gives the participants a list of questions to explore. The information which is stated in the case is all they have to work with; they cannot make outside assumptions.

When the subjects meet in the group, they discuss their individual decisions. No one is wrong because there is no <u>one</u> best answer. The significance lies in the process used to obtain the answer.

The effectiveness of this method lies in the developing of analytical skills. Its main advantage is that it forces the manager to see the realities and complexities of an actual situation. The context of the cases may be relevant situations which will give the manager some insight into his job. This method is most often used in conjunction with other forms, such as a lecture. A reasonable level of knowledge must be obtained beforehand. See Appendix A for an example.

Role Playing

Role playing is a training method which requires the participants to act out or assume the identity of another individual in a given situation. The players are encouraged to become emotionally involved and to undertake the characteristics they believe are typical of the role. This process is very flexible and is most commonly used in the areas of supervisory training and human relations training.

The situation to be enacted is explicitly described. The position, feelings, and beliefs of each character are revealed to the person who will be taking that role; but this information is concealed from the other players. The performers read about the situation then act it out while observers take notes. Afterwards the group discusses the outcome by analyzing the results, evaluating the performances, and suggesting improvements.

The major goal of role playing is to let the player practice reacting to conflict and other stressful situations. It teaches them different ways to handle interpersonal relationships. The idea of assuming the role of another person allows the participant to express his feelings freely because they are not labeled as his. This method also is good for letting everyone in the group get acquainted.

Two major problems must be overcome for this technique to be effective: one, shyness and reluctance to play, and, two, over excitement and overdramatic performances. See Appendix A for an example.

Business Games

Business games or management games, as they are sometimes called, are used to increase decision making skills. Business games attempt to simulate a business environment by using mathematical modes to represent economic variables. They require that the participants "search for the factors underlying the surface situation, an analysis of those factors, the making and implementation of decisions, and further analysis and decisions as the results of the first are made known."[3]

The process involves separating the group into competing groups, each making up an imaginary company. Each "company" must have organizational structure with roles for the individuals. The amount of information given beforehand varies, and it is all the information they have to base their decisions on.

When each group has completed its game, the results are compared mathematically to see who came out ahead. At the end, the whole group evaluates the process by analyzing the actions and reactions which were made.

The games are very flexible and can be used for a wide range of topics, usually with middle and upper level management. The main reasons for using them are to increase the manager's understanding of specific organizational problems in decision making and problems of teamwork.

One bad point is that the games are expensive and time consuming to prepare and perform. A good example of this is computer simulation which is a variation of business games. Alan Rowe in his article, "Computer Simulation-A Solution Technique for Management Problems," discusses the use of computer simulation.[4] Computers are programmed with a model of the organization. Decisions are fed into the computer to get the reaction of the entire business system. Rowe states several companies which use computer simulation to help make management decisions. Simulation can also be used in developing managers. It gives them practice in making specific decisions and seeing how they can effect the total situation.

Another variation of mangagement games is the in-basket technique. It is a simulation used on individuals to duplicate a day's work for a manager. The participant sits down at a desk with the "in" basket full of papers; i.e. mail and memorandas, which compile a day's work for a manager. This is usually used in assessment centers as a diagnostic tool, but it can be used in training to identify areas the manager needs to improve on.

Sensitivity Training

Sensitivity training is also known as T-group training, laboratory training or human relations training. Its aim is to improve sensitivity; it wants to provide leaders with the sensitivity and skills necessary to more effectively direct changes in interpersonal relationships. It is directed toward attitude and behavioral changes in human relations situations. The whole concept involves the idea that a manager will be better able to motivate and lead his subordinates if he has an understanding of human relations and a sense of self-awareness.

Usually a group of subjects get together for several days with a skilled leader. The groups are unstructured, but the psychological environment is controlled. They are away from distractions and have no outside communication. The topics vary greatly within the field of human relations. Some examples from the National Training Laboratory concern dealing with power, women managers, personal effectiveness, and interpersonal competence. Information sheets for each of these is found in Appendix A.

The training method is very controversial because it can be emotionally dangerous since there is such a breakdown of defense mechanisms and such complete honesty. The process has not been well defined and is often out of the control of the instructor. The leader should follow up on the participants to make sure there are no harmful psychological effects. The subjects should be screened prior to the meeting and be allowed to leave at any time. Anyone who is emotionally unstable should not be admitted. Critics also believe that the effects will fade out and that the behavior change is not significant.

Another pitfall to sensitivity training is that the experiences are not always transferable to the work environment. There may be uncertainty as to the qualifications of the trainer and the honest presentation of the course objectives.

Business Schools

Another off-the-job technique is the business school which offers a variety of business courses to help the manager. He can often have his tuition paid for by his company while taking night classes. A B.S. or M.B.A. can be earned while taking courses in accounting, economics, finance, management, marketing, and business administration.

The objectives of the M.B.A. program at the University of Richmond are:

1. To emphasize preparation for managerial and professional positions in business and related fields.

2. To provide students with a modern, graduate-level, conceptual and analytical base for making judgments and reaching decisions.

3. To provide the student an opportunity to examine the content, language, and methods used in areas outside of his or her own specialty area.

4. To encourage the student to explicitly consider some of the broader social issues in management and to recognize the need to evaluate business and other organizations from an external as well as an internal viewpoint.[5]

On-The-Job Methods

On-the-job methods of instruction include job rotation, supervisory coaching, special projects, and committees. In job rotation a manager may work several jobs for a short period of time. These changes are similar to lateral promotions and give the manager experience in and knowledge of several departments. When the manager is assigned to special projects and committees, he increases his knowledge in a specialized area by working with others on a specific task.

Many organizations, such as the Chesapeake and Potomac Telephone Company of Virginia, use a lot of on-the-job coaching. A worker is either promoted from within or hired from the community, usually a college graduate. If they have been working in the department, they know the job to be done and simply need some management skills. When a person is hired out of college, they need two types of training; the task to be performed by the subordinates and the management skills necessary to direct them. They will receive a mixture of on-the-job and off-the-job training. Mostly, the manager's boss works with the new manager at his job. There is a lot of feedback from the boss while the new manager is learning by observing and doing. The information is mainly presented by modeling or verbal communications.

FOOTNOTES

[1]N. G. McNulty, _Training Managers: The International Guide_ (New York: Harper and Rowe, 1969), p. 14.

[2]S. Mailick, _The Making of the Manager: A World View_, (Garden City: Anchor Press/Doubleday, 1974), p. 33.

[3]McNulty, p. 19.

[4]A. J. Rowe, "Computer Simulation - A Solution Technique for Management Problems," _Proceedings_ - Fall Joint Computer Conference, 27, Part 1 (1965), pp. 259-267.

[5]_MBA: University of Richmond_, p. 4.

CHAPTER IV

SOME CONTENT AREAS

Each company has unique items that they need to inform their managers about, because each organization has different tasks for its managers to perform. Companies have different organizational structure, strategies, goals and objectives. Some of the topics discussed for the new managers at the Management Development Training Center of the C&P Telephone Co. of Virginia are company organization, policies, management appraisal plan, marketing, comptrollers, profits, affirmative action programs, salary administration, management resource plan, personal responsibility, medical, safety, benefits, energy conservation, mobility action plan, labor relations, and assessment.

There are, however, some basic content areas relevant to the role of most managers. Management by Objectives, Transactual Analysis, Motivation, Situational Leadership, and the Managerial Grid are discussed in this paper.

Management by Objectives

Management by Objectives also referred to as management by results is a way of managing where every manager in the organization has clear objectives. When used properly, it has been found to be a very successful method.

The process begins with the manager identifiying the main purpose of his work unit. He defines his key job responsibilities and his key job goals. Together the manager and his boss establish and discuss the objectives of the manager. The objectives must be consistent with the objectives of the total organization.[1]

Objectives are written results to be achieved by a set time. A good objective is specific, measurable, achievable, realistic, and challenging. The formula for writing one is "I will + action word + key result + target date." They should be action oriented. There are four types of objectives; routine, innovative, problem solving, and personal growth. A manager should develop at least one in each category.

The manager and his boss should agree on the objectives, how to obtain them and how to measure the results. The plan is reviewed and revised periodically. The manager can be evaluated by his results; this makes the appraisal easier because the objectives are measurable.

The essential ingredients are good communication and agreement. MBO has been shown to improve performance by giving direction to employees and by removing misunderstandings. Research shows that people perform better when they know what is expected of them. Feedback or knowledge of results has a very positive effect on employees. It has an impact on their attitude because they are positively reinforced for what they are doing correctly and directed as to what they need to improve upon. Participation in the decisions can effect performance and job satisfaction. MBO provides for the performance of managers to be judged on the basis of their success in achieving those objectives that have been established through consultation with their superiors.[2] The emphasis is placed on the goals to be reached rather than activities being performed or traits he may or may not exhibit. William Kearney gives four requisites for success: "defining clear-cut, reasonably difficult goals; genuine participation in goal setting; adequate feedback on performance; and peer competition."[3]

MBO can be very effective in the development process because defining goals is a learning experience. The personal growth objective works on a specific deficiency of the manager.[4]

George Strauss discusses several problems which may arise in using the MBO method.[5] Objectives are forgotten and goals change over time. Goals may not be realistically set, or they may be minimal. MBO may overlook some important aspects by emphasizing the measurable components of a job. It is difficult to integrate MBO into the reward system. On one hand, it may cause people to set low goals to look good, but on the other hand, it may be ignored if it has no effect on a person's salary.

Another problem which occurs is the degree of participation allowed. Top level management sets the basic goals of all employees, but they are supposed to be involved in their own goal setting. All individual objectives must be consistent with organizational goals.

All these factors need to be considered in order to look at the MBO system realistically. Managers must face these drawbacks and work them out in order for MBO to be successful. Support of the top level management is essential.

Transactual Analysis

Transactual Analysis is an attempt to understand human behavior.[6] The structual analysis looks at the individual and what is happening in him. He has three ego states. The Parent consists of what we have been taught usually by our parents; these are attitudes. The Adult can look at things objectively. It contains information from all sources. Finally, there is the Child who encompasses a person's feelings and emotions. Interactions are analyzed by determining which ego state a person is talking from.

A person has four potential life positions. He can only be in one at a time, but they do change throughout life. They are (1) I'm OK - You're OK, (2) I'm OK - You're not OK, (3) I'm not OK - You're OK, and (4) I'm not OK - You're not OK. The life position of an individual influences how he relates to others.

People go through life endlessly looking for strokes which are units of recognition. Recognition can be physical, verbal or non-verbal. It can be given conditionally or unconditionally and either positively or negatively. How a person's stroked when they are growing up effects their life position.

Transactional Analysis looks at what goes on between two individuals. Communication passes back and forth between the three ego states of individuals. A statement comes from only one ego state at a time, while all variations and crosses in transactions can occur. Interactions are studied to see which ego states are talking and responding. A series of transactions with a well-defined predictable outcome are called "games." People often get caught up in playing these games with each other. Game analysis attempts to understand these interactions which have bad feeling payoffs.

Scripts are another area which can be studied. "A script is a personal life plan decided upon by each individual at an early age in reaction to her interpretations of external events."[7] Script analysis looks at a person's life plan to figure out where they stand. The concept of a life position also fits into the analysis. It can often give some explanation as to why people behave as they do.

This provides a broad summary of TA and the areas it covers. If a manager uses the techniques in TA, he can learn how to talk to others, control others, stay out of games with others, and understand some of the behaviors of others. TA and The Manager by D. Bennett relates the techniques of TA to the manager.[8]

Motivation

"Motivation is influence, a force that gives rise to behavior."[9] Motivation is an internal drive, not something pushed on a person by external forces. Three main theories on motivation have been developed; need heirarchy, hygiene vs. motivators, and achievement need, researched by Abraham Maslow, Frederick Heizberg and David McClellond, respectively.

Maslow believes that man is motivated by needs which are based on a hierarchy. The lower level needs must be satisfied before the upper level needs can motivate the person. The hierarchy is like a pyramid with the strongest needs at the base. The needs are physiological, safety, belonging, esteem, and self-actualization in that sequence.

Physiological needs must be met in order for the individual to survive. These needs are for air, sleep, food, drink, sex, etc. The safety needs involve shelter protection, and other physical safety factors along with security in behavior through stability and familiar surroundings. Social needs of love, affection, and affiliation are categorized as belonging needs. These are important to the job because workers want to identify with their co-workers.

The next level on the hierarchy is the esteem needs. First, there is the need for self-esteem, self-respect, and the ability to accept oneself. Secondly, there is a need to be respected by others; it involves recognition, prestige and attention. The highest level of the hierarchy is self-actualization. "It is the need to become all that one is capable of becoming, to reach one's full potential in one's own terms."[10] Few people ever reach this level.

Maslow states that the lower level needs are more important and must be satisfied first. Once they have been satisfied, they can no longer motivate but they must be fulfilled before the person gives attention to the upper level needs. When a person has a need which is unfulfilled, it motivates them to strive toward satisfying it.

Herzberg's hygiene vs. motivators theory states that man has two sets of needs; hygiene needs and motivation needs. Hygiene factors, or maintenance factors, are preventive; they attempt to avoid pain and remove health hazards from the environment. The hygiene factors are company policy and administration, supervision, relationship with superior, work conditions, salary, relationship with peers, personal life, relationship with subordinates, status, and security." The hygiene needs must be met continuously because they are reoccurring. "If the hygiene needs are not met, people will be unhappy. But meeting the hygiene needs does not necessarily make people happy."[12]

The other needs are motivaters. These are the factors which motivate a person to work and satisfaction results in job satisfaction. The needs are achievement, recognition, work itself, responsibility, advancement, and growth.[13] If they are met, a person will be motivated to work better and move toward self-actualization. Not being met however, will not necessarily cause dissatisfaction on the job. They give a person a sense of accomplishment and challenge. See Appendix B-1 for a graphic demonstration of the motivators and hygiene factors.[14]

The great contribution of this theory for management development lies in the design of the work. The development and growth of a manager comes from the work given to him, not the environmental factors.[15]

The third theory deals with the achievement need and bases its conclusions on research by McClelland. His research involves letting the subjects create their own fantasy from pictures. Achievement oriented individuals create a story involving the solving of a task.[16] He identifies three characteristics of high need achievers:

1. They favor a working situation in which they are able to assume personal responsibility for solving problems.

2. They have a tendency to take calculated risks and to set moderate achievement goals.

3. High need achievement persons must have definite and continuing feedback about their progress.[17]

They are self-motivated and do not need external stimulus to perform well. There are steps companies can take to develop the achievement motivation in employees. McClelland lists six:

1. The end results or goals of the activity must be specific and made explicit.

2. The desired goals or results to be achieved must represent a moderate degree of risk for the individual involved.

3. Goals should be of such a nature that they can be adjusted from time to time as the situation warrants.

4. Individuals must be given accurate and candid feedback on their performance.

5. Individuals are given responsibility for the successful outcome of their efforts.

6. The rewards and punishments associated with successful or unsuccessful performance must be properly related to the achievement goals.[18]

All three of these theories can be important in management development programs. It is important how a person is treated, developed, and assigned a task. These concepts should be incorporated into the training program and taught to the manager. He can use motivation theories to supervise his subordinates.

Managerial Grid

The Managerial Grid provides a basis for studying managerial behavior. A diagram is presented in Appendix B-2. Every manager has two main concerns when he is acting as a manager; one is for production, and the other for people. The graph is on two axis, the vertical stands for the concern for people and the horizontal represents the concern for production. Five points can be located on the grid providing for five basic types of managers.

In management development programs a questionnaire can be administered, then scored to determine what type of manager a person is. Each position on the grid can be discussed to provide some self awareness to the manager.

The types of managers are 1,1; 1,9; 9,1; 5,5 and 9,9. The 1,1 manager has little concern for people or production. In his job he usually passes messages from his superior to his subordinates. He takes on little responsibility and, therefore, passes the blame for everything. He remains uninvolved with everything while his employees must fend for themselves.[19]

The 1,9 manager has a high concern for people but a low concern for production. His interests lie in interpersonal, relationships. The subordinates are not driven but encouraged to work. He wants to avoid conflict and do enough work to get by.[20]

Production oriented managers are 9,1. They have little concern for human relations; people are simply instruments for accomplishing goals. He feels that if an employee is not performing his job, just get rid of him.[21]

A middle of the road manager with equal concern for people and production are the 5,5 managers. If employees are handled properly and given reasons for doing things, then they will work happily. Communication is good and the work is performed, but there is not stimulation for creativity or progress.[22]

A manager who is involved and committed to his work is the 9,9 type manager. He has a high concern for both people and production.

The manager sets high goals and is committed to achieving them. His objectives involve reaching organizational goals and maintaining a good relationship with subordinates.[23]

The use of the grid is important in management development programs. It seeks to accomplish "the achievement of production through mature interpersonal relationships."[24] An understanding of the relationship between people and production can be achieved through studying the Managerial Grid.

Situational Leadership

While researchers have been looking for the best style of leadership, Hersey and Blanchard say that evidence shows there is no one leadership that is best.[25] It depends on the situation. Their theory of situational leadership states that the best behavior depends on the situation and the maturity level of the workers. See Appendix B-3 for a diagram of situational leadership. There are two continuums-one involves task behavior and the other relationship behavior. Task behavior is one way communication with the superior telling the subordinate what to do and how to do it. Relationship behavior provides socio-emotional support to the worker by two way communication.

Four basic leader styles can be plotted on a graph with the task oriented behavior and relationship oriented behavior set on the two axis. In order to choose the leadership style for a manager, simply look at the amount of direction he gives, the amount of emotional support he gives, and the maturity level of his workers. Three factors are involved in selecting the level of maturity;; (1) achievement and motivation, (2) responsibility, and (3) experience and education. In evaluating a manager's effectiveness look at his performance and not at his style.

The concepts of task behavior and relationship behavior can be related to the concern for people and concern production on the managerial grid. The main difference is that Hersey and Blanchard believe the style is related to the job and the employees. There is a job for which each style is appropriate.

FOOTNOTES

[1] H.J. Chruden and A.W. Sherman, Personnel Management (Cincinnati: South-Western, 1976), p. 201.

[2] Ibid., p. 209.

[3] W.J. Kearney, "Behaviorally Anchored Rating Scales-MBO's Missing Ingredient," Personnel Journal, Vol. 58, No. 1, (January 1979), p. 20.

[4] S.J. Carroll, Jr. and H.L. Tosi, Jr., Management by Objectives: Applications and Research (New York: MacMillan, 1973), p. 115.

[5] G. Strauss, "Management by Objectives: A Critical View," Training and Development Journal, Vol. 24, No. 4 (April 1972), pp. 10-15.

[6] J. Meininger, Success Through Transactional Analysis (New York: Signet, 1974).

[7] S. Woollams, M. Brown, and K. Huige, Transactional Analysis in Brief (Ann Arbor: Huron Valley Institute 1976), p. 30.

[8] D. Bennett, TA and the Manager (New York: Dudley Bennett, AMACOM, 1976).

[9] R.E. Tannehill, Motivation and Management Development (New York: Auerbach, 1970), p. 36.

[10] Ibid., p. 43.

[11] "F. Heizberg, "One More Time: How do You Motivate Employees?" Harvard Business Review, Vol. 46, No. 1 (January-February 1968), p. 57.

[12] Tannehill, p. 44.

[13] Ibid., p. 57.

[14] Ibid., p. 45.

[15] Ibid., p. 45.

[16] Ibid., p. 46.

[17]D.P. Schultz, Psychology and Industry Today (New York: Macmillan, 1978), p. 265.

[18]Tannehill, p. 46-47.

[19]R.R. Blake and J.S. Mouton, The Managerial Grid (Houston: Gulf Pub., 1964), p. 105.

[20]Ibid., p. 79-80.

[21]Ibid., p. 48.

[22]Ibid., p. 135-136.

[23]Ibid., p. 180.

[24]Ibid., p. 265.

[25]P. Hersey and K. Blanchard, "Situational Leadership" (LaJolla, Calif.: Learning Resources Corporation, 1976).

CHAPTER V

EXISTING PROGRAMS

Most companies today have developed their own management development program. The process for developing any type of training program involves nine steps:

1. know need which you are trying to satisfy
2. define training objectives
3. define constraints which involve the proposed system
4. generate many alternative systems
5. select the best alternative to accomplish the objectives
6. develop training content
7. tryout the implementation of the system
8. evaluate the effectiveness of the system
9. make any modifications deemed necessary to improve the system.

Other factors may be important to management development programs specifically. They must construct an organizational replacement chart. Performance appraisal systems must be set up in order to select employees for promotion. Manpower inventories need to be investigated inside and outside of the company.

All the concepts mentioned in this paper are drawn together to make up the program. Examples of such programs are presented in

Appendix C. Bethlehem Steel Corporation located at Sparrows Point, Maryland, introduces their management development program by discussing what management development is, its history at Sparrows Point, and some of the present activities. "Learning Basic Leadership Skills" is a course offered to new managers.

Atlantic Telegraph and Telephone Company gives management trainees immediate responsibility. In their literature on the management development program, they tell about the company, the opportunities for advancement, the reasons for management development, the requirements to get in to the program, and the answers to some frequently asked questions.

The Chesapeake and Potomac Telephone Company of Virginia is a part of the Bell System, too. One aspect of their development program is the classroom training. A list of management training courses are given in Appendix C.

Another example of a training program is the Defense General Supply Center's "Supervision, Manager, and Executive Training Program." They state some definitions, needs, objectives, selection procedures, methods of instruction, and some topics for seminars.

CONCLUSION

Management development programs are an essential part of modern organization. They increase the overall capabilities of a company which is increasing the concern for management development programs. The main objective to be accomplished through the training is a more effective and productive manager.

Several methods of instruction are possible. A combination of these methods makes up a full training program. The most common means are the lecture, group discussions, case study, role playing, business games, sensitivity training, business schools, and on-the-job methods.

Content areas may vary from company to company due to the uniqueness of the goals, objectives, policies, structure, strategies, and procedures. Some content areas which should be studied in all organizations are management by objectives, transactional analysis, motivation, managerial grid and situational leadership.

In modern organizations a combination of methods and content areas can be viewed as examples. A few examples are Bethlehem Steel Corporation, AT&T, C&P Telephone, and the Defense General Supply Center.

Management development programs are concerned with the future of management and look at the long run effects. It is the responsibility of the manager and his organization to prepare him for his job and possible promotions. This can be done effectively on-the-job, off-the-job, or a combination of these. One essential ingredient is the support from top level management.

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APPENDIX A

EXAMPLES OF METHODS

A-1

Fred Ford

Case Study Method

and

Group Discussion

The manager would analyze the case alone then meet in a group. Group discussion skills are important in reaching a group consensus.

DEVELOPING NEW MANAGERS

Fred Ford - Briefing Sheet

Fred Ford, who has worked for the Franklin Telephone Company as a serviceman for a year and one-half, has just recently come up with a non-standard method to reduce the amount of time required to install and make operative the new touch tone dial set. In his short time with the Company, he has made a good showing on the job and has also made many friends with the other workers. Before being employed by the Franklin Telephone Company, he worked as a lathe operator for a local machine tool company. Fred quit his previous job after he and two other men had argued violently with their foreman one afternoon at the plant. The argument centered around a disagreement as to the way an operation should be performed. Subsequent studies proved Fred was right. After quitting, Fred had difficulty getting another job. During these months of unemployment, medical bills and other debts piled up.

Now a new problem has arisen for Fred. His wife is due for an operation next month and he has been nervous and irritable. His fellow workers have noticed that he has become quite moody and argues at the drop of a hat. On Friday, Fred's foreman, Mr. Ackley, caught Fred smoking on the job in a restricted area. This is against the formal rules although, unofficially, it is known that some of the workers do smoke from time to time in this area. This is the first time Fred has smoked in this area, and he feels that Mr. Ackley is just making an example out of him to show the others "who is boss." Fred knows the penalty for the "no smoking" violation; a three-day layoff without pay. He can't afford the cut in his wages. Yesterday, he went to the union steward, Phil Loper, with his problem. Loper knows Fred to be a conscientious worker, who as far as he knows, has never violated this rule before. He is willing to make an issue out of the incident, especially since he believes the "no smoking" rule is not fair because smoking in this area does not create a safety hazard.

NOTE: In arriving at a decision on this case, please do <u>NOT</u> consider this situation to be in a grievance state with the union. Consider the case on its merits do not concern yourself with the grievance procedure.

DEVELOPING NEW MANAGERS

Fred Ford - Worksheet

Loper has taken this grievance to you, Fred's foreman, as the first step in the grievance procedure. You must decide what to do with Fred Ford. You may choose one of the eight alternatives here or you may develop your own.

_____ 1. Don't penalize Fred. Rules are made to be broken and after all this is a very minor offense.

_____ 2. Give Fred a second chance by not penalizing him for this first offense. However, advise Fred that if it happens again, you will take some action.

_____ 3. Because of the circumstances (Fred's personal problems), talk with Fred about his work and excuse this violation without penalty. Warn him that any future violation of the rule will result in disciplinary action.

_____ 4. Advise Loper that you will enforce the "No Smoking" rule as it stands. That an entry will be made in Fred's personnel record and he will be given a 3-day layoff.

_____ 5. Since this is the first offense, he should not be penalized. When he understands the purpose of the rule and what is expected of him, he is not likely to violate the rule again in the future.

_____ 6. Discuss the offense with Fred. Advise him that an entry will be made in his personnel record of this offense. The next time he will be given a 3-day layoff.

_____ 7. Call Fred into your office and give him a warning with Loper present. Do not give him a 3-day layoff without pay because of the circumstances involved in this case.

_____ 8. Settle this matter in the quickest way possible. Smoking in this area does create a safety hazard but there is no reason to make a big issue of this violation.

_____ 9.

DEVELOPING NEW MANAGERS

INITIAL SUPERVISORY TRAINING

Questionnaire

Directions: Indicate by a checkmark on the following scales your reaction to the group session just completed.

1. What degree of commitment do you feel for the group decision?

1	2	3	4	5	6	7
No degree of commitment to the decision and will not support it.						Completely committed and will give it my complete support

2. Was the group decision the same as the one you checked originally?

Yes ( ) No ( )

3. How much pressure did you feel to conform with he group thinking?

1	2	3	4	5	6	7
Very little or none			Some but not much			Very much

4. How well did members listen to the ideas of others?

1	2	3	4	5	6	7
Ignored ideas						Listened Attentively

5. How would you classify the climate or atmosphere of the meeting?

1	2	3	4	5	6	7
Defensive						Supportive

DEVELOPING NEW MANAGERS

INITIAL SUPERVISORY TRAINING

Group Critique Exercise

In developing leadership skills, a manager needs to develop both administrative and behavioral skills. Supervisors often face situations where people with different points of view must solve problems together.

The Fred Ford Case presents just such a problem of management. Each member of your management team has his own ideas, feelings, and attitudes toward critical issues involving the group. Often, these views are divergent. Conflict seemingly may be caused by rational, logical disagreement in points of view or ideas, but it occurs because of the interdependence of people. If the people in conflict were not dependent in the sense that the actions of those who hold one position could have consequences for those who are opposed, conflict could not occur. Perhaps this helps to explain why we fear conflict. This also suggests that in today's business and social structure, characterized increasingly by interdependence, conflict is truly inevitable.

The challege confronting any management team is to work through the conflict in such a way that the best position is discovered and supported with greater commitment by all its members.

Your group will have 35 minutes in which to analyze the exercise just completed. There are these activities to be completed in the order listed below:

1. Transcribe the scaling data from the individual questionnaires ( ) to an easel sheet. The sum summary should then be analyzed by the team.

2. Following the analysis, prepare on easel paper a brief outline description of how the group operated while working on the task.

3. Briefly summarize what the team feels that they learned from this exercise. Things you may wish to consider:

   a. How did the group resolve differences?

   b. What helped or hindered the group from arriving at a decision?

   c. How could group be more effective?

A-2

The Frustrated Supervisor*-

Role Playing

*N.R.F. Maier, A.R. Solem, and A.A. Maier. The Role-Play Technique: A Handbook for Managment and Leadership Practice. La Jolla, Calif.: University Associates, Inc., 1975, pp. 36-45.

The Frustrated Supervisor

FOCUSING THE PROBLEM

Conflicts and misunderstandings between people frequently develop because of frustration. Disappointment, pressure of work, irritating behavior of other persons, and frequent or unwanted interruptions are a few factors that may give rise to temporary frustration. Most often, frustration of this sort is characterized by a sudden or marked change in behavior which may be triggered by a seemingly trivial incident. When this occurs, the behavior seems out of proportion to the incident itself and may become the cause of serious misunderstandings. Other persons may be aware only of the incident that triggered the behavior and the frustrated person himself often regards the incident as the cause of his disturbance, sometimes seeing the incident in its worst light in order to justify his behavior.

If a condition is temporary, it can be dealt with most effectively by providing a harmless outlet for the frustration. An attitude of understanding and permissiveness, to facilitate the expression of feelings, is the main consideration in furnishing relief. However, such treatment of temporarily frustrated persons may cause adverse reactions in other persons; the exaggerated nature and unreasonableness of such behavior tends to produce anger and frustration reactions in others. Therefore, practice in dealing with temporary frustration is highly desirable as a way to develop new approaches and skills as well as confidence in their usefulness.

In dealing with a frustrated individual, one must allow him to feel free to express himself. One must not be misled by confusing an incident that sets off frustrated behavior with the basic cause of the frustration. What the individual says and feels are the results of tension and do not reveal his true attitudes or his ability to analyze or think clearly.

The present case concerns a first-line supervisor who has trouble with one of his employees. The employee goes to the division supervisor, bypassing his own boss. The incident creates a situation in which the division supervisor feels called upon to talk to the first-line supervisor since the problem must be solved in order to avoid other incidents. This case gives the person playing the part of the division supervisor a good opportunity to practice his skills in diagnosing a situation, drawing out the feelings of another person, and solving a human relations problem between two other people. The fact that three levels of authority are involved does not make the problem easier.

This case involves a number of policy issues, over which there is likely to be considerable difference of opinion. By using the multiple role-playing procedure, differences in attitudes of the groups can be explored. Multiple role playing also gives everyone an opportunity to practice his skills in dealing with a disturbed person. Since the face-to-face aspects of this case are not difficult, most persons should enjoy a success experience.

MULTIPLE ROLE-PLAYING PROCEDURE

Preparation

1. Each member of the class pairs up with a person next to him; one member of each pair plays Janice Wells, the other plays Bill Jackson.
2. Participants read the role sheets for their characters.
3. The members of the pairs are advised not to discuss their roles with each other, but to imagine their positions and get in the mood of the problem.
4. When the Bill Jacksons are ready to begin role playing, they stand to indicate their readiness to meet with Wells. The instructor gives the signal for Bill Jackson to enter Janice Wells's office.

Process

1. When Bill Jackson approaches Janice Wells, Wells greets Jackson and invites him to sit down.
2. All groups role play simultaneously.
3. Between fifteen and twenty minutes is usually sufficient time for the interview to be completed. The instructor terminates any uncom-

pleted interviews after twenty minutes. A warning of one minute is given.

4. During the role-playing process, the instructor prepares headings for the tabulations he will make on newsprint during the general report from the role players. The reports from the persons playing Janice Wells require three columns with the headings: (a) Jackson's trouble; (b) action to be taken; and (c) assistance offered. The reports from the Bill Jacksons require the form shown in Sample Table 2.

General Report and Analysis

1. The participants who played Janice Wells, in turn, report (a) what they found Bill Jackson's trouble to be; (b) what action, if any, they think Jackson should take; and (c) the kind of help, if any, they think they should give him. These reports are listed in three columns on the board. The instructor tabulates briefly each new item and places a check mark after duplicate suggestions. (When possible, the Wells reporting should indicate whether her opinion agrees with a report given by a previous Wells. This will reduce the number of entries.)
2. When all the Wells players have reported, the instructor briefly summarizes the results.
3. The responses from the Jacksons may be obtained quickly by having the Jacksons indicate, with a show of hands, their reactions to the following questions:
   a. How many feel no better toward Blake since talking to Wells?
   b. How many feel better toward Blake now?
   c. How many want Blake back in their units?
   d. How many intend to apologize to Blake?
   e. How many feel better about their next-door neighbor?
   f. How many will apologize to their neighbor?
   g. How many feel criticized by Wells?

   The instructor enters the appropriate number in line 1 of the table (see Sample Table 2).
4. The Bill Jacksons consider the manner in which Wells dealt with them. She might have scolded or lectured; given advice; listened, but with some advice thrown in; or listened and responded to feelings so effectively that Jackson found himself telling everything. These four classifications are shown on lines 2, 3, 4, and 5 of the sample table. The instructor determines the number of times each type of interview occurred in connection with each of the kinds of feelings listed for Jackson and writes the appropriate number in each of the columns.

5. Whether or not Wells intended to, she may have caused Bill Jackson to think that she was against him, on his side, or neutral. Lines 6, 7, and 8 allow space to record these feelings under the various column headings.
6. Table 2 is discussed and conclusions are formulated on the procedure used by Wells that seemed to attain the most worthwhile objectives.

Discussion Within Pairs

1. Each Bill Jackson tells his Wells what he liked most about the way he was treated in the interview.
2. Next, Bill Jackson tells Wells what he liked least about the treatment he received in the interview and why he reacted as he did.
3. The members of each pair privately discuss the situational factors, e.g., differences in rank, Blake's bypassing Jackson, work pressure, Jackson's expectation of criticism, etc., that lead to possible misunderstandings between Wells and Jackson.

Discussion Issues

1. Is Jackson ready to deal with Joe Blake without embarrassment? Should Wells have covered this problem in the interview? Discuss.
2. A former Wells plays the part of Joe Blake. The Bill Jacksons who believe that Blake is entitled to an apology are given an opportunity to do so. Blake indicates what he likes or dislikes about each apology, without bothering to respond to the apologizer. The group discusses and evaluates several kinds of apologies.
3. How does Jackson feel about his neighbor? Is this important? Discuss.
4. How should higher supervisors deal with employees who bypass their immediate supervisors? Discuss.

Note: Class members and role players will raise many questions. These should be discussed, but the instructor should avoid supplying answers.

Generalization of Case

1. Develop a list of situations that participants have experienced or observed that are basically like the case presented.
2. Discuss differences of opinion. Revise the list as indicated by the discussion.

Role Sheet: Janice Wells, Division Supervisor[10]

You are the supervisor of a division employing seventy-five men and women and six first-line supervisors. You like your job and the supervisors and employees who work for you, and you feel that they cooperate with you in every way.

This morning, you noticed that one of your first-line supervisors, Bill Jackson, was rather late in getting to work. Since Bill is very conscientious and was working on a rush job, you wondered what happened. Bill is thoroughly dependable; when something delays him, he always tries to phone you. For this reason, you were concerned. You were about to call his home when one of Bill's men, a young fellow named Joe Blake, came in. Joe is a good-natured kid, just out of high school, but this morning he was obviously angry and said that he was not going to work for Bill another minute and was going to quit unless you got him another assignment. Evidently Bill had come in, started to work, and then lost his temper completely when young Joe didn't do something right.

Although Bill occasionally has his bad moods, it is unlike him to lose his temper this way. This latest rush job may have put him under too much pressure but, even so, his outburst this morning seems difficult to explain. You think that something must be seriously wrong; if you can get Bill to talk about whatever it is that is bothering him, you may get the situation straightened out. In any case, you are determined not to get into an argument with Bill or to criticize him in any way. Instead, you are going to try to get him to talk about his troubles, listen to what he has to say, and indicate that you understand how he feels about things. If Bill seems more angry than Joe's mistake reasonably justifies, you will suppose that there is something more behind all this and that Bill would feel a lot better if he got it off his chest. However, if Bill is thoroughly angry with Joe, you may suggest that Joe be transferred or fired in order to demonstrate that you have not taken Joe's side in the matter.

You talked with Joe for several minutes; after he told his side of the story, he felt better and was ready to go back to his job. You have just phoned Bill and asked him to drop around when he has a chance. Bill said he'd come right over and is walking toward your office now.

---

[10] Role instructions are reprinted from a case in N. R. F. Maier, *Principles of Human Relations*, New York: John Wiley, 1952, 423–425.

Role Sheet: Bill Jackson, First-Line Supervisor

You have just come to work after a series of the most humiliating and irritating experiences you have ever had. Last night, your next-door neighbor, Sam Jones, had a wild, drunken party at his house and it kept you awake most of the night. Jones is a blustering, disagreeable man who has no consideration for others, so when you called him at about 3:00 a.m. and asked him to be less noisy, he was abusive and insulting. Things quieted down later on, but when you finally got some rest, you overslept.

Since you were in the midst of a rush job at the company, you skipped breakfast to hurry to work and, as you were leaving the house, you noticed that someone had driven a car across one corner of your lawn and had torn out several feet of your new hedge. You were sure that Jones or one of the drunks at his party had done it, so you ran right over to Jones's house, determined to have it out with him. He not only denied everything but practically threw you out and threatened to knock your teeth out if you didn't shut up and behave yourself—and you know that he is big enough to do it.

When you came to work, more than an hour late, your nerves were so ragged that you were actually shaking. Everything conceivable had gone wrong. The last straw was when you discovered that Joe Blake, a young high school recruit, had made a mistake that delayed you several hours on your rush job (or at least it would have if you hadn't caught it in time). Naturally, you chewed him out for his carelessness. Blake said he wouldn't take that kind of abuse from anyone and walked out on you. You noticed that he went in to see your supervisor, Janice Wells. Obviously, he is in there accusing you of being rough on him. Well, you don't like that kind of attitude in a young squirt either, and if he has gone in there squawking, you'll make him wish he'd never been born. You have had all you can stand and the boss had better not get tough with you, because she'll have one hell of a time getting the job done without you. Ms. Wells had that snivelling brat in there talking to her for quite a while before she phoned you to come in. Gabbing when there's work to be done—that's certainly a hell of a way to run things. You are on your way to Ms. Wells' office now and have no intention of wasting time on words.

(Try to get into the spirit of this case and feel some of the emotions that would ordinarily be present.)

A-3

National Training Laboratory-

Sensitivity Training

NTL institute

Developmental Experiences for Individuals, Groups and Organizations

SENIOR MANAGERS' CONFERENCE IN INTERPERSONAL COMPETENCE

An NTL Executive Development Program
Offered in January and July, 1979

OVERVIEW

Management communications and teamwork skills will be explored during this program as a tool toward assessing effective managerial performance. You and other high level executives will have the opportunity to share insights into common problems and analyze the application of behavioral science concepts to your organization.

It is vital to understand human interaction, group, and individual relationships when seeking success and creative alternatives for progress. Top executives, by definition, must stay on the cutting edge of human resource development and utilization. This program is designed to aid you in that process.

GOALS AND OBJECTIVES

The focus of the Senior Managers' Conference is to help participants improve the skills and understandings they require for working more effectively with others.

By the end of the program, you will:

-- Have a better understanding of the impact of your behavior on others.

-- Recognize the effects that behavior of others has on you.

-- Have a better understanding of group process and increased skill in achieving group effectiveness.

-- Have had an opportunity to practice skills in interpersonal competence and will have gained deeper self insight.

-- Have increased your understanding of your own leadership and decision-making styles.

METHODOLOGY

At the core of this residential laboratory is a small group experience (usually 8 - 12 persons), often referred to as a T Group (T for Training), in which participants spend a substantial amount of time together. During this time participants learn to work with one another through experience-based exercises, membership and group interaction; they see the range of different perceptions of any behavioral act and develop skills in interpersonal communication, teamwork and managing conflict.

In addition to the T Group, the laboratory includes opportunities for other small group mixtures, large group ("community") sessions, intergroup exercises, and other

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(over)

experience-based activities. Each T Group is assigned an NTL staff member (trainer) whose function is to assist the group in maximizing its learnings, to facilitate communication, and to help the group members understand and analyze member interaction and group process. The program is somewhat structured, but flexible enough to allow for considerable personal responsibility for defining the learning leeds and activities. The NTL staff is responsible for the design of the laboratory which is planned around the managerial skill needs of today's top administrators. A typical day's schedule calls for about seven hours of work session, spread from morning to evening, but with sufficient time for leisure activities and reflection.

TARGET AUDIENCE

The program is designed for vice-presidents, general managers, and comparable high level administrators who are concerned with the human side of getting the job done. Experience has deminstrated that this type of developmental experience is most beneficial to those persons who are committed first and foremost to their own growth as individuals. NTL strongly advises against involuntary attendance by any person.

SCHEDULE

1979 Dates	Location	Dean or Staff	Tuition	Room & Meals (approx.)
Jan. 21-27	Scottsdale, Arizona	Florence M. Hoylman John C. Glidewell	$750	$350
July 15-21	Snowmass, Colorado	Orian Worden	$750	$350

STAFF

FLORENCE M. HOYLMAN, Ph.D., consultant in human relations, communication, and organization development, is a partner in Organizational Consultants, Inc., of West Lafayette, Indiana. She is a professional member of NTL Institute and accredited by the International Association of Applied Social Scientists (IAASS). She has an extensive private consulting practice and leads management programs dealing with power and influence, leadership and motivation, assertiveness and conflict management.

JOHN C. GLIDEWELL, Ph.D., is Professor of Social and Organizational Psychology at the University of Chicago. The primary focus of his work has been research on relationships between individuals and social organizations, and the development and change in social norms. He consults with industrial, health, educational, and military organizations, and is the author of many articles and six books. He is a professional member of NTL and accredited by IAASS.

ORIAN WORDEN, Ph.D., is a group and organization development consultant with extensive experience in working with business and industry, school systems and universities; with mental health, religious and medical institutions; and with government at the local, national and international levels. He has also worked with the volunteer sector of society in urban crisis and minority community activities. Dr. Worden has taught, lectured, and held administrative positions at Oakland and Wayne State Universities, as well as at the Universities of Michigan, Massachusetts, and Windsor (Ontario). He is a professional member of NTL and accredited by IAASS.

FURTHER INFORMATION on all details of the Senior Managers' Conference may be obtained from Lynn Wrigley, Director of Program Management, NTL Institute (Tel: 703/527-1500).

NTL institute

Developmental Experiences for Individuals, Groups and Organizations

ORGANIZATIONAL AND PERSONAL EFFECTIVENESS FOR EXECUTIVE ASSISTANTS

January 20-25, 1979   Hutchinson Island, Stuart, Florida

OVERVIEW

This workshop is intended for assistants to executives in high policy-making positions in the corporation. It will provide an opportunity for the assistants to share what they have in common, such as: isolation caused by the confidentiality required in their work, and the perceived/real power and influence which they have. It will also help the executive assistant discover ways to be supportive and yet assertive.

On the organizational side, the workshop will address itself to the characteristics of policy-making at the highest level. The program will deal with the ambitions of those in the hierarchy, address issues related to authority, and address the pressures which are inherent in their position of support to the highest level of corporate decision makers.

In general, the workshop will deal with the dynamics which assistants have to deal with in their day-to-day jobs. There will be an opportunity to deal with the specific problems and opportunities of each participant attending this unique workshop.

GOALS AND OBJECTIVES

The goal of the workshop is to increase participants' behavioral awareness about the socio-economic and interpersonal dynamics which are inherent and needed in their position in the organization.

The issues to be addressed in this program include:

- The organizational and interpersonal dynamics of policy making
- The power of authority
- Real power of the executive assistant
- Ambition as a motivator, and the limits thereof
- Dealing with the informal organization
- How to be supportive and yet assertive
- Isolation of the position
- Working in different worlds (home, work, other constituencies)
- Finding and building an appropriate support system.

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(over)

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METHODOLODY

The issues will be developed in small group discussion, with the addition of planned exercises to improve behavioral skills. There will be time devoted to lectures and personal counseling.

TARGET AUDIENCE

The workshop is intended for assistants and administrative aides to senior executives and officers in the highest policy-making positions of corporate and institutional systems.

STAFF

Jan Clee, Ph.D., is Dean and Professor of Organizational Development at the Whittemore School of Business and Economics, University of New Hampshire. He received his doctorate in organizational development (OD) from Case Institute of Technology, Cleveland, Ohio. As a consultant in the area of OD, conflict management, and team building, his clients have included: Westinghouse Learning Corporation, Arthur D. Little, Esso Chemical Europe, Imperial Oil of Canada, Penn Mutual Life Insurance, and Sonesta International Hotels. Dr. Clee has held or holds Corporate Directorships. He is a charter member of the International Association of Applied Social Scientists (IAASS) and is a professional member of NTL Institute.

Kaleel Jamison, a consultant to large business organizations, is also a human relations trainer who has worked extensively in the areas of personal growth, women's identity, and woman-man work relationships. She currently specializes in total system change efforts in Affirmative Action for minorities and women, using methodologies she has developed. She has been accredited by IAASS and the Association for Creative Change. She is a professional member of NTL and is President and co-founder of The Living School.

SCHEDULE AND DETAILS

1979 Dates	Location	Tuition	Room & Meals (approx.)
January 20-25	Indian River Plantation Resort Hutchinson Island, Stuart, FL	$550	$350

For further information, write NTL or call (703) 527-1500:

Program content and methodology--Cornelia Kirchner Eschborn, Program Manager, or Virginia Sprecher, Admissions Director.

Procedures (registration, payments, schedule, location, travel, etc.)--NTL Admissions Department

NTL institute

Developmental Experiences for Individuals, Groups and Organizations

PROFESSIONAL AND PERSONAL SKILLS FOR WOMEN MANAGERS

An NTL Management Development Program
Offered in March, May and October 1979

OVERVIEW

As women move into management positions, they face issues which are unique to them as women. The more they understand the dynamics of women and men in organizations, the more they are able to utilize their expertise and creativity to the fullest extent in their job responsibilities. This program is designed to provide women managers with the professional and personal skills they need to function effectively in their organizations. Emphasis is on utilization of these skills in a way that reflects each woman's personal style, while enhancing her impact as a manager.

GOALS AND OBJECTIVES

Participants will develop skills in areas which influence their managerial effectiveness, such as:

- Decision making
- Managing conflict
- Self presentation and self awareness
- Influencing others
- Linkages with informal organizational information networks

Meeting in support groups throughout the program, participants will learn how to build and maintain ongoing support systems for:

- Sharing of personal and professional concerns with other women
- Managing career and personal life
- Managing stress and health

Concepts, theories and research about women in organizations will be provided, and steps toward reducing negative aspects and enhancing positive aspects will be shared. Some areas to be discussed are:

- Collusion, competition, and collaboration as personal and managerial styles
- Stereotyping and its effects
- Organizational norms for men and women
- Power and influence, both personal and organizational

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METHODOLOGY

The workshop staff will provide theory sessions covering the areas mentioned above and will design and implement skill practice sessions. Ongoing support groups will provide an opportunity for participants to share resources with one another.

TARGET AUDIENCE

This program is designed for women managers at all levels of experience and organizational position. We find that varied backgrounds, together with a diversity of experience and viewpoint, provide a rich microcosm in which each participant can experience and contribute to an exciting and stimulating learning environment. We encourage participation by women managers from business and industry, health, government, education, religion and international organizations.

STAFF

The staff for this program are chosen from among NTL's professional membership of leading behavioral and social scientists. They have extensive experience in teaching, training and consulting with a wide variety of client systems, including business, government, education, health care, and many others. Additionally, staff for NTL's women's programs are selected for their in-depth knowledge of and experience with women in organizations.

SCHEDULE AND DETAILS

1979 Dates	Location	Dean	Tuition	Room & Mea (approx.)
Mar. 12-16	New York City Area	Jean Thomas Griffin	$300	$110
May 14-18	Cincinnati, OH	Kaleel Jamison	$300	$100
Oct. 29-Nov. 2	Washington, DC	Susan Isgar	$300	$150

For further information, write NTL or call (703) 527-1500:

Program content and methodology--

Virginia Sprecher, Admissions Director, or
Shirley Gilliam, Program Coordinator, or
Gail Curran, Program Manager

Procedures (registration, payments, schedule, location, travel, etc.)--

NTL Admissions Department.

NTL institute

Developmental Experiences for Individuals, Groups and Organizations

DEALING WITH PERSONAL AND ORGANIZATIONAL POWER

January 14-19, 1979 St. Augustine, Florida

OVERVIEW

We begin with the assumption that power is neither good nor bad. The ability to influence is a necessary aspect of human groups and organizations. Throughout the five-day experience, participants are invited to see that power--as that term is used in everyday life--is energy that has been gathered, mobilized, harnessed, focused, and released effectively and with a minimum of waste effort.

GOALS AND OBJECTIVES

The program's objective is to enable participants to make better use of the energies at their disposal, that is:

- To identify and tap into sources of energy within themselves and their situations;
- To see how to mobilize and direct the resulting energies;
- To release those energies as needed.

Basic to the program's thrust is the recognition that individuals' beliefs about their personal power, and power relations in the world around them, constitute the "reality of power" with which they cope. A fundamental objective is to encourage participants to see how their conscious states and ego investments in their belief systems govern the way they can use power on behalf of themselves and their organizations most fully, freely, and effectively.

Participants are encouraged to:

- Explore power issues in their own lives;
- Enlarge their ability to be self-empowering;
- Become more comfortable with and open to experiencing power and authority as it is directed towards them;
- Increase their competence and sense of pleasure in working within the power matrices of the organizations of which they are a part.

METHODOLOGY

A four-phase design provides theoretical inputs and experiences which make use both of staff and participant resources:

1) Each participant formulates specific learning goals and shares his or her learning needs and resources.

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2) Presentations, discussions, and exercises on levels of consciousness focus attention on the subjective nature of everyday reality and on energy drains which occur when peoples' egos become involved in their beliefs about what should be happening.

3) An intensive two-day organizational simulation enables participants to check out the effects of personal beliefs about power in the handling of roles and responsibilities. Videotaped critical incidents are used to analyze power dynamics within and between components of the organization.

4) Structured exercises, presentations, and discussions focus on selected applications of the energy models, such as: power relations in families; interpersonal relations; small group, organizational, and other social situations; male-female, race, and social class relations.

TARGET AUDIENCE

- Corporate managers and other organizational executives;
- Internal and external consultants;
- Family therapists and others counseling in interpersonal and group situations;
- Workers in community organizations.

PREREQUISITE

An NTL Human Interaction Laboratory, Management Work Conference, or comparable experience in laboratory learning.

STAFF

Don and Lola Klein have conducted the NTL Power Lab for three years. They bring to it their experiences as co-trainers and educators in a variety of programs having to do with family systems, organizational life, and community change. Their partnership in living approaches thirty-five years and embraces four grown children.

Don has been associated with NTL since 1956, including service as a member of the Board of Directors and on the central office staff. A psychologist, he is a faculty member of The Johns Hopkins University Evening College graduate program in Applied Behavioral Science. He has been consultant and trainer for numerous business and community organizations, and has been a trainer in group development, management skills, community development, conflict utilization, and personal growth. Don has authored books on community dynamics and the psychology of planned new towns, as well as articles on power, organizational dynamics, consultation skills, and mental health.

Lola's graduate training in adult education has been put to use in a variety of organizational settings having to do with family counseling and education, day care, and careers for women. She has been Director of Counseling for the Family Life Center in the new town of Columbia, Maryland, and Volunteer Coordinator for Womanscope, a career counseling center in Columbia.

The Kleins have consulted with and conducted workshops for both urban and rural experimental communities. Their major interest is helping to create conditions wherein individuals are empowered to act, together and separately, on their own behalf.

Dates	Location	Tuition	Room & Meals (approx.)
January 14-19, 1979	St. Augustine, Florida	$550	$250

For further information on program content and methodology, please contact Cornelia Kirchner Eschborn, Program Manager, or Virginia Sprecher, Admissions Director. For information on procedures (registration, payment, schedule, location, travel, etc.) write the NTL Admissions Department or call 703/527-1500.

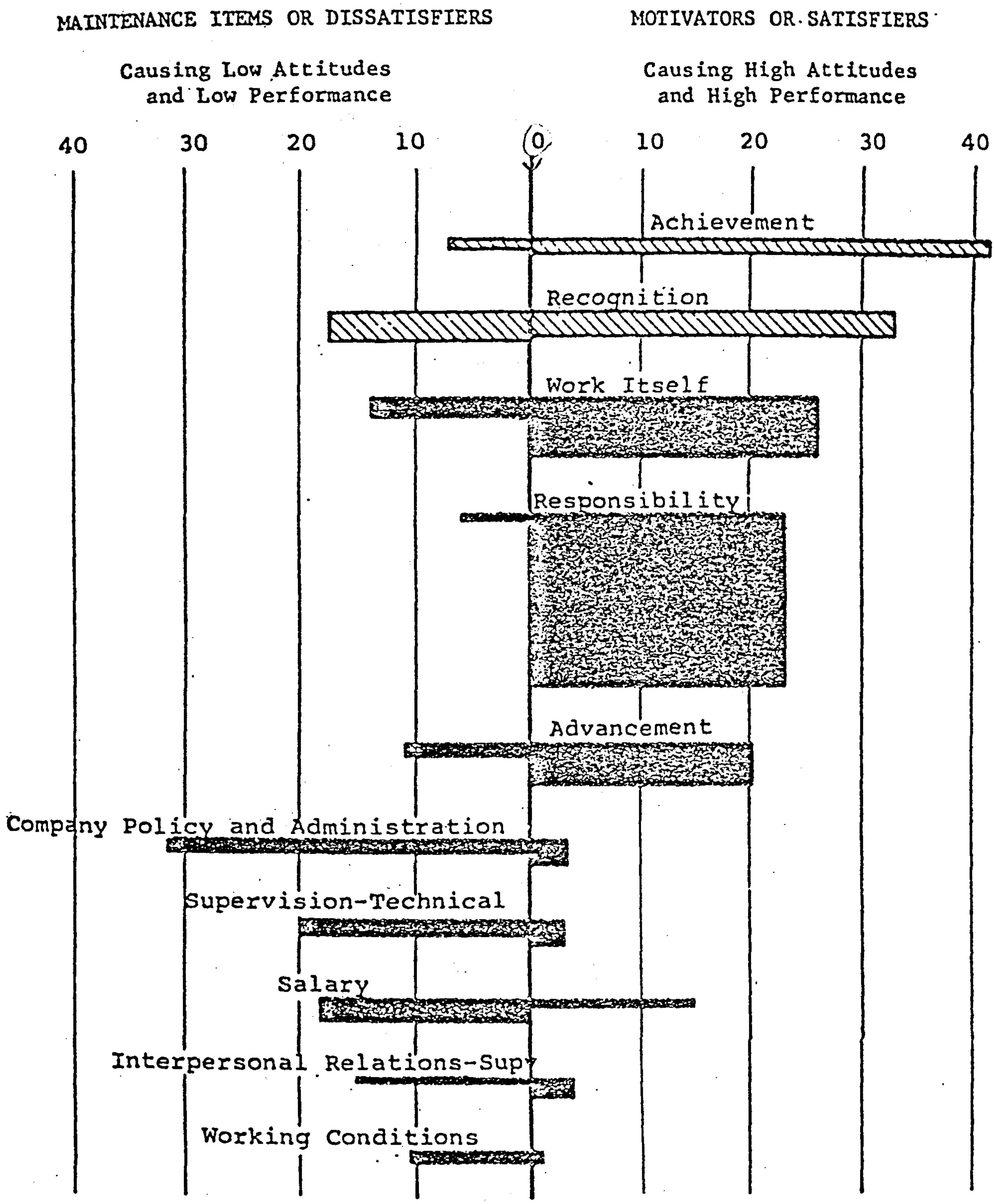
APPENDIX B

CONTENT INFORMATION

B-1

Hygiene vs. Motivators

FACTORS WHICH APPEAR AS



The length of the box represents the number of times each factor was mentioned and the width indicates how long the good or bad job attitude lasted. A short duration was under two weeks and a long may have lasted for years. The factors "Recognition" and "Achievement" are shaded to indicate that the width of their boxes portrays a reversal in the long range ratio. The attitude effects of both of these factors were substantially shorter.

DEFINITIONS OF JOB ATTITUDE FACTORS

m Achievement - Stories involving some specific mention of success were put into this category. These included the following: successful completion of a job, solutions to problems, and seeing the results of one's work. The definition also includes its opposite, failure, or the absence of achievement.

m Recognition - The major factor here was some act of recognition to the person. The source could be almost anyone: supervisor, some other individual in management, a customer, a peer, subordinates, fellow supervisor, or the general public. Some act of notice, praise or blame (Negative recognition or criticism) was involved.

m Work Itself - This category involves the actual doing of the job or the tasks of the job as a source of good or bad feelings about it. Events described were related to the nature of the work and were rewarding in themselves, with or without specific achievement or recognition, i.e., creative or challenging work, varied work, or an opportunity to do a job completely from beginning to end. The man liked the kind of work he was doing; getting a square peg in a square hole.

m Responsibility - Factors covered in this category include events in which the individual reported that he derived satisfaction from being allowed to work without supervision, being responsible for one's own efforts, being given responsibility for the work of others, and being given a new kind of job, with new responsibilities but with no formal advancement. It also includes stories in which there was a loss of satisfaction (negative attitude) toward the job stemming from a lack of responsibility.

m Advancement - Growth - This category was used primarily when there was an actual change in the status or position of the person in the company; the employee was promoted. It also includes those situations where the person felt that he was growing in knowledge and skill. Failure to get an anticipated advancement described most of the situations in which advancement related to low job attitudes.

H Company Policy and Administration - This category describes those events in which some over-all aspect of the company was a factor. There were two kinds of characteristics. One involved the adequacy or inadequacy of company organization and management. For example, there might exist a situation in which a man had lines of communication crossing in such a way that he did not really know for whom he was working, in which he had inadequate authority for satisfactory completion of his task, or in which a company policy was not carried out because of inadequate organization of the work. These reports revolve around company ineffectiveness, produced by inefficiency, waste, duplication of effort, or a struggle for power. The second kind of characteristic involved not inadequacy, but the inherent harmfulness or beneficial effects of company policies. These include personnel and other policies that are viewed as unfair or that in some way have determined effects on the employee or his co-workers.

H Supervision-Technical - This category identifies those events in which the competence or incompetence, fairness or unfairness of the supervisor were the critical characteristics. Statements about the supervisor's willingness or unwillingness to teach would be classified under this category. The principal consideration, however, was how well equipped was the supervisor to answer technical questions about the job.

H Salary - This category includes all events in which compensation plays a role. Surprisingly enough, virtually all of these involve wage or salary increases, or unfulfilled expectations of salary increases. When salary occurs as a factor in low job attitudes, it revolved around the unfairness in the administration of the wage system rather than the absolute levels; a system in which wage increases were given grudgingly, or given too late, or in which the differentials between newly hired employees and those with years of experience on the job were too small.

H Supervision-Interpersonal Relations - This category involves the interactions (human relations) between individuals. Two sub-categories were identified. The first involved interpersonal relationships that arise when people interact in the performance of their jobs. The other involves incidents that might take place within working hours and on the premises of work but independent of the activities of the job. A coffee-break friendship or water-cooler feud would be an example.

H Working Conditions - This category includes stories where the physical conditions of work, the amount of work, or the facilities available for doing the work were mentioned. Adequacy or inadequacy of ventilation, lighting, tools, space and other such environmental characteristics would be included here. Complaints included inconvenience of the location of the plant, the inadequacy of facilities to do the job, and the amount of work required on the job. Interestingly, workers complained of too little work more than of too much work.

B-2

Managerial Grid

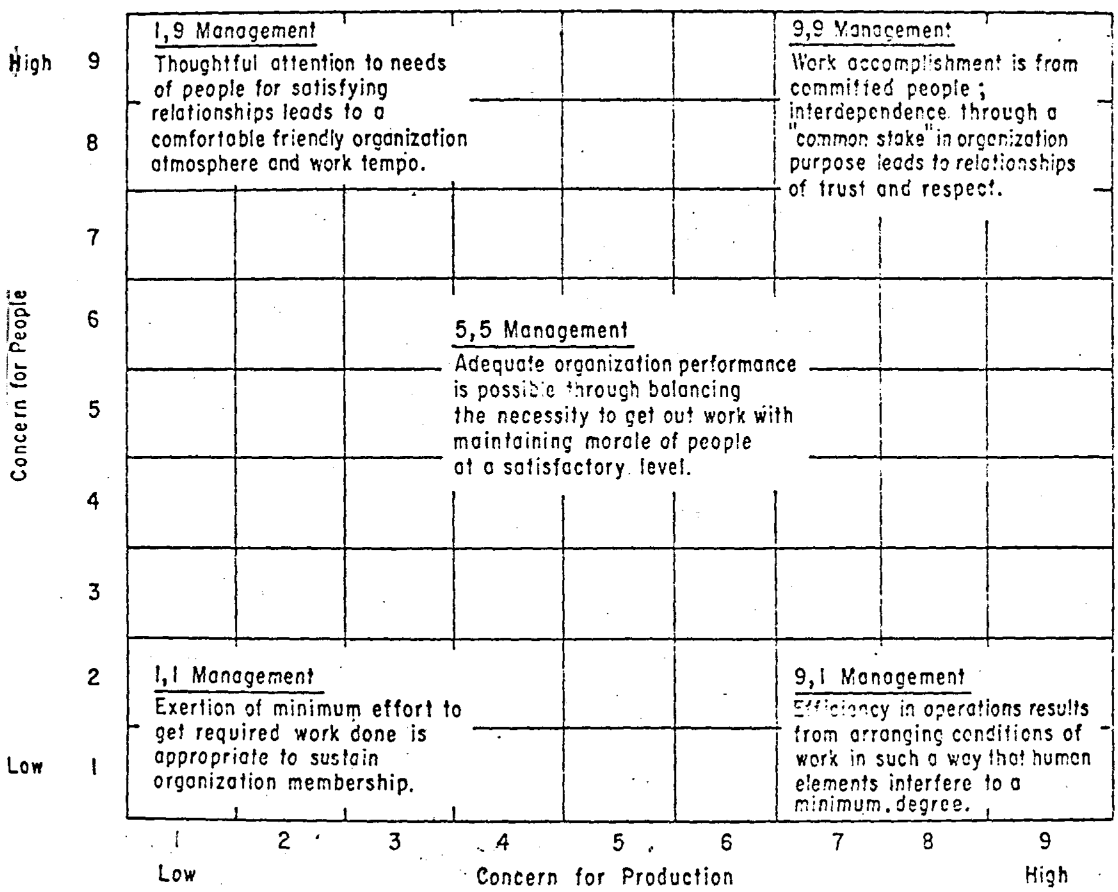
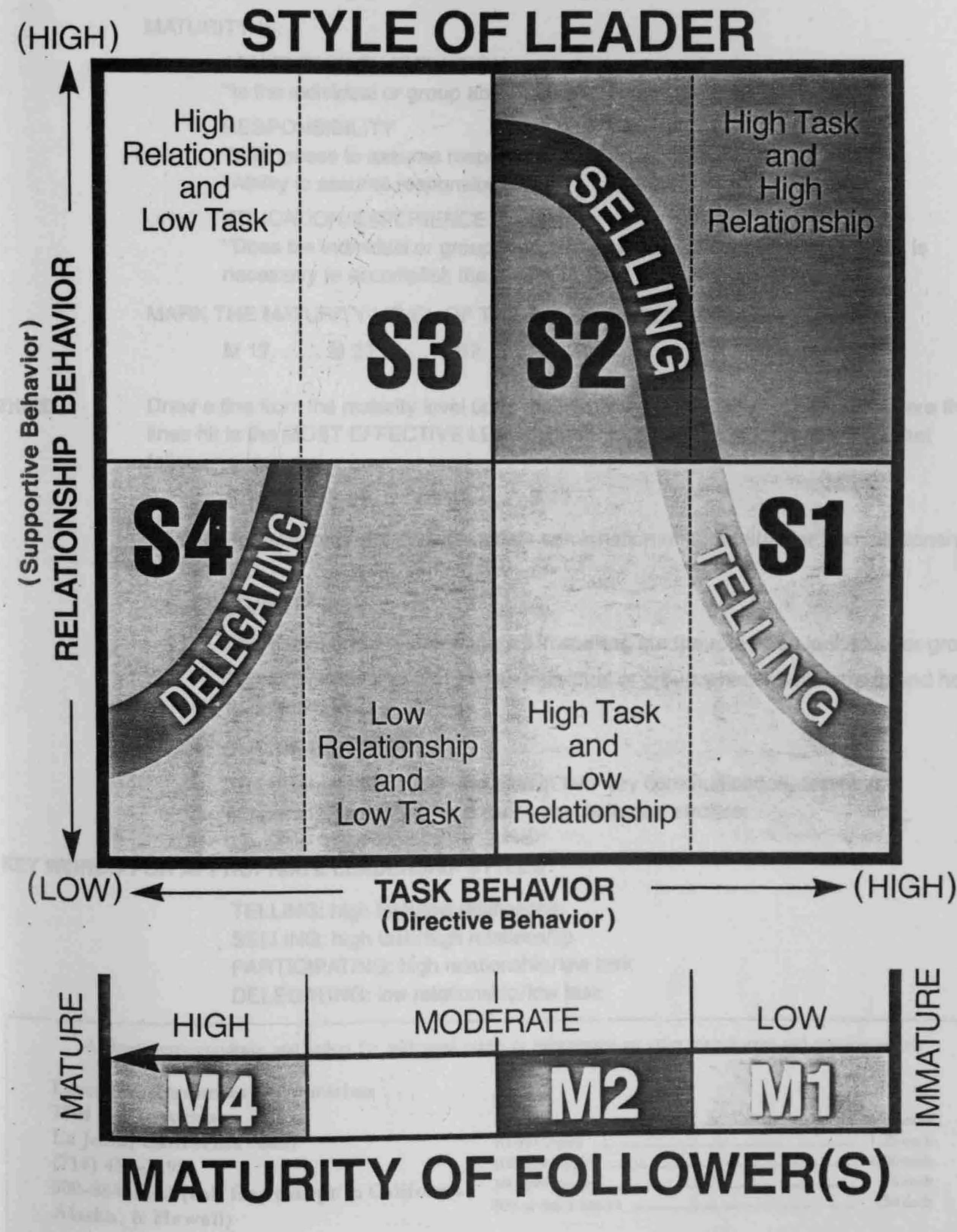


FIGURE 1. The Managerial Grid

B-3

Situational Leadership

SITUATIONAL LEADERSHIP



HOW TO USE THE SITUATIONAL LEADERSHIP MODEL

FIRST Determine what you want to accomplish through your follower(s).

ASK: "What is the task or goal?"

SECOND Determine the maturity level of the follower or group that is relevant to the task.

MATURITY IS:

ACHIEVEMENT MOTIVATION
"Is the individual or group able to set high but realistic goals?"

RESPONSIBILITY
"Willingness to assume responsibility?"
"Ability to assume responsibility?"

EDUCATION/EXPERIENCE
"Does the individual or group have the education and/or experience that is necessary to accomplish the task?"

MARK THE MATURITY LEVEL OF THE FOLLOWER OR GROUP

M 1?. . . . . M 2?. . . . . M 3?. . . . . M 4?. . . . .

THIRD Draw a line from the maturity level up to the leadership style curve. The point where the lines hit is the MOST EFFECTIVE LEADERSHIP STYLE that is appropriate for that follower or group.

S 1?. . . . . S 2?. . . . . S 3?. . . . . S 4?. . . . .

Give the follower or group the appropriate combination of task behavior and relationship behavior.

TASK BEHAVIOR IS:

The extent that a leader engages in spelling out the role of an individual or group.

The extent that a leader tells an individual or group what, when, where, and how to do the task.

RELATIONSHIP BEHAVIOR IS:

The extent that a leader engages in two-way communication, listening, supporting, facilitating, and giving psychological strokes.

KEY WORDS FOR APPROPRIATE LEADERSHIP STYLES

TELLING: high task/low relationship
SELLING: high task/high relationship
PARTICIPATING: high relationship/low task
DELEGATING: low relationship/low task

APPENDIX C

EXISTING PROGRAMS

C-1

Bethlehem Steel Corporation

Learning

BASIC LEADERSHIP SKILLS

Bethlehem Steel Corporation, with its long tradition of promoting from within, has always offered ample opportunities for employees to work up through the ranks to supervisory positions. But for many years these individuals moved into foreman positions with little or no formal pre-supervisory training. As the job of supervision grew more complex, top management became increasingly aware of the need for an organized program of instruction to ease the often-difficult transition from worker to supervisor. To fulfill this need, personnel of the Management Development Division at the Home Office and at Sparrows Point developed the "Basic Leadership Skills" (BLS) course early in 1968, and on October 7 of that year a pilot group of 18 men from the General Mechanical Department at the Point began training.

"BLS" is designed to develop the supervisory capabilities of those persons whom department superintendents have identified as potential foremen: that is, those who will be considered for promotion to exempt-salaried status when a suitable opening becomes available--with the expectation that such a vacancy will occur within two years after the individual has completed the course. The program consists of two main areas of learning--classroom instruction and on-the-job training. After an eight-hour orientation that includes a tour of the plant, the trainee attends a four-hour session one morning a week for 13 weeks, during which time he:

- listens to explanations (see photo below left), views motion pictures and participates in discussions covering subjects related to good supervisory practice

- works with a group of fellow class members to develop solutions to case problems which closely parallel the typical situations that confront a Sparrows Point foreman "in real life" (see photo below right) and

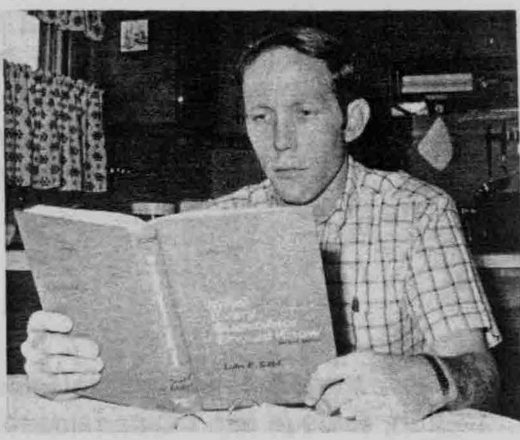
- acts out the part of a supervisor in role-play situations that require human relations skills, as well as a basic knowledge of company and departmental policies. The role-playing technique to resolve issues raised by classmates often provides new insights--for both the "actors" and the "audience"--into the effective handling of supervisory problems that have been suggested by the group itself (photo right).

Among the topics covered in class are:

- o Organization
- o Communication
- o Industrial Relations
- o Safety
- o Leadership
- o Training
- o Planning
- o Problem Solving.

On his own time, the prospective supervisor reads assigned chapters from the course textbook, What Every Supervisor Should Know, and he reviews his notes of previous class discussions (see photo at right).

But the Basic Leadership Skills program consists of more than just studying fundamental supervisory principles in the classroom. The second and perhaps the most important phase of the learning process is on-the-job training. In other words, while on the job the "student" must demonstrate that he can function effectively as a foreman by successfully completing all of the items on two separate check lists of job activities. The first is a general check list which, as the name implies, covers those responsibilities which are a part of every foreman's job throughout the plant. A few of these duties (an entire list is published at the end of this article) include:



Danny Kupfer reads an assigned chapter from the course text before leaving his home for work.

- o conducting a planned safety inspection
- o obtaining company truck service
- o handling initial employee complaints which may result in grievances.

The second category of policies and procedures that each BLS participant must become familiar with is contained in a specific check list of items which pertains only to his department or operation. For example, a Bar Yard Foreman trainee in the Blooming and Slabbing Mills must show that he can:

- o maintain a supply of car blocking material
- o line up the loading of billet cars
- o obtain temporary mobile equipment in case of a shipping crane breakdown.

As the trainee demonstrates his proficiency in each of these general and specific check list areas, the appropriate block on the form is initialed and dated by his general foreman. Instructors from the classroom also monitor his progress by reviewing check lists periodically and recording the student's development.

Harold Robinson discusses a specific item on his check list with George Loewer, General Shipping Foreman in the Plate & Flanging Mill.

Concurrent with the classroom instruction and check list coverage, the trainee may be assigned to work as an hourly temporary foreman under the special guidance of his general foreman. This planned on-the-job experience permits the man to apply the principles and practical skills learned in the course to his work and, thus, to further develop his supervisory ability within his own mill environment.

To date, eight classes totaling 145 men from departments throughout the Sparrows Point plant have completed the course. Of these BLS trainees, 48 have been promoted to exempt salaried positions, 10 have become non-exempt salaried foremen, 81 now work regularly as hourly foremen, and the remaining six will gain similar experience at the earliest opportunity.

In a survey made of the first two classes, the trainees' immediate superiors reported significant improvement in overall supervisory performance in nearly every case where the man had been a fill-in foreman before the course. Most often noted was a favorable change in attitude toward accepting supervisory responsibility, with greater self-confidence a close second.

As a result of their training, the "graduates" of BLS more effectively carry out supervisory assignments. In short, they have built the firm foundation of a good manager by learning BASIC LEADERSHIP SKILLS.

C-2

AT&T

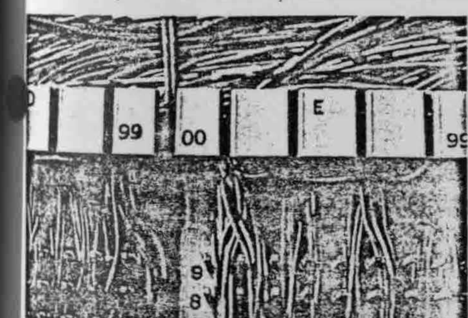
C-2

AT&T

Proving yourself

At AT&T Long Lines, we don't place aspiring managers on hold. If you're ready to put your judgment on the line, then we're ready to give you a chance—right away—to prove your ability. Selection to our Manager Development Program (MDP) carries with it an immediate—and real—management opportunity.

Management development is self-development at Long Lines. From day one, you'll face decisions about people and productivity, innovations and services, costs and resources. Early in your career, you'll manage several corporate functional areas—including some outside your field of experience or training. Our goal is to help you prove yourself as an effective, consistent manager in any situation. The rewards? Successful MDP people reach the higher management levels quickly—often before their counterparts in other industries are entrusted with management assignments at all.



About Long Lines

AT&T Long Lines is the Bell System unit responsible for nationwide and worldwide communications. The prime responsibility of our 35,000 employees is to provide interstate and international long distance services. Long Lines works closely with the 23 Bell System operating companies that provide local and regional service, with Bell Laboratories which provide research and development in communications technology and with Western Electric which supplies a wide range of communications equipment. Our services include network television and radio transmission, satellite relay circuits, and special communications systems for industry, media and government. By all criteria—quality, cost and availability—we provide a standard of telephone service unequaled in the world—a standard our consumers have come to expect as routine.

Maintaining our service capability is an increasingly sophisticated task. In numerical terms alone, we service 145 million telephones, and constantly monitor 390 million miles of circuits, 2,000 switching centers and literally billions of component relays. We complete a daily volume of 30 million calls—to 47 states and 246 foreign nations—as well as to ships on the high seas and aircraft in flight.

Map shows seven operating areas of AT&T Long Lines. The areas are organized for close coordination with associated operating telephone companies in providing interstate and international communication services.

Long Lines and the Bell System

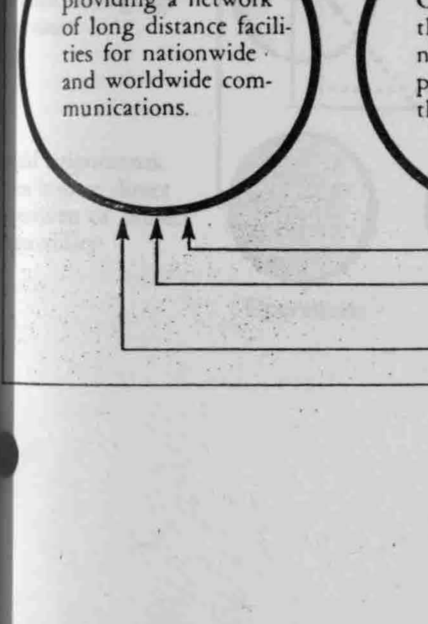
American Telephone & Telegraph Company (AT&T) is the parent company of the Bell System, coordinating large-scale plans and activities and providing support and guidance to Bell System companies in such areas as personnel and finance.

AT&T Long Lines: providing a network of long distance facilities for nationwide and worldwide communications.

Local Telephone Companies: serving the communications needs of customers in particular sections of the country.

Bell Laboratories: performing research and development work, as well as systems engineering for all Bell System components.

Western Electric: providing manufacturing, purchasing, supply and distribution services for the Bell System.



Like other public utilities, Long Lines operates in a regulated industry, but we don't operate in a vacuum. Mindful of our public accountability, we've sustained a record of continual achievement—in technology, customer service and operating efficiency.

Some areas of achievement:

Costs—Costs of a transcontinental phone call have dropped from $20.70 to as low as 56 cents since 1915. Overall, long-distance costs have remained stable since 1960. Our commitment to cost reduction has brought long-distance into the everyday reach of millions of users.

Service—We are constantly adapting our network to a wider spectrum of consumer requirements, and developing the facilities to meet them. Recently introduced services include: Expanded worldwide direct distance dialing; Wide Area Telecommunications Service (WATS); and Dataspeed 40—a new family of versatile, practical data terminals.

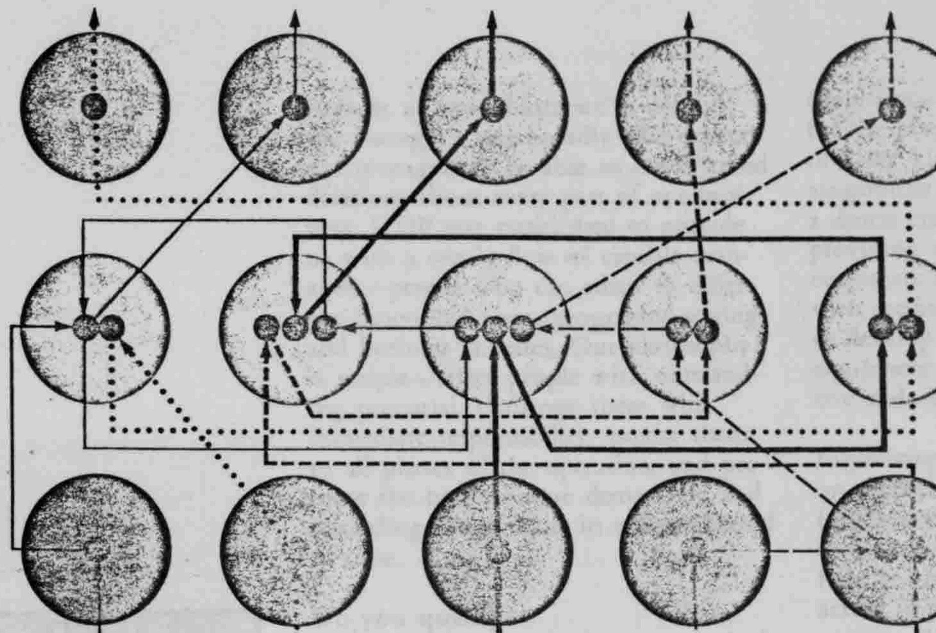
Innovations—Hundreds throughout our history—some exotic, like Picturephone; others historic, like Telstar; most low profile but nonetheless important. Our newest: millimeter waveguide is now being tested. It will be able to carry 230,000—and ultimately nearly 500,000—simultaneous conversations.

The future

For Long Lines it's bright. Forecasts indicate that the nation's domestic long distance calling will more than double in the next decade while international calling will expand even more rapidly.

For the immediate future, we're developing new optical and radiowave communications systems to transmit huge amounts of information economically. On the horizon—we're exploring new applications for telephone technology, from universities without walls to medical diagnosis via long-distance monitors. The telephone, already a vital segment of society's infrastructure, will continue to erase barriers of time and geography. We're gearing up now—with advanced facilities and advanced management—to meet this future head on.

Movement in the MDP program can involve any of five functional areas. The chart illustrates several possible career paths, starting with initial assignments at the bottom and progressing through district level.



Plain speaking

The initial MDP assignment is critical. You'll have to make the decisions that directly affect the success of your operation. Management objectives will have to be met. During this period, we'll both find out if you have the potential to assume higher management responsibility. We think you should know that only about half of the new managers successfully complete this phase of the program. While many people leave MDP on their own volition, we're not afraid to screen out those whose performance hasn't matched their potential.

Although MDP is demanding, we don't force feed new managers into the system and let attrition do the rest. Once you're accepted into the program, we'll marshal our resources to help you succeed. In all positions, we'll provide you with the most modern management tools available, and expect you to use them. More important, you will receive constant feedback and guidance from both your immediate manager and a special MDP supervisor (and we choose MDP supervisors as rigorously as MDP candidates). We know that our success as a company, and your success as a manager are inextricably linked. Our goal is to help you through, not wash you out.

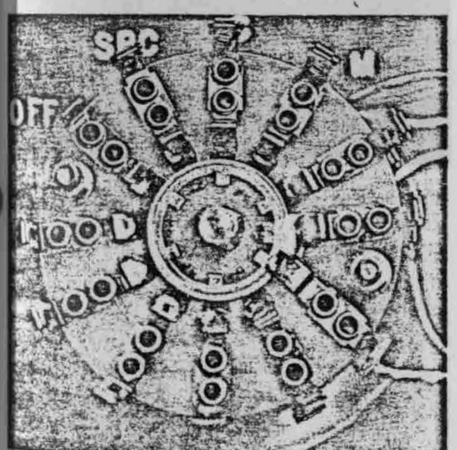
Advancement

We expect managers in this program to progress rapidly. If you successfully complete your first assignment, you'll receive subsequent assignments—probably in other functional areas and possibly in different cities—to give you more responsibility and knowledge of the business. These future positions will be carefully selected to help you reinforce your strengths, remedy your weaknesses, and provide you with the broadest possible base of experience.

Within six to eight years, you should be ready for district management. In our decentralized organization, district level managers are highly visible executives. They are responsible for managing a separate and substantial operation. And for you, it might be only the beginning.

In this brochure you'll find MDP people with many levels of experience—people who became managers the day they joined the company. You can trace their development. You can see what it's like to dive headfirst into management, what your initial job might be, and where you might move after proving yourself in your first assignment.

Why MDP?



Because at Long Lines we've defined the manager's role broadly. We expect our managers to be able to make sound decisions about every part of our business. MDP was established to provide us with a steady flow of capable managers—people who can adapt to different functional areas, geographic settings and business climates. Our philosophy is simple—select people with outstanding potential, challenge them with immediate responsibility, expose them to all phases of the operation, and promote the best to more demanding and rewarding assignments in a short period of time.

Do you qualify?
It's meant to be difficult. Our standards are high, but fifteen years of MDP experience have proven their worth as indicators of management potential. We'll consider any degree, technical or non-technical, but from all candidates we require:

- High academic achievement—preferably in the top quarter of class.
- Demonstrated leadership—in extracurricular activity, military service or previous work experience.
- A serious commitment to management as a vocation.
- A willingness to accept new assignments in different geographic locations.

Getting started
Upon admission to the program, you'll be placed immediately in a responsible position, with people to supervise, a project to run or both. Performance objectives, designed to measure your job effectiveness, will be established at this time. At all times, you will know what is expected of you.

Your initial management assignment will depend on your background and on our needs. You will begin your career with us in one of the following areas, and your subsequent development will probably take you to several of them.

Operations—Here, you'd be responsible for the installation and daily operation of Long Lines equipment. An initial assignment might be supervising up to a dozen craft employees responsible for providing uninterrupted service to the customers in your region. You'd work with specialists throughout the company to develop your budget, determine equipment needs and facilitate preventive and regenerative maintenance.

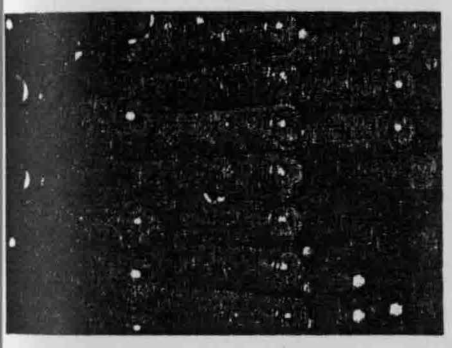
Engineering—Your work could center on preparing or analyzing engineering forecasts to evaluate long-range equipment needs. But more important, you'd have to translate these needs into the actual implementation of engineering projects. You might coordinate engineering associates, for example, to determine an area's plant needs in five years.

Marketing/Sales—A growing segment of the business. Your responsibilities would include both the administration of existing systems and the assessment of new communications needs for present and potential customers. After developing proposals based on these needs, you'd have to coordinate the design and construction of the systems themselves. You might also move directly into product management, marketing long-distance services in much the same manner as you would other goods or services—to commercial or residential users.

Accounting—Here, you could be responsible for the utilization of complex computer equipment designed to service many Long Lines departments. Your assignment might include the direction of a group of people responsible for private line pricing, payroll, and costs.

Administration—Management responsibilities here may range from devising new budgeting procedures to supervising recruiting efforts for skilled personnel. You might act as a project supervisor for five to ten people who would give administrative support to any part of the company.

Some frequently asked questions and our answers



Q: Are these real or "invented" jobs? And do I have anything to say about my career track?

A: We're an extremely diverse company—our people and our positions are in constant flux. With new positions being created every day and old ones being altered to meet new needs, we can provide you with a series of positions that will maximize your development.

We won't waste your time or ours testing you in make-work positions. Chances are the job you step into will have existed before you came and will exist after you depart. However, we do add or redefine certain job responsibilities to complement individual talents.

MDP managers have a definite input into their job assignments. Future assignments are determined through mutual assessment of your career needs and goals with your MDP supervisor.

Q: Won't I need a technical background to understand the equipment?

A: Not having a technical background does increase a new manager's effort. But most MDP positions are designed so that the manager organizes and coordinates a team's efforts without taking an active role. And Long Lines supplies all managers with the necessary background to handle the work through company-sponsored seminars.

Q: The telephone company seems like a huge organization. Don't you lose sight of where you're going?

A: The telephone company *is* a huge organization. The entire Bell System employs nearly one million people—about one per cent of the nation's work force.

However, Long Lines has only 35,000 employees—a modest number considering our scope. While your visibility throughout the organization may not be great, you'll be highly visible to your group and to your manager. Your visibility will be heightened through periodic interviews between you and your MDP supervisor.

Q: Is the company really concerned about environmental and social issues?

A: Yes. We're actively involved in helping the communities we serve. We're fortunate to be in a non-polluting industry, and the Bell System's annual energy use amounts to less than that consumed by the country in one half day. In addition, we have a nationwide recycling plan, our energy use is declining, and we're taking great pains everywhere not to mar the environment.

We're committed to a range of community action programs—and we encourage our people to get involved—through internal programs, alliances with charitable organizations, and individual efforts.

C-3

C & P Telephone Company

MANAGEMENT DEVELOPMENT TRAINING COURSES

Management Development District
1600 Robin Hood Road, Richmond, Virginia 23220

Following are the courses to be offered by the Management Development district during the first half of 1979. (Other specific training may be conducted for requesting work groups. Ordinarily such requests are coordinated by the appropriate departmental/area representatives.)

I. The courses listed below have been designed to respond to specific potential dimensions in the C.&P. Management Appraisal Plan, Part II. Supervisors are reminded to refer to the employee's Career Development Guide or Potential Appraisal Record (Form MA-II) in identifying participants for these courses.

A. Leadership Skills Workshop (LSW)

Description: A workshop to enable conferees to: (1) increase their awareness and understanding of the leadership dimension and various leadership approaches, (2) gain insight into their own preferences and behaviors as leaders, (3) learn more about the relationships between the leader, the subordinates, and work situations, (4) learn about the expected consequences of alternative leader actions, and (5) develop a back on-the-job plan for improving leadership skills.

Potential Dimensions Addressed: Leadership, flexibility.

Length of Course: 3 days (effective January, 1979)

Designed For: 2nd and 1st level management people in supervisory assignments.

Evening Work Required: Yes.

Pre-requisite Considerations: Participant must have reporting people. Ideally, the participant will be in an assignment that requires a significant part of his/her work time to be devoted to supervisory functions.

B. Business Writing Skills (BWS)

Description: A course to assist conferees in learning and applying concepts and techniques that lead to clear, organized, reader-centered writing. The techniques covered are applicable in the preparation of letters, memoranda, and written reports. (NOTE: This is not a remedial course. Participants are presumed to have a basic knowledge of grammar and composition.)

Potential Dimension Addressed: Written Communication.

Length of Course: 2 days.

Designed for: 2nd and 1st level management people.

Pre-course Work: No.

Evening Work Required: Yes.

Pre-requisite Considerations: Participant is in an assignment requiring written communications skills and can benefit by further skill improvement.

C. Oral Communications Skills Workshop (OCSW)

Description: A workshop to enable participants to: (1) learn criteria for a good oral presentation to a small group, (2) identify some personal developmental needs in oral communications, (3) gain practice in preparing and delivering an oral presentation, and (4) develop plans for future improvement of oral skills.

Potential Dimension Addressed: Oral Communication.

Length of Course: 3 days.

Designed For: 2nd and 1st level management people.

Pre-course Work: Yes

Evening Work Required: Yes

Pre-requisite Considerations: Participant can benefit and improve job performance by further developing this skill.

II. These courses have been developed in response to expressed company training needs. Supervisors are reminded to use the employee's Career Development Guide in identifying participants for these courses.

A. Improving Personal Communications Skills (IPCS)

Description: A workshop to enable participants to understand their own interpersonal communications patterns, to learn to recognize barriers and human difficulties in face-to-face communications, and to improve personal skills in communicating clearly and accurately with other people.

Length of Course: 2 days.

Designed For: 2nd and 1st level management people.

Pre-course Work: No.

Evening Work Required: Yes.

Pre-requisite Considerations: Participant can benefit and improve job performance by further developing these skills. This course could be redundant for those who have had prior training in Transactional Analysis.

B. <u>Assertive Communications Skills</u> (ACS).

<u>Description</u>: A workshop to help participants learn to become more authentic, open, and clear in their communications with others. Through small group discussions, participants learn to differentiate between unassertive, assertive, and hostile aggressive behavior. Emphasis is placed on ways to facilitate genuine communications while avoiding responses which tend to diminish self worth. (NOTE: This course is offered in support of Affirmative Action Programs.)

<u>Length of Course</u>: 2 days.

<u>Designed For</u>: All levels, but particularly for women managers. (Majority of participants in class will be women.)

<u>Pre-course Work</u>: No.

<u>Evening Work Required</u>: Yes (minimal).

<u>Pre-requisite Considerations</u>: Women who are new in supervisory positions. Also, any employee who could benefit from gaining more insight into concepts of assertive communications.

C. <u>Supervisory Relationships Training</u> (SRT)

<u>Description</u>: A workshop to help first level supervisors learn to conduct effective problem-solving discussions with direct reporting people regarding such matters as: absenteeism, tardiness, work quantity and quality, and discrimination complaints.

<u>Length of Course</u>: Five 1/2 day sessions (conducted over a 5 week period.)

<u>Designed For</u>: 1st level supervisors with four or more reporting people.

<u>Pre-course Work</u>: No.

<u>Outside Work Required</u>: Between 1/2 day class sessions participants have back on-the-job assignments.

D. <u>Supervisory Relationships Training</u> - Plant (SRT-P)

<u>Description</u>: A workshop specifically for Plant foreman with reporting women employees in non-traditional jobs. These sessions employ the same format as the regular SRT course. Emphasis is placed on such issues as: assigning work, building job skills, improving safety, and providing performance feedback.

<u>Length of Course</u>: Four 1/2-day sessions.

<u>Designed For</u>: 1st level Plant foreman supervising women in non-traditional jobs.

Pre-course Work: No.

Outside Work Required: Between 1/2-day class sessions participants have back on-the-job assignments.

E. Management Appraisal Plan Training (MAPT)

Description: A training course covering the understanding and use of the C.&P. Management Appraisal Plan. This course stresses the clarification of definitions and concepts in the Plan and provides practical experience to participants in classifying behavior, rating behavior and giving evaluation feedback.

Length of Course: 1 1/2 days.

Designed For: Supervisors of management employees (those who prepare written appraisals: Forms MA-I and MA-II).

Pre-course Work: Yes.

Evening Work Required: Yes.

Pre-requisite Considerations: None specified.

III. The following courses, purchased from Xerox Learning Systems, will Not be scheduled offerings of the Management Development district. However, a Management Development trainer will work with coordinators to train and qualify local people to administer one or both of these courses. Administrative materials will be available on loan from the Management Development district.

A. Effective Reading (ER)

Description: A workshop to enable conferees to achieve a higher reading speed while maintaining or improving their current rate of comprehension. The techniques taught will help conferees to analyze their present reading habits, correct faults they have found, and make their reading more efficient and perhaps more enjoyable.

Length of Course: Four 3-hour sessions (other adaptations are possible.)

Designed For: All levels.

Pre-course Work: No.

Evening Work Required: Yes (minimal).

Pre-requisite Considerations: None specified.

B. Strategies for Effective Listening (SEL)

Description: A workshop to enable conferees to recognize the importance of listening to on-the-job performance, to recognize the benefits of effective listening to describe the consequence of ineffective listening, to recognize common barriers to listening, to summarize critical content of spoken remarks immediately after hearing them, and to interact with a speaker to assure that the desired communication takes place.

Length of Course: Two 3 hour sessions.

Designed For: All levels.

Pre-course Work: No.

Evening Work Required: No.

Pre-requisite Considerations: None specified.

IV. The following courses, offered as part of the Developing New Managers Program, are scheduled and coordinated by the Management Development district through direct contact with field organizations:

A. Boss Training (BT)

Description: This course introduces conferees to current philosophies and concepts regarding managerial activities and techniques for fostering the development of new appointees to management. It prepares the boss to become an integral part of his/her new manager's training. Topics covered include: managerial styles, self awareness, motivation concepts, and goal setting.

Length of Course: 3 days.

Designed For: Immediate supervisors of new management appointees.

Pre-course Work: Yes.

Evening Work Required: Yes.

Pre-requisite Considerations: None specified.

B. Orientation to Management (OTM)

Description: This course famliarizes new managers with company policies and the operations of key State Headquarters staff groups. In addition, skill training is provided relative to self awareness, goal setting/planning, communications, and time management.

Length of Course: 4 1/2 days.

Designed For: All first level management appointees (Salary Group 11 through 15).

Pre-course Work: No.

Evening Work Required: Yes.

Pre-requisite Considerations: Normally a minimum of three months in management. Immediate supervisor must have completed Boss Training(BT)

C. Initial Supervisory Training (IST)

Description: This course involves participants in a wide range of topics and skill areas of importance to the new managers in a supervisory position. The sessions cover concepts of management, the role of supervision, problem-solving, motivation, and labor relations issues.

Length of Course: 4 1/2 days.

Designed For: All first level management appointees with reporting people.

Pre-course Work: Yes (extensive).

Evening Work Required: Yes.

Pre-requisite Considerations: Participant will have attended DNM/Orientation to Management.

Questions regarding these courses may be directed to the Management Development Center, 804-772-3756, or to one of the following members of the staff:

Zelda Burke	804-772-2738
Ray Gross	804-772-3748
Lin Hall	804-772-3284
Charlie Morton	804-772-3161
Jack Moss	804-772-3514
Ed Henderson	804-772-2707

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C-4

Defense General Supply Center

INTRODUCTION

The modern supervisors/managers/executives are responsible for the achievement of production through the efforts of subordinates. In order to accomplish the production they must see that the workers produce. Supervisors/managers/executives can no longer force subordinates to produce, they must instead motivate and stimulate people to produce by ingenuity and qualities of leadership. A supervisor's/manager's/executive's production, therefore, is a function of leadership.

Leadership is the activity of influencing people to cooperate toward a common goal. It is a process which attains the needs and purposes of the organization it serves, and at the same time allows for creativity and satisfies the fundamental human needs of the people of that organization. The qualities and skills of leadership can be learned. While it is probably true that some individuals have more innate leadership qualities than others, it is also true that normal individuals who have insight into their own motives and who are able to evaluate their own behavior can learn to improve and apply the skills of leadership.

It is for the improvement of these skills of leadership, i.e., communicating, motivating, personal problem solving, human relations, etc., that this guide has been developed. We also hope that participation in the DGSC formal classroom courses will help provide the skills and knowledge required in the performance of the supervisory/management job.

DGSC SUPERVISORY/MANAGEMENT/EXECUTIVE TRAINING PROGRAM

I. GENERAL

A. Purpose: To improve the management expertise of the current supervisors and provide a program to develop potential supervisors up to five years in advance of the actual need. The size of this pre-supervisor pool will be determined at the Directorate level and be sufficient to meet the needs of each Directorate based on the number of supervisory positions, anticipated turnover and problems peculiar to the Directorate. Pre-supervisor candidates for the program will be accepted on a voluntary basis from non-supervisors who are within one promotion of the supervisory ranks within their career field.

B. Definitions:

1. Supervisor - A person directly in charge of a group of employees doing productive work, and whose major concern is in meeting production standards set by higher management. In general, he is a technician who determines how work will be done as well as what work will be done. The supervisor occupies the first rung on the management ladder.

2. Manager - A supervisor of supervisors. As used in this program the term applies to the mid level manager at the Branch Chief level, if they supervise subordinate supervisors and all Division Chiefs.

C. The Need for Supervisory/Management/Executive Training:

1. Today more than ever before the importance of the supervisor's position is recognized. It is under the supervisor's direction that much of the productive work of an organization is conducted. Competence as a supervisor will go far toward determining the attainment of production standards. The supervisor's role is constantly expanding. Automation, higher educational standards among subordinates, and the like have placed an increased burden upon the supervisor's shoulders. Planned formal programs are one way in which the supervisor will be enabled to better meet the daily challenges. Furthermore, by utilizing formal programs a supervisor can be helped toward achievement of higher positions in the management structure.

2. The manager in most instances has progressed through the supervisory ranks to his current position. Many of the techniques learned during this progression are obsolete in today's

management environment. The managers of today must orient their views to motivation of the work force toward the accomplishment of the mission. The use of formal training programs are one way to bring the manager up to date with current management techniques and the requirements of today's work force.

3. Today's executives must also update their management expertise in order to assure an effective leadership. They must know and understand the needs and requirements of subordinates and the interaction between organizations. Periodic update through a formal training program provides the executive with the understanding of today's management techniques and permits the interchange of ideas with other executives.

D. Roles of the Supervisor: At one time the supervisor needed only to be able to maintain production standards among workers. If subordinates produced sufficiently supervisors were considered successful. They did not have to worry about technological changes, employee development programs, and increased employee benefits. Today's working conditions are vastly altered from those of the past. The role of straw boss is no longer adequate. Today's supervisor is a person of varied responsibilities.

1. The Supervisor as a Part of Management. The supervisor is a part of the management team. As such his/her status is greatly changed from that of the worker. It is the supervisor who represents management before the worker, and vice versa. He/she must resolve the conflicting attitudes of management and the worker so that organizational goals can be attained, and serve as the eyes and ears of management, giving sufficient information to determine if production schedules will be met. Finally, the supervisor is moving more and more into areas once reserved for higher management. There is increasing concern with work planning, budgeting matters, interviews with job applicants, and similar functions.

2. The Supervisor as a Technician. In the past, the supervisor was often able to obtain the respect of subordinates by being a skilled worker in his field. This remains true today. A supervisor who cannot meet the technical standards of subordinates will have a difficult task in securing their full respect. With space age technology, the role of the supervisor as a technician is more difficult than ever before. Technological changes, such as automatic data processing, are constantly changing the work environment. The supervisor must not only know the job but must keep up to date with all technological changes that affect this field. This has caused the supervisor's role as a technician to constantly expand in both volume and complexity.

3. <u>The Supervisor as a Leader</u>. Supervision is basically a leadership role which has as its objective the effective influencing of other employees. Current writings state that supervisors must be part psychologist and part sociologist. This is true in that they must motivate individual workers and groups of workers to achieve organizational goals. If the supervisor can create a happy working situation in which each employee takes pride in work well done, it is obvious that there will be a greater likelihood of attaining production goals. Thus, one aspect of the supervisor's role as leader is to create such a setting. In achieving harmony among the workers, the supervisor must be a disciplinarian when the situation merits and serve as counsel when employee disputes or grievances arise. Only by proper handling of these functions can the supervisor successfully fulfill the role of a leader.

4. <u>The Supervisor as a Personnel Manager</u>. An increased awareness of the importance of keeping workers satisfied has caused the development of many plans and programs. Many of these, such as incentive awards, sick leave and annual leave, fall within the normal scope of duties as a personnel manager. The supervisor is charged with the responsibility for the implementation of personnel policies. Furthermore, the supervisor will be called upon to perform other personnel management functions such as breaking in the new employee, interviewing job applicants, or hearing employee grievances. From these few examples, it can be seen that the supervisor, as a personnel manager, has a major role in the creation and maintenance of good working conditions.

5. <u>The Supervisor as an Instructor</u>. A major function of the supervisor is to train subordinates in the performance of their jobs. This extends from training the new employee to instructing the skilled hand in the use of new techniques. Even here the training effort cannot end. When a subordinate shows outstanding ability, it is the supervisor's responsibility to prepare this person for advancement, perhaps to a future supervisory position. The need for supervisory personnel is always growing and every effort must be made to develop subordinates when supervisory and managerial potential is shown.

6. <u>The Supervisor as a "Supervisor"</u>. With all these roles, the supervisor still must watch over the daily work of subordinates. The supervisor must be sure that they are performing up to established standards. Discovering the golden means between "too much" supervision and "too little" is a major task of the supervisor. Besides watching over the

production of subordinates, there are many other aspects of the supervision role, such as checking for area cleanliness and safety of operation. Generally, the "supervisor" role will take more time than any other single aspect of the supervisor's position.

E. Selection and Training of Pre-Supervisory Candidates:

1. Selection of candidates for the Pre-supervisory Training Program will be made by the DGSC Executive Manpower Resources Committee (EMRC), utilizing a resume of experience and skills, a training record and the recommendation of the candidate's Director. The EMRC will provide broad program guidance and direction as necessary.

2. Training will be provided to those pre-supervisory candidates on such subjects as Introduction to Supervision, Leadership, Supervisory Communications, etc. Each program will stress self-development, when appropriate, college level study and training on duty time. Candidates will be expected to progress through the training at a prescribed rate in order to remain in the program. Total program duration and individual progress will be measured in classroom hours so as to provide both management and the individual a point of reference to measure individual progress against.

F. Training for Supervisors/Managers/Executives: All supervisors, managers and executives will be required to complete the appropriate course of instruction as outlined in Appendices A, B, and C. Supervisors as they progress, will be enrolled in higher level, more difficult, more theoretical management training courses. Each program will stress college level study and training on duty time. All participants are expected to progress through the training at a prescribed rate and individual progress will be measured in classroom hours so as to provide both management and the individual a point reference as to progress.

G. Director's Responsibilities:

1. Each director shall compute the size of supervisory pool required for that Directorate by grade using as a basis the number of supervisory positions, anticipated turnover and retirement eligibles. This number shall constitute the minimum number of trained replacements it would be desirable to have available at any point in time to fill supervisory vacancies.

2. Within each Directorate candidates for the pre-supervisory training program shall be screened prior to referral to the EMRC using the following criteria:

a. All pre-supervisory candidates shall be volunteer applicants. All eleigible employees shall be encouraged to apply.

b. Eligibility is determined on the basis of satisfactory performance. The director will provide recommendations for all referred candidates.

c. All applicants must be competent within basic remedial educational level for the supervisory position to which they aspire.

d. All applicants must be within one promotion of the first supervisory grade unless the director has identified specific positions for recruiting at a lower grade with subsequent advancement.

e. Candidates not referred to the EMRC will be counseled on the reasons for non-selection.

f. All applicants must remain within their functional specialty or one in which they are fully qualified under CSC Standard X-118.

g. Directors shall be cognizant of their EEO commitment during the screening process.

3. Directors will schedule all supervisors, managers and executives for the prescribed training. Scheduled training will be completed within three years.

H. Program Progress: Program progress will be a matter for the Commander's review and analysis program.

I. Applications: Individuals interested in participating in the Supervisor Development Program should submit an IOM to their Director stating their desires and briefly explaining why they wish to be in this program. The application should be accompanied by a resume in the format prescribed in Appendix A and a completed Record of Employee Training and Development, DGSC Form 2436. Application for the program may be made at any time.

J. College Credit: Selected courses in this program have been evaluated by Richard Bland College and Virginia State College and students will receive appropriate college credits

FORMAT FOR RESUME

NAME: DATE:

Title, Series and Grade:

Organization:

Immediate Supervisor:

Elementary/High School Attended:

Name	Indicate highest grade completed;

College or University:

Name	Location	Major Field of Study	Date	Degree

Honors, Awards and Fellowships Received (Include last 10 year performance appraisals)

Date	Type Rating	Date	Form 46				Other awards
			Out	Sup	Sat	Need Imp	

Employment History:

Employer	Job Title	Series/Grade or Equivalent	Dates From	To

Special Qualifications and Skills (Skills with machine; patents or inventions; public speaking and publications experience; membership in professional or scientific societies, etc.)

Kind of License or Certificate (For example - pilot, registered nurse, lawyer radio operator, CPA, etc.)

APPENDIX A

under the cooperative training agreement with those two institutions. Credits earned in this program may be applied to the requirements for a two year associate degree or the four year baccalaureate degree at the appropriate institution upon application to those programs by the employee.

II. TRAINING OBJECTIVES

Recognizing the differences in grade, responsibility and level of management intensity, the training program has been tailored to meet the specific needs of each supervisory level. The needs and individual training objectives of each level are described as follows:

A. First Line and Pre-Supervisor Level

NEEDS

Human Relations
- Leadership Styles
- Interpersonal Relations
- How People Learn
- Motivation (Self and Others)

Directive Structures
- Performance Standards
- Performance Appraisal
- Labor Management Relations
- Contract
- Merit Promotion
- Position
- Classification
- Discipline

Skills or Methodology
- Interviewing Technique
- Communication
- System
- Listening
- Written
- General Semantics
- Reading Improvement (Comprehension and Speed)

Training
- Coaching
- Determining Needs

System Use

Management Perspective

Organization of Work

OBJECTIVES

Be able to set performance standards
Be able to effectively appraise performance
Understand labor management relations

Be able to deal with employees/Union within the contract
Understand the merit promotion system
Be able to write adequate job descriptions and understand classification standards
Be able to organize work
Understand position management
Maintain supervisory records
Be able to maintain discipline in the unit
Understand the grievance and appeals system
Be able to interview prospective employees
Understand the communication system
Be able to listen
Be able to write understandable correspondence
To understand the complexity of communications (General semantics)
To be able to read communications quickly
To be able to comprehend written communications
To be able to train employees
To be able to apply coaching
To be able to determine training needs
Understand system use (i.e. systems with which he deals and those which interface with his system)
Understand top management perspective

B. Section Chief Level

NEEDS

Labor relations-contract
Functional skill (currency) continuation training
Behavioral aspects (Productivity enhancement)
Plant resources (Productivity enhancement)
Communication Skills
Management principles for supervisors
Growth experience training
Leadership/people-motivation
Military-civilian relationships
Planning techniques
Safety
Decision making techniques
Counseling techniques
Performance appraisal
Inter-functional relationships
Use of management information systems
Financial management and budgeting
Man-hour accounting
Equal employment opportunity
Civilian Personnel policies/regulations
Quality assurance (Understand process as a system)

OBJECTIVES

Develop working knowledge of labor relations and complete understanding of union contract.
Reestablish competency in functional skill
Expand knowledge in area of behavioral techniques
Improve ability to allocate resources
Improve proficiency in communications skills - (Oral-Written)
Expand knowledge of management principles
Provide an opportunity for work experience to permit growth (Rotation-Cross train)
Improve capability for leadership and motivating people
Expand understanding of military-civilian relationships (Personnel)
Improve planning skills
Expand working knowledge of safety practices
Expand knowledge of decision-making techniques
Expand knowledge of counseling techniques
Also objectives to meet following needs:
- Performance appraisal
- Inter-functional relationships
- Use of management information systems
- Financial management and budgeting
- Man-hour accounting
- Equal employment opportunity
- Civilian personnel policies/regulation
- Quality assurance (understand process as a system)

C. <u>Branch Level</u>

NEEDS

Ability to communicate
Motivation
Leadership-styles-perceptions
Job knowledge
Job enrichment
Professional development (PME -Professional Military Education -- PCE -Professional Civilian Education)
Job satisfaction
Integrity
Skills required for personal advancement
Human relations
Computer systems
- Plan
- Organize
- Coordinate
- Direct
- Control

Organizational development
Problem solving
Social actions
Management techniques
  Planning
  Programming
  Budgeting
Management by objectives
Forecasting
System Analysis
Training
  On-the-job training
  Off jobs
Credibility

OBJECTIVES

Increase ability to communicate
  Written
  Spoken
Enhance motivation through awareness of behavioral sciences
Understand different leadership
  Styles
  Perceptions
Develop job knowledge information system
Maintain proficiency in job performance
Implement orthodox job enrichment
Give greater support to employee professional development
  PME - Professional military education
  PCE - Professional civilian education
Enhance job satisfaction
Instill integrity
Develop skills required for personal advancement
Heighten awareness of human relations
Understand and apply computer systems
Comprehend basic functions of management
  Plan
  Organize
  Coordinate
  Direct
  Control
Compare and contrast organizational development programs
  Systems analysis
  Management techniques
Devise, develop and implement problem solving methods
Understand and apply scope of social actions

Evaluate management techniques to determine effectiveness
Planning
Programming
Budgeting

D. Division Level

NEEDS

Seminars - Technical state of the art
Setting priorities
Allocating resources
"Personal" organization
Training with industry

OBJECTIVES

Insure opportunity for career development and continued job proficiency
To develop proficiency in interpersonal relations
Provide familiarity with organizational, functional and staff relationships

E. Directorate Level

NEEDS

Improve decision making ability
Improve communications techniques
Achieve and maintain skills
Need to provide broadening experiences
Need to provide for ROI (Return on investment) (Time)
Need to understand organizational responsibilities and interactions
Need training tied to potential
Need to develop common language
Program to attract, develop and retain highly qualified people
Need to elevate the common base of mission understanding among organizational peers
Need to provide qualified key personnel replacement on a planned, systematic basis
Need to remove theory syndrome

OBJECTIVES

Need to provide for ROI (Return on investment) (Must)
Improve decision making ability

Understand organizational responsibility/interaction
Elevate common base of mission understanding among organizational peers
Achieve and maintain currency
Improve communication techniques
Training tied to potential
Develop common language
Attract, develop and retain people
Systematic replacement
Theory X removal