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## The Personnel Director and his Qualifications

Wilford W. Renke

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THE PERSONNEL DIRECTOR AND HIS  
QUALIFICATIONS

A Thesis Presented in Partial  
Fulfillment of the Requirements  
for the Degree of  
Master of Science in Education

by  
Wilferd W. Renke  
"

University of North Dakota

August, 1948

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This thesis, offered by Wilford W. Renke, as a partial fulfillment of the requirements for the Degree of Master of Science in Education in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

Erich Selke  
Chairman

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## CHAPTER I

### INTRODUCTION

Personnel management is relatively new as a profession, though there have been certain manifestations of it throughout the development of industry. To fully understand what the term implies, it is first necessary to have a brief historical background of industry in America and the subsequent growth of personnel management. These bear directly upon the scope of work of a director of personnel, and hence upon the qualifications which it is necessary for such a person to possess.

#### HISTORY OF EMPLOYMENT MANAGEMENT

D. M. Smythe traces personnel work back to the days after the American Revolution when the famous patriot, coppersmith, and foundry owner, Paul Revere, gave personal attention to the home conditions and needs of his workers and reflected: "Of course, I could get the men for less than two dollars, but the important thing is to keep them contented."<sup>1</sup>

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1. D. M. Smythe, Careers in Personnel Work, New York, E. P. Dutton Company, Inc., 1946, pp. 27-28.

United States industry in the early days of the Nation was essentially European domestic manufacture transferred to a new location. The country was primitive, the people poor and with simple needs. Gradually various handicrafts of the colonists developed into factory enterprises. Impetus was given to manufacturing by the scarcity of goods during the Revolutionary War period and the War of 1812. English efforts to maintain control of the industrial field failed, largely because of the rapid expansion and growth of the country. The scarcity of money forced the colonists to produce for their own needs to the fullest extent possible, in order that the small supply of money available might go to bring in needed imports.

About 1875, several important changes took place in American industry. The United States began to emerge as a leading manufacturing nation. By the end of the next fifty years the American system of industrial management and mass production was firmly established and was being spread to and copied by other countries. The changes referred to may be grouped under these heads: (1) financial, (2) technical, and (3) managerial.<sup>1</sup>

The old type of management was autocratic, forceful, and usually self-trained. Leaders carried the full load

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1. A. G. Anderson, M. J. Mandeville, and J. M. Anderson, Industrial Management, New York, The Ronald Press Company, 1942, pp. 41, 52, 53.



of responsibility. With the growth of industry, spread of markets, and increasing complexity of production, the need for better trained men became apparent. In the period about 1875-1900, there was a realization that old ideas and practices were not always the best. The managers began to seek basic principles instead of being content with surface appearances. The scientific approach of investigation, analysis, and experimentation was applied to human activities as well as to biological and physical facts. It was the work of certain leaders in the United States, just then emerging into industrial prominence, that raised management to the position of a profession by use of the scientific method.<sup>1</sup>

One of these leaders was Henry T. Towne, president of the Yale and Towne Manufacturing Company, who first gave definite expression to the importance of the management function. Speaking on "The Engineer as an Economist," Towne emphasized the importance of:

"questions of organization, responsibility, reports, systems of contract and piecework, and all that related to the executive management of works, mills, and factories, . . . time and wage systems, determination of costs . . . the distribution of various expense accounts, the ascertainment of profits, methods of bookkeeping . . . all that

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1. Ibid., pp. 54-55.

enters into a system of accounts which relates to the manufacturing departments of a business, and to the determination and records of its results."<sup>1</sup>

Frederick W. Taylor outlined the four fundamental principles which he termed duties of management as:

1. The development of a science for each element of a man's work, to replace the old rule-of-thumb method.

2. The selection of the best worker for each particular task, and then the effort to train, teach, and develop the worker, in place of the former practice of allowing the worker to select his own task and train himself as best he could.

3. The bringing of the science to the worker, and cooperating with him, to the end that all work might be done in accordance with the principles of the science which has been developed.

4. The assumption by management of the responsibility for the foregoing and for planning the work.<sup>2</sup>

As was pointed out in Industrial Management, the modern personnel department performs the duty outlined in the second principle.<sup>3</sup>

Another pioneer in modern management was Henry L. Gantt (1846-1914) who originated the Gantt chart which has been used in innumerable ways in directing production

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1. Ibid., p. 55.  
2. Ibid., p. 56.  
3. Ibid., p. 56.

sales, finances, and in executive control, not only in industry, but in activities of national and international scope.<sup>1</sup>

The period following the close of the Civil War was one of great industrial and business expansion in the United States. Between 1865 and 1890, railroads, steel, oil, and many other industries mushroomed in what had been predominately an agricultural nation. Smythe calls it "the age of the millionaire."<sup>2</sup> With immigrants pouring in from Europe, providing a surplus of workers, labor was cheap and the laboring man had few opportunities. Trusts and industries fought the formation of unions. When Theodore Roosevelt became President in 1904, he promoted an anti-trust program, which was significant of a new trend in industry. An increasing need was felt for some recognized standard in the hiring of labor, and for the treatment of labor while on the job. Industry was beginning to sense the economic waste of excessive labor turnover. Labor unions, growing in strength and becoming firmly established, introduced problems which necessitated new concepts of personnel control.<sup>3</sup>

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1. The National Encyclopedia, New York, P. F. Collier and Sons Corporation, 1947, Vol. 4, pp. 486-487.

2. Smythe, op. cit., p. 31.

3. Ibid., p. 31.

In 1908, Frank Parsons, "the father of modern personnel work," a liberal professor and civic reformer, who was deeply interested in improving procedures for hiring business employees, founded the Vocation Bureau of Boston. He was primarily interested in vocational guidance, which "is related to industrial personnel work, and is the heart of personnel work in the educational field."<sup>1</sup> In 1912, the Vocation Bureau of Boston invited fifty men in charge of employment in large firms to attend a conference on human factors in industrial administration. This resulted in the formation of the Boston Employment Managers Association which originated the "new" profession of personnel work. This association recommended lectures to be given at Dartmouth College on such subjects as industrial health and safety measures, wage scales, methods of hiring and firing, and workers' recreational programs. With the outbreak of World War I, other universities followed Dartmouth's example.<sup>2</sup>

Major interest in personnel work was manifested first about 1914. The War had greatly increased the demand for goods, and workers became increasingly difficult to get and keep on the job. Executives began to

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1. Ibid., p. 32.

2. Ibid., p. 32.

recognize that an annual labor turnover of 300 percent meant also a cost of from \$10 to \$300 per replacement, and, with men who had little enthusiasm for their jobs, a tremendous expense and waste.<sup>1</sup> Concerns with personnel departments showed marked success in retaining their staffs and other firms found it necessary to inaugurate personnel departments. These were often merely employment departments, designed to find workers and do what was necessary under the circumstances to keep them.<sup>2</sup> More and more emphasis was placed on careful selection and placement of workers and the development of group morale. Under the auspices of the War Industries Board an intensive eight week's course in employment management was inaugurated, which did much to develop standards and techniques of professional training for personnel services. In addition to the government subsidized training, Bryn Mawr College added to its curriculum a graduate course of eight month's academic work and three month's practice shop in industrial supervision and employment management. Practice arrangements were made with a number of large industries and commercial establishments in the East. This was the forerunner of the present courses in personnel management.<sup>3</sup>

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1. Anderson and others, op. cit., p. 20.

2. Ibid., p. 20.

3. Elizabeth Kemper Adams, Women Professional Workers, New York, The MacMillan Company, 1921, p. 191.

In 1917, the Committee on Classification of Personnel in the Army was created by the War Department to help provide ways and means of discovering the special qualifications of the hundreds of thousands of men flowing from industry into the army in order that their individual capabilities might be utilized best in the country's service. It provided an unprecedented stimulus to American employers to study the adaptation of these principles to the personnel problems of industry.<sup>1</sup>

A Bureau of Personnel Administration with training courses was established in New York in 1920. The year before, local associations of employment managers formed the National Association of Employment Managers, now the Industrial Relations Association, and began publishing a monthly magazine, Personnel.<sup>2</sup>

"During 1921 many firms shortsightedly curtailed their personnel departments. By 1923, prosperity had returned and throughout the rest of the flourishing '20's personnel work continued to expand. The Great Depression of the '30's proved the value of an integrated personnel program in industry and business. During the period, organizations which believed in and practiced the principles of a modern personnel program sailed along with less friction and found that the additional cost of a personnel program was worth the price.

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1. Scott, W. D., Clothier, R. C., and Mathewson, S. B., Personnel Management, New York, McGraw-Hill Book Co., Inc., 1931, p. ix.

2. Adams, op. cit., p. 191.

"The Wagner Act, which bestowed legal status upon collective bargaining, opened a wide new field to the personnel worker. Union membership increased enormously, and it fell to personnel departments to handle collective bargaining, negotiation of wage contracts, and similar questions arising with increasing frequency between employer and employee.

"World War II added impetus to the profession of the personnel worker. It quickly became clear that there were not enough skilled workers. There are not enough today. The lack of definite qualifications in education, temperament, and training has been the cause of too many people being admitted to the field who were in no wise qualified.

"The latest U. S. Census, in 1940, did not list 'Personnel Worker' as an occupation. Failure to do so may be ascribed to both the lack of agreement as to what a personnel worker does, and to its corollary: that such a profession involves doing a multitude of jobs, many of which overlap."<sup>1</sup>

Although industrial research dates from the establishment of the C. I. duPont de Nemours laboratories in 1890, it was not until World War I that it was given prominence in the industrial field. The National Research Council, organized to solve scientific and technical problems during World War I, was continued by Executive Order of the President, and its Division of Engineering and Industrial Research is at present the National clearing house for industrial research activities. The National Research Council survey of 1921 listed 575 industrial research laboratories; in

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1. Snythe, op. cit., pp. 33-34.

1927, a little over 1,000, or nearly a 100 percent increase in seven years. The survey in 1941 listed 2,300 research laboratories. Four principal classifications of research agencies include laboratories attached to private industrial companies, to universities and technical colleges, to trade associations, and to government bureaus. One hundred fifty technical colleges and universities are engaged in industrial research activities of a more fundamental or academic character of research. The place of the university in the industrial research scheme of things, is the training of personnel. The most significant trend in industrial research is a trade association activity.<sup>1</sup>

Labor unions, new problems in the field of labor-management relations, and labor legislation were further incentives to the development of personnel management. General unionization of workers in the manufacturing industries followed the economic depression of 1929.<sup>2</sup>

The brief period of the NRA emphasized labor's demands for the setting of minimum wages, maximum hours, a regulation of "speed up" and the right of labor to organize. There was also widespread demand for social insurance for the unemployed and aged, resulting in the

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1. The National Encyclopedia, op. cit., Vol. 5, p. 445.  
2. Anderson and others, op. cit., p. 43.



passage of the Federal Security Act in 1935.

The past twenty-five years have brought a rapid growth of state and federal legislation to protect and promote the safety, health, and economic condition of wage-earners. Thus state labor legislation now also includes laws relating to industrial safety and sanitation, vocational rehabilitation of disabled workers, hours of work for men in certain hazardous occupations, wage payment, minimum wages for women and children, settlement of industrial disputes, regulation of fee-charging employment agencies, establishment of public employment offices, and the investigation of working and living conditions of wage-earners.

In addition to statutes enacted by the state and federal legislatures, there are many codes of detailed regulations which have the full force and effect of labor laws. These administrative regulations, mostly related to industrial safety and sanitation, are usually based on general powers granted to the labor departments by the legislatures which have recognized the impracticability of writing such detailed provisions into the statutes on account of the rapidly changing complexities of modern industrial conditions.<sup>1</sup> As

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1. The National Encyclopedia, op. cit., pp. 113-115.

labor became better organized, management found it necessary to develop a well-planned organization. Personnel work of all kinds became well-established in many concerns. This personnel work went beyond the mere task of hiring suitable employees and keeping records. It included time and motion studies, the building up of non-financial incentives, in fact, almost any phase of study or direction which would increase efficiency, speed up production, and develop morale throughout the industry.

Passage of the Taft-Hartley Bill and pending legislation make it necessary for every type of concern employing more than a few individuals to have someone trained in the procedures for maintaining the productive output of their employees without numerous interruptions.<sup>1</sup>

Ernest de la Cssa, chairman of the New York Personnel Management Association, estimates that today there are 100,000 personnel workers, 10 percent of whom are in top level jobs, that is, ranking as vice-presidents or holding similar positions in their firms.<sup>2</sup>

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1. Donald S. Parks, "Survey of the Training and Qualifications of Personnel Executives," in Personnel Journal, Vol. 26, No. 7, January 1948, p. 256.

2. Ernest de la Cssa, "Fic's Job Barometer - Personnel Manager," in Fic, Vol. 20, No. 4, April 1948, p. 90.

## FIELDS OF PERSONNEL WORK

Practically all writers on the subject of personnel workers divide the work into four fields.

D. M. Smythe has concisely defined these as:

"1. Governmental Personnel Work: includes not only the Federal Government with its hundreds of agencies, but also state, county, and city governments.

"2. Educational Personnel Work: beginning with child guidance in the primary grades, extends through junior high school and high schools to the colleges and universities of the nation.

"3. Business Personnel Work: deals with the white-collar group. Into this class fall banks, offices, department stores, hotels, restaurants, and similar organizations.

"4. Industrial Personnel Work: is mainly concerned with factories of all kinds, from those plants making steel or building ships to the manufacturers of baby carriages and toys."<sup>1</sup>

## LIMITATION OF THE PROBLEM

In discussing the qualifications of a director of personnel, major emphasis will be placed on the last two fields described above, business and industry. It is in these fields that primary research has been done for this survey. In the field of governmental personnel work, highly systematized procedures have been standardized, and qualifications of workers of all grades

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1. Smythe, op. cit., p. 35.

are definitely established by civil service regulations. This field will, therefore, be given only brief mention.

Educational personnel work, or vocational guidance, is a specialized field with qualifications and requirements which differ greatly from the fields of business and industry, hence could be more aptly considered in a separate dissertation.

#### SOURCES OF MATERIAL

Relatively few studies have been made and published in recent years in the field of personnel work, hence there is little of this type of material which can be used for reference or comparative studies. Secondary references have been used in compiling historical material on the development of personnel work, and regarding duties and salaries.

For material on the attitude of employees regarding the importance of personnel work, a study of the National Industrial Conference Board has been used. This Board made a survey which is extensive in scope.

Three other attitudes toward personnel work have been considered in the survey, and for them primary sources have been used. First is the view of the employer, then the personnel manager himself, and

finally, educators in schools of business who are training personnel managers. To obtain the necessary material, questionnaires were sent to twenty-five employers, twenty-seven personnel directors, and twenty educators.

Three separate, though similar, questionnaires were sent out. Employers were asked:

1. Do you have a special personnel department?
2. What title does the executive in charge of this department have?
3. What sections do you have in this department?
4. What are the chief tasks handled through this department?
5. Does the head of your personnel department have special college work in this field?
6. What educational qualifications do you require of a personnel manager?
7. What personal traits do you consider most important in a personnel manager?

To personnel directors the questionnaires read:

1. What do you think of the personnel field as an occupation?
2. How did you get your start in this field?
3. What personal traits do you consider most necessary to a personnel manager?
4. What educational qualifications should a personnel manager have?

Only three questions were asked of the educators:

1. What do you think of the personnel field as an occupation?
2. What personal traits are needed by a personnel manager?
3. What educational qualifications should a personnel manager have?

In each case the individuals were invited to offer any further suggestions they might wish on the topic.

As had been expected, in view of the high caliber of person contacted, few replies were mere response to a questionnaire. With rare exceptions, replies were lengthy letters based on the questions as an outline. Both employers and personnel directors seemed very interested in the project and cooperated willingly in supplying the information.

Since the field is new, and terms and requirements are still being defined, it was necessary to select industries or businesses which hire large numbers of employees and have relatively well established personnel departments. Other points considered in selecting the ones to whom queries would be sent were: type of business or industry; and geographical location. An attempt was made to include representative businesses and industries of varying types and sizes from each section of the country.

Among those to whom letters were sent were The Revere Copper and Brass Company, Inc., Westinghouse Electric, The New York National City Bank, Marshal Fields, General Motors, National Broadcasting Company, Erie Railroad Company, and the B. F. Goodrich Company. A complete list of firms to which questionnaires were sent is given in Appendix B.

Since, with few exceptions, the educators contacted merely made reference to publications or sent copies of their school catalogue, further information in this area of the survey was obtained from catalogues of representative colleges and universities, especially those which have schools of business or feature personnel management courses.

Organizations vitally interested in the subject of personnel work were also contacted and their expressions and observations were included wherever possible. These included such groups as the United States Chamber of Commerce; National Efficiency Society; National Civic Federation; Bureau of Business Information, University of Wisconsin; University of Washington Bureau of Business Research; Science Research Associates; and the American Management Association.

## TIMELINESS OF TOPIC

Some realization of the increasing importance of personnel work has been noted in the preceding historical sketch. Concerning the present outlook of the position of Personnel Director, the Vocational Guidance Research says:

"The past few years have brought a rapid awakening to the importance of better human management, and with the change-over to civilian production, the revamping of established industries, and the establishment of new businesses many opportunities should come with real career possibilities in this occupation. The field is a growing one, and standards are expected to be increasingly higher."<sup>1</sup>

Because of this increasing importance of personnel work, the volume of written material pertaining to the subject is growing. However, relatively little of such material deals with the actual qualifications of personnel directors.

Robert C. Gooch, Chief of the General Reference and Bibliography Division of the Library of Congress stated:

"As you doubtless discovered, there is a great deal of material on personnel administration but very little on the qualifications of a personnel director."<sup>2</sup>

In view of this statement, it seems that research in this field is both important and timely.

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1. Vocational Guidance Research, 500 Postwar Jobs for Men, Garden City, N. Y., Doubleday, Doran and Co., Inc., 1945, p. 174.

2. Letter from Robert C. Gooch, Chief, General Reference and Bibliography Division, Library of Congress, Washington, D. C., to W. W. Renke, May 3, 1948.



## STATEMENT OF THE PROBLEM

The problem of the survey was to determine, from the viewpoint of the various groups of persons concerned, what qualifications, both personal and educational, were required for a director of personnel. From the standpoint of education, these qualifications have been checked against the courses offered by colleges and universities to determine to what extent schools are meeting the educational needs of future personnel directors.

CHAPTER II  
GOVERNMENTAL PERSONNEL WORK

Qualifications for employment in any branch of governmental work, especially Federal, usually are clearly defined in regulations and job descriptions. The completeness with which the government prescribes employment regulations has been illustrated by the story in which it is purported that a civil service bulletin included the announcement that "Death shall constitute termination of employment."

This may exaggerate the government's minute attention to detail, but it is understandable that clear cut job descriptions and employment regulations are necessary.

The biggest employer in the United States, the government, hires millions of people. The huge task of selecting the right people for the right job falls to the government's personnel department, the Civil Service Commission. This commission devises tests to indicate the most capable person for a job, gives examinations, directs job analyses, classifies positions, conducts interviews, and undertakes research. When it

is necessary, employees are trained for jobs by special in-service training programs which personnel experts have set up.

Another branch of government personnel work is done by the United States Employment Service and the state offices connected with it.<sup>1</sup>

Civil service personnel management, mainly federal, but also including state and municipal governments, involves, as does industry and business:

Recruitment and certification of qualified employees

Job evaluation and classification

Placement and training of new employees

Transfer and separation of employees

Maintenance of discipline

Counseling

Safety and health programs

Public relations

Promotion of better morale

Adjustment of policies between employer and employee.<sup>2</sup>

The duties of personnel workers in employment agencies include:

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1. Personnel Workers, Occupational Briefs No. 54, Science Research Associates, Chicago, 1944, p. 2.  
Smythe, op. cit., p. 66.

### Interviewing the unemployed

Maintaining accurate records of prospective employees as well as those seeking employment

Establishing close contact with community agencies and schools.<sup>1</sup>

In the early days of American history, government employees were hired under the Spoils System, and there was less regard for special qualifications than for party affiliation. In 1883, Congress passed the first Civil Service law, making merit, rather than political activity, the basis for entry into government service. Government personnel work has grown and developed under the Civil Service system.

The same year New York also passed a civil service law similar to that adopted by the Federal Government. It was the first state to do so.<sup>2</sup> Now twenty-eight states fill government positions by means of some form of merit system, as do most of the major and many of the smaller cities.<sup>3</sup>

The Federal Government recognizes two classes of personnel workers: (1) those who advise in formulating policies affecting the efficiency and well-being of employees; and (2) those who have the responsibility

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1. Ibid., p. 66.  
2. Ibid., p. 105.  
3. S. D. Spero, Government Jobs and How to Get Them, Philadelphia and New York, J. F. Lippincott Co., 1945, pp. 291-303.

for carrying out the policies at various levels. Higher government personnel positions, corresponding roughly to a director of personnel in civilian employment, would be classified as personnel supervisor, employment manager, training director, personnel officer, and personnel director.

Certain basic requirements must be met for all of these positions. The appointee must be a citizen of the United States by birth or naturalization. Though not necessary for every position, it is preferable to have a college degree, especially a bachelor's degree in public administration, personnel, or psychology. For work as a junior administrative official, business administration, statistics, accounting, public housing, public law and opinion, history, and sociology are useful. The higher positions usually require many years' experience in the practical field of personnel.<sup>1</sup>

The following specifications for some of the personnel positions in the federal government employment are illustrative of requirements in this field.

Personnel officer and assistant

Required Education or Experience: For the \$2,600 grade at least 6 years of progressive experience in a personnel office or in an administrative office responsible for personnel functions are required. Under-graduate experience

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1. Ibid., pp. 65-66.

may be substituted, year for year, up to a maximum of 5 years. For grades above this level, applicants must have, in addition, responsible experience in a personnel agency of a commercial or industrial concern, or of a Federal, state, or local government.

Personnel Technician - Senior, Technician, Associate, Assistant, and Junior Levels.

Required Education or Experience: A bachelor's degree with at least 20 semester hours in psychology including courses in group tests and measurements and statistical methods. In addition, for Senior: 6 years of experience in carrying out personnel research programs, a major part of which must have been devoted to the development and application of group psychological tests of aptitude and proficiency. For Technician: 5 years of the type of experience outlined above. For Associate: 3 years of experience in research in the construction and validation of group tests. For Assistant: 2 years of the type of experience required for Associate. No experience is required for the Junior grade.

Applicants may substitute graduate study in psychology, educational psychology, or personnel management, year for year, for experience up to 3, 3, 2, and 1 years for the respective positions.

Placement Officer - Various levels.

Three years of responsible personnel or administrative experience in a public or private organization which has a comprehensive program of personnel administration for the CAF-7 level. An additional year of such experience is required for each successively higher grade, (CAF-9, 11, 12, and 13).<sup>1</sup>

The organization and work of a state merit system of personnel administration is illustrated by a study

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1. Ibid., pp. 65-67.

of the Indiana system. In the fall of 1936, the Public Administration Service was requested by the Division of Unemployment and the Department of Public Welfare of the State of Indiana to assist in developing a merit system of personnel administration for each of these agencies. As a result, a joint personnel bureau and a unified system of personnel administration was established covering the state welfare and unemployment compensation agencies, including state employment service, and serving also the county welfare department. Wide-spread interest has been directed toward the Bureau of Personnel which results from this project, because it administers the personnel aspects of new social security programs and because in its philosophy of personnel administration, it reflects the modern concept of a personnel unit as a staff aid to the operating executive.<sup>1</sup>

The system installed consists essentially of methods and devices for the orderly prosecution of the following activities:

"1. Searching out the best qualified persons available and encouraging their competition for all positions in the service.

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1. Personnel Administration and Procedure as Installed in the Indiana Department of Public Welfare and Unemployment Compensation Division, Public Administration Service No. 61, Prepared by Public Administration Service, Chicago, 1938, p. v.

"2. Classifying positions in the service on the basis of difficulty, responsibility, and required qualifications in order that recruitment, in-service utilization, and compensation may be guided by the necessities of the work to be done rather than by subjective personal judgments.

"3. Establishing and maintaining a plan of compensation which assures that the pay of employees is determined fairly, on the basis of character of work and quality of performance, going wages for similar work in private and other public employment, the cost of a reasonable standard of living, and the state's financial policies and conditions.

"4. Promoting the training of employees, establishing work incentives and working conditions conducive to a high grade of public service, and facilitating promotion and other rewards based upon demonstrated ability and merit.

"5. Securing by the use of transfers the most effectual adjustment of employees to positions, and the mobilization of all available personnel facilities to meet peak loads of work.

"6. Separating from the service employees whose work is unsatisfactory."<sup>1</sup>

The requirements set up by the Indiana merit system are typical of general requirements for personnel workers under state merit systems. Some of the positions which are listed by the Indiana system are:

Prerequisites: Senior Personnel Examiner

Either (1) graduation from an accredited college with courses in personnel administration, psychology, tests and measurements, or statistics, and three years' experience in employment research or test construction, or

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1. Ibid., p. 1.



(2) any equivalent combination of training and experience.

Prerequisites: Junior Personnel Examiner

Either (1) graduation from an accredited college with courses in personnel administration, psychology, tests and measurements or statistics, and two years' experience in employment administration, or any equivalent combination of training and experience.

Principal Personnel Examiner

Either (1) graduation from an accredited college with courses in personnel administration, psychology, tests and measurements or statistics, or five years' experience in employment research or test construction, or

(2) any equivalent combination of training and experience.<sup>1</sup>

It is noted from these job descriptions that a college degree is frequently a prerequisite, and stress is placed on certain courses. These include personnel administration or management and courses in psychology, particularly tests and measurements, statistics, and educational psychology.

No mention is made of the personal attributes which a successful candidate might be expected to have. But from two to six years' experience in personnel work in a personnel agency of a commercial or industrial concern or of a federal, state, or local government is included. Such successful employment in personnel

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1. Ibid., pp. 70-71.

work would indicate that the applicant possessed those personal qualifications which will be noted later as qualifications of a director of personnel.

A summary of the requirements for personnel appointments under federal civil service is shown in Table 1.

Table 1  
Requirements for Personnel Appointments Under Federal  
Civil Service as Indicated by Requirements of  
Seven Typical Job Classifications

Title	Experience	Education
Personnel Officer and Assistant	6 years	
Personnel Technician Senior	6 years	B. A. Degree 20 hrs. in psychology tests and measurements statistical methods
Technician	5 years	same as above
Associate Technician	3 years	same as above
Assistant Technician	2 years	same as above
Junior Technician	none	same as above
Placement Officer	3 years	

## CHAPTER III

## THE WORK OF THE PERSONNEL DIRECTOR

In order to know what qualifications a director of personnel should have, it is first necessary to see just what his place is in industry and what functions he is called upon to perform.

Thomas G. Spates, Vice President in Charge of Personnel of the General Foods Corporation, outlined the place of the personnel department in industry as follows:

"The first place for personnel administration is in the mind and heart of the chief executive of the organization. Unless he is determined that the best possible job on personnel administration must be done in his company, the other steps are fraught with futility.

"The second place for personnel administration is in the hands of a competent specialist who serves the chief executive in a staff and advisory capacity, aiding the line organization in the development and execution of sound policies.

"The third place for personnel administration is in a reduced-to-writing statement of general management policy that makes clear to everyone in the organization the principles and objectives for which the management stands and the means whereby they are to be made effective. Eternal vigilance is the watchword with respect to the

conscientious fulfilment of employee relations policies in daily practice."<sup>1</sup>

The first responsibility for the personnel department, it will be noted in this statement, lies with the chief executive of the organization. That industry is recognizing this fact, and executives are accepting the responsibility is noted in such statements as are listed below.

Frederick F. Smith, of the Industrial Relations Department for the Revere Copper and Brass, Incorporated, says:

"As may have been realized, with the development of mass production and the growth of industry to a large scale, the personal contact between employer and employee has been lost. We here at Revere, realizing this development, are making every effort through such people as our Personnel Managers to get back to the era of personalized relations between employer and employee."<sup>2</sup>

M. J. Lewis of Solar Aircraft states:

"Tendency to leave employee relations in hands of individuals of senior standing in company should be avoided. The tie should be with top management."<sup>3</sup>

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1. American Management Association, How to Establish and Maintain a Personnel Department, Research Report No. 4, New York, American Management Association, 1946, p. 8.

2. Frederick F. Smith, Industrial Relations Department of Revere Copper and Brass, Incorporated, Rome, N. Y., letter to W. W. Renke, May 20, 1948.

3. M. J. Lewis, Solar Aircraft, Des Moines, Iowa, letter to W. W. Renke, May 17, 1948.

This leads to Mr. Spates second point that personnel administration is a staff, not a line function of industry. In discussing the nature of the personnel function, the American Management Association points out:

"Today there is much tangible evidence of the personnel officer's enhanced position. For example, it is now accepted as best practice that he should report directly to the chief executive or other high-ranking official with company-wide rather than departmental jurisdiction. In some companies with particularly well-developed personnel and industrial relations departments, it is not uncommon for the individual directing the program to enjoy the rank of vice-president on a par with operating vice-presidents.

"There are several powerful advantages in making the personnel executive directly responsible to top management:

"1. He is free of departmental obligation, influence or bias, and is able to assume a broad, objective view based solely upon the best interests of the company as a whole.

"2. The prestige value of a strong staff position under the aegis of general management is such that the support and cooperation of operating executives cannot properly be withheld.

"3. He is enabled to perform more adequately his function of adviser on all personnel problems, including those affecting top executives themselves."<sup>1</sup>

The actual functions of the personnel department vary from one company to another. Some firms still regard their personnel departments in the original

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1. American Management Association, Report No. 4, op. cit., p. 11.

manner, an agency for hiring and firing personnel. Larger, better organized departments include those functions which will promote better morale throughout the organization and consider such factors as time and motion studies, job evaluation, medical services, recreation, employee welfare, labor relations, and social security as phases of the personnel department's activity. In the small company, the personnel director may have the sole responsibility for all such functions, with only clerical help. In larger firms, various technical assistants take over many of the duties.

Among the companies reporting in this survey, Weyerhaeuser Sales Company of St. Paul is illustrative of the smaller firm where a general employment manager handles all personnel problems which arise, and also handles other executive work for the company.

At the other extreme is the Personnel Department of Revere Copper and Brass, Incorporated, with many sub-departments as a part of its personnel program. Mr. Smith outlines these functions as follows:

"(A) Through Personnel Assistants - hiring procedure, petty cash sales, absentee records, group insurance, seniority records, testing, and garnishees.

"(B) Through Secretarial Force - all of the necessary records, files, and histories on persons in the employ of the company and those who have left.

"(C) Through the Safety Engineer - a very concrete program with regard to plant safety, control, and practices.

"(D) Through the Chief Guard - The complete control of the plant protection force.

"(E) Under the direct control of the Personnel Manager and his assistant - the operation of the First Aid room and plant janitor service."

M. J. Lewis of Solar Aircraft summarizes the personnel functions of that company as including employment, personnel, medical, recreation, training services, and protection.

Another company which includes such functions as testing, job evaluation, salary administration, and many miscellaneous functions under personnel administration is the Minneapolis -Honeywell Regulator Company of Minneapolis. Brison Wood, treasurer of this company, writes of their personnel department:

"We do have in our company and in certain of its subsidiaries a special Personnel Department, the head of which is known as our Manager of Personnel. These departments, although they may differ slightly in various locations, consist of the usual run-of-the-mine functions, namely, employment and testing, job evaluation - both factory and office workers, a study is being made currently on merit rating, there are sections set up to handle wage and salary administration, proper placement of employees, seniority, induction, etc. Our labor negotiations are handled by a separate division but rely on our Personnel Department for aid and have access to their records.

"We have large central personnel files, and we are also handling through this source a number of miscellaneous functions allied to, but

not directly connected with, Personnel. In these we refer to such things as parking space, general supervision of the parking lots, Blue Cross insurance, publication of a house organ, handling of certain restricted plant solicitations, operation of cafeterias, general supervision of our Credit Union and Employees Benefit Association."<sup>1</sup>

Going into another field of business, banking, the functions of the personnel department are found to be much the same as in industry. L. B. Cuyler, Vice President of the National City Bank of New York writes:

"The department is divided up under the jurisdiction of the Vice President in charge of Personnel into the Personnel Department, the Medical Department, and the Welfare Department. Though there are many separate functions carried on in the Personnel Department, it is not considered to be broken down into any definite sections. The chief tasks of the Personnel Department are to hire new employees, to release employees or process their resignations, and to maintain all the records of all the people who work in the Bank. The department is responsible for a certain amount of training. Most of the training is done in the place where the individual actually works and is on-the-job training. However, there are certain training programs, such as those of a supervisory nature and training for young men who are going to our overseas branches, which are administered in the department. Education in outside institutions is fostered by the department and payment for such education is administered through funds available to the department for this purpose. Every employee is interviewed once a year to determine the individual morale or the morale of the group in which he works, and make every effort to improve the lot of the individual or the morale of the group. Many transfers are effected as a result of these interviews. It is also a responsibility of the department to keep abreast of all the trends and

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1. Erison Wood, Treasurer, Minneapolis-Honeywell Regulator Co., Minneapolis, Minn., letter to W. W. Renke, April 29, 1948.



new practices in the field of personnel administration.

"The role of the Medical Department is to examine new employees, to counsel the members of our staff on any illnesses that they may have, and to give inoculations at bank expense for possible impending contagious diseases and to perform any emergency treatment necessary.

"The Welfare Department keeps a record of all absences within the Bank and pays visits to those who are at home ill to deliver their salary to them and to determine if anything need be done for the comfort of the individual."<sup>1</sup>

In a survey of nine of its member companies, the Indianapolis Personnel Association found that such activities were listed under personnel functions as employment, wage and salary administration, recreation, employee welfare, training, safety, medical and first aid, labor relations, cafeteria, and house organs.<sup>2</sup> As a result of this survey, the Association concluded that the personnel department was charged with the responsibility of providing the manpower supply, developing the ability of that manpower, its training, protecting its health, and making it happy at its work.<sup>3</sup>

Another summary of personnel functions lists as the objectives of the department:

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1. L. B. Cuyler, Vice President, National City <sup>1963</sup> Bank of New York, letter to W. W. Rense, April 22, 1948.
  2. W. C. Jackson, "Survey of Personnel Departments," in Personnel Journal, Vol. 26, No. 7, January 1948, p. 245.
  3. Ibid., p. 244.

1. To increase the efficiency of the working force - increase of production and sales; improve service, decrease costs, maintain or improve quality.

2. To increase the satisfaction and morale of all employees.

3. To protect the physical and mental well-being of employees.<sup>1</sup>

One author states briefly:

"Management's personnel job is still to obtain capable people, utilize their efforts most effectively, and to provide maximum satisfaction for each individual so as to maintain his willingness to work."<sup>2</sup>

Discussing the significance of personnel administration in the modern corporation, Lawrence Appley,

Vice President of Montgomery Ward says:

"First, what is personnel administration? There are as many definitions as there are individuals to present them, but the simplest and most significant that has come to my attention is: 'Personnel Administration is that activity of management which deals with human resources.' You will note that I say 'activity of management.' I am not referring to the activity of the personnel department itself; I am referring to the general term 'personnel administration,' which means a management activity and a management responsibility.

"The second point that I should like to make on this general theme is that it is the most important management activity. Anyone engaged

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1. Anderson and others, op. cit., p. 319.

2. Guy B. Arthur, "Changing Aspects of the Personnel Function in Management," in Modern Management Practices and Problems, General Management Series No. 139, New York, American Management Association, 1947, p. 3.

in personnel administration who does not believe that, and does not fearlessly say so whenever opportunity presents itself, should reconsider the tenets upon which he works. The activity of dealing with human resources is, without any reservations or qualifications, the most important responsibility that anyone in a managerial position bears.

"In the third place, this activity of personnel administration, dealing with human resources, is probably the most difficult activity in which management is engaged, for two reasons: First, it deals with people; second, everyone in the organization is involved in it.

. . .

"Another point in relation to the significance of personnel administration is that the personnel activity of an organization must be evaluated in terms of its results, just as any other major activity of a business must be. Results must be measured and appraised in various specific terms.

"I can mention three general approaches that appraisal may use . . . First, one goal of personnel administration is obtaining competent people for the organization, people who, if they are not exactly what is needed when they are hired, have the background or experience, or aptitude which will make it possible to train them to do the job that has to be done. The extent to which that goal is achieved is a measure of the success of personnel administration.

"Second, personnel administration can be judged by improvement in individual productivity, by what it contributes toward more production per payroll dollar. Third, it must be evaluated by its success in holding competent people in the organization.

. . .

"The rapid development of personnel administration activities on a professional basis - the techniques, philosophies and studies - may, I think, may be an attempt to make up for the loss of the personal touch which existed in small companies years ago.

"If there is a tragedy in big business, it is that top management cannot know the workers personally. . . . But unfortunately the problems of modern business are such that the higher a man goes in the organization, the more chair-bound he becomes.

"Today the personal relationship is between the worker and the first-line supervisor, and the secret of sound personnel management is to see that that supervisor is able to do a sound job of personnel administration, because he has to do the personnel job that top management would be doing if circumstances permitted."<sup>1</sup>

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1. Lawrence A. Appley, "The Significance of Personnel Administration in the Modern Corporation," in Measuring Results of Personnel Functions, Personnel Series No. 111, N. Y., American Management Association, 1947, pp. 3-5.

## CHAPTER IV

## HOW THE EMPLOYEE LOOKS AT PERSONNEL WORK

In 1947, the National Industrial Conference Board, Inc., through its Management Research Division, conducted a survey to find the answers to three fundamental questions pertaining to employee morale: What do employees want most? What factor or factors have the greatest effect on the employee's attitude toward his job and company? And, conversely, which factors have the least influence?<sup>1</sup>

Because a function of the personnel department is the development and maintenance of morale throughout the company, this survey is of special concern to personnel directors. It indicates those functions of the personnel department which the employee considers most important to his welfare.

Six companies and a large New York union participated in the survey. A check list of seventy-one morale factors was provided to each employee and he was requested to check the five which he considered the most important

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1. Factors Affecting Employee Morale, Conference Board Reports, Studies in Personnel Policy, No. 85, New York, National Industrial Conference Board, Inc., 1947, p. 5.

to him, ranking them in order of their importance. Executives and labor leaders were given the same list of factors and asked to predict factors, in the order of their importance, that would be selected by employees in their own companies or unions.<sup>1</sup>

On the basis of replies from employees of all six participating companies, "type of work" was shown to be the main factor toward developing morale. It was checked as the most important factor of the seventy-one by a relatively high percentage of the participants. Other factors assigned top ranking were:

1. Opportunity in the company for advancement - 5 companies.
2. Supervisor's temperament and personality - 4 companies.
3. Practice of informing you of your job status (both your success and failure) - 4 companies.
4. Physical working conditions (on-the-job) - 4 companies.
5. Employee merit or performance rating (an organized and systematic method of appraising your performance) - 4 companies.
6. Vacation and holiday practices - 3 companies.
7. Profit-sharing plans (excluding employee savings plans) - 2 companies.
8. Company's attitude toward employees (its interpretation of policies - whether liberal or conservative) - 2 companies.<sup>2</sup>

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1. Ibid., p. 6.

2. Ibid., p. 9.

These factors are closely related to the functions of a director of personnel. Placement of each employee in the most suitable work is one of the major concerns of the personnel department. Selection of supervisory personnel also comes under the scope of the personnel department, hence factor 3 above is closely correlated with personnel work. Factors 4, 5, 6, and 8 are also largely under the control of the director of personnel and his department. Hence, 6 of the 8 factors considered most important in the over-all picture, are the direct responsibility of the personnel department.

A further breakdown of the returns from all cooperating employees in the six companies showed definite interest in many other factors connected with personnel, such as employee feeding facilities (cafeterias, etc.), "promotion from within" the company, rest periods, contact with executives, accident prevention activities, music on the job, recreation, and employee suggestion systems.<sup>1</sup> Those factors which relate directly to the work of the personnel department and their ranking by employees surveyed are shown in Table 2.

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1. Ibid., p. 12.

Table 2  
 Most Important Factors, Relative to Functions  
 of the Personnel Department

Factor	Percent
Job security	44.7
Opportunities in the company for advancement	30.7
Employee financial benefits, such as group life insurance, sickness insurance, and pensions	24.4
Practice of informing you of your job status (both of your success and failure)	19.2
Type of work	18.5
Vacation and holiday practices	16.4
Supervisor's temperament and personality	16.3
Physical working conditions (on-the-job)	14.4
Company's attitude toward employees (its interpretation of policies, whether liberal or conservative)	13.6
Employee feeding facilities (restaurants, lunch rooms, cafeterias, canteens, mobile kitchens)	11.2
Practice of hiring outsiders for responsible jobs vs "promotion from within"	11.1
Company medical and health programs	10.4
Quality of supervision	10.4
Employee merit or performance rating (an organized and systematic method of appraising your performance)	10.1
Rest periods	7.2
Contact with executives (opportunity to see them occasionally)	7.0
Labor unions	5.8
Accident prevention activities	5.7
Music on the job	5.2
Training of supervisors and foremen	4.5
Physical condition of recreation rooms, lavatories, and other personal facilities	4.5
Training of wage earners (rank and file employees)	4.4
Employee suggestion systems	4.1
Transportation facilities (to and from work)	3.9
Personnel counselling	3.8



Table 2 (Con't)

Factor	Percent
Methods of handling grievances	3.5
Employment of mixed races	3.3
Social and recreational activities	3.3
Smoking privileges	2.9
Employment methods, including selection, interviewing and placement	2.9
Domestic relations and home conditions	1.9
Termination allowance (dismissal compensation)	1.8
Policy with respect to wearing uniforms (or regulating working attire)	1.6
Housing facilities	1.5
Bulletin boards, house organs and other methods of disseminating information to employees	1.5
Training of executives	1.3
Policies and practices regarding discharge of employees	1.2
Induction training (including orientation)	.8
Friendly attitude of all employees toward each other	.1

It will be noted that thirty-nine of the seventy-one factors included in the survey, are directly related to the work of the personnel department. Therefore, although Personnel Counselling rated only 3.8 percent, the entire work of the personnel department is given definitely more consideration by employees.<sup>2</sup>

"The analyses of variations in the choice of factors seem to re-emphasize the fundamental principle of modern personnel administration that every individual is unique.

"That principle is not new, but the fact remains that in many situations where serious difficulties have arisen between employees and

1. Ibid., p. 12.

2. Ibid., p. 12.

their companies, the executives involved have later attributed their failure to neglect of this readily understandable and basic principle. Some of these executives have pointed out, furthermore, that they neglected to recognize that every group of individuals is also unique.

"Under this principle of uniqueness, an attempt to apply the 'golden rule' to employee-employer relations runs grave risk of miscarrying. The executive who proceeds on what-he-would-like-if-he-were-in-the-employee's-shoes should not be greatly surprised if the employee's reaction proves to be an unexpected one."<sup>1</sup>

The predictions made by employers and labor leaders as a part of this survey were compared with the results of employee factor rankings. It was found that whereas less than thirty percent of the employees mentioned compensation anywhere among their selections, approximately seventy-five percent of both the executive and labor leader participants included compensation somewhere among their first five factors.<sup>2</sup>

Women placed greater emphasis than men on such factors as physical working conditions, supervisor's temperament and personality, practice of informing you of your job status, company's attitude toward employees.<sup>3</sup>

A survey of department store employees made by the National Retail Dry Goods Association showed that men

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1. Ibid., p. 17.
  2. Ibid., p. 21.
  3. Ibid., p. 27.

selected as the principle morale factor "A job that interests the employee," and women chose "Understanding and appreciation from bosses of the difficulties of one's job."<sup>1</sup> Clearly these are both factors under the scope of the director of personnel. Other morale factors studied were also closely related to the work of the department of personnel. The various morale factors included in the survey, and how they were ranked by men and women employees, is shown in Table 3.

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1. Ibid., p. 27.

Table 3  
 Ranking of Morale Factors in a Survey  
 of Department Store Employees

Factor	Ranking by Men	Ranking by Women
A job that interests the employee	1	6
Proper evaluation of all phases of one's work when judged	2	5
Fair pay for the type of work done	3	4
Understanding and appreciation from bosses of the difficulties of one's job	4	1
A system of promotion based on merit alone	5	7
A secure job as long as the employee does good work	6	8
An available executive with whom to discuss one's personal problems	7	2
Good physical working conditions	8	3
		1

1. Ibid., p. 27.

CHAPTER V  
SELF EVALUATION OF THE PERSONNEL DIRECTOR

From the preceding studies of the work of a personnel director and the requirements which have been established by civil service boards for similar positions, it can readily be seen that such a position requires a great deal of versatility on the part of one employed as a personnel director. The variation in work included under the functions of the personnel department in different companies also has a direct bearing upon the requirements of the individual employed in each particular firm.

Of the twentyseven personnel directors contacted as a part of this survey, twenty-five sent replies, usually in letter form rather than in brief replies to the questionnaire sent to them with an explanation of the purpose of the survey.

In replying to the question "what do you think of the personnel field as an occupation?", Don Lewis, personnel manager for the Northern Pump Company, St. Paul, Minnesota, said:

"I believe you will find the personnel field very interesting. In this field you deal with people and their problems and you have the opportunity to see the results of your work."

"Interesting, and becoming more and more necessary," was the comment of F. B. Wildrick, superintendent of employment for the Erie Railroad Company, Cleveland, Ohio, in replying to the same question.

A. D. Eastman, personnel manager of the B. F. Goodrich Company, made his reply more personal: "I like it - but for anyone who does not enjoy working with people and their problems it would be unsatisfactory."

The personnel manager of a large oil company, who requested to remain anonymous, said of personnel work:

"It offers many rewards, tangible and intangible, to a person who is genuinely interested in such matters as employment (recruitment, testing, placement, transfers); administration of employee-benefit plans (accident and sickness; group insurance and pensions; hospital and surgical benefits; permanent total disability; vacations, etc.); accident-prevention; personnel research; personnel records and statistics; and employee relations in general."<sup>1</sup>

O. H. Dersheimer, Industrial Relations Director for Western Sugar Refinery, San Francisco, made the following statement:

"My opinion of the personnel field as an occupation is based on eleven years' experience in industrial relations work in this company."

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1. Letter to W. W. Renke, May 4, 1948.

We use the term 'industrial relations' to cover all relationships between employees and management arising out of or connected with employment. As an occupation it is my opinion that this work is highly interesting and absorbing. It is my feeling that for a person who is qualified, this work is of such a nature that it commands the full time interest and attention of the person who is engaged in it. It has also been my observation that for a person who is not temperamentally suited, the work is drab and onerous."

Replies from other personnel directors expressed much the same idea as these which have been quoted. Personnel work is an interesting profession for one who is interested in people and has the right temperament; for others it would be unpleasant and drab.

Writing on one's outlook in the field of personnel management, Ernest de la Coss, formerly executive placement manager of Macy's in New York City, now personnel director for the National Broadcasting Company's entire network, a member of the personnel council of the American Management Association, chairman of the New York Personnel Management Association, and an instructor in personnel interviewing at New York University says:

"Considerable need for trained men at entrance level of personnel administration. There are an estimated 100,000 personnel workers, about 10% of whom are in top level jobs. Field can absorb about 3,500 a year currently and for predictable future. Although total in field has declined estimated 25% since war-time peak, it has been insufficiently trained people who have been weeded out. Overall growth and importance of field

attributed to increase in federal legislation, affecting employer-employee relationships, growth of collective bargaining, and more conciliatory attitude on part of industry. West Coast and Southwest states, with expanding industrial potential, offer best chance of advancement in personnel work.

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"Advantages: stimulating work; semi-professional prestige; overall picture of company. Disadvantages: irregular hours; pressure periods (as during strikes); difficult to advance to top command posts in organization because of preference given to 'officers of the line.'"<sup>1</sup>

Assistant Director of Executive Placement and Review at R. H. Macy & Co. at present is Lemuel L. Foster, one of the few Negroes holding such a position in the business world.

"Foster believes that he has reached his present position largely because of an ability to get along with people - white or colored - which he attributes in turn to his educational background."<sup>2</sup>

Forest H. Kirkpatrick, Personnel Administration Manager of Radio Corporation of America, in his introduction to Careers in Personnel Work, points out that:

"Business and industry, schools and colleges social agencies and government agencies, are becoming increasingly aware of the fact that our technological development must be matched by

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1. Casa, op. cit., pp. 90-91.  
 2. "The way It Should Be," in Fortune, Vol. XXXIV, No. 4, October 1946, p. 170.



better understanding of the complicated phenomenon of human motivation and adjustment. Opportunities for interesting and worthwhile careers will flourish in the years ahead . . .

"Those who plan to turn toward personnel work as a career, - as well as those who are providing vocational guidance, should understand that a sentimental urge to 'work with people' is not sufficient. Skills and abilities must be geared to fit an every-changing pattern, and social insights must be analytical and developmental - else the goals for which we strive will become hitching posts instead of sign posts."<sup>1</sup>

Throughout these various opinions of the profession as a whole, it will be noted that the men engaged in it stress the fact that it is an interesting field for those who like to deal with people and their problems.

Unquestionably then one of the primary requisites of a good personnel manager is that he must like people. Reiterating Kirkpatrick's statement, however, "a sentimental urge to 'work with people' is not sufficient."

In general, the qualifications which a personnel director should have may be divided into three groups. These are personal traits, educational qualifications, and experience.

Relative to previous training and experience of a pertinent nature, an American Management Association report states:

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1. Smythe, op. cit., pp. 6-7.

"While it is not feasible here to prescribe absolute or inflexible requirements of specialized training and experience for the work, the broad pattern of a desirable background may be outlined.

"Previous industrial or business experience in the ranks and in an executive capacity is valuable in developing an understanding of the problems of general management as well as a realistic attitude toward personnel problems. (Some personnel executives also cite experience in teaching, vocational guidance, educational personnel work, and social work as providing a good background for specialization in industrial personnel work.)

"A period of apprenticeship in a personnel department supervised by an able executive is especially advantageous in developing the required insight into human relations and sound concepts of personnel practice.

"Most valuable is a record of successful organization and development of a personnel program for one or more companies."<sup>1</sup>

De la Ossa outlines the steps to the position of personnel director in this manner:

"Typical line of progress sees beginner start as preliminary interviewer. . . . After one year he may be senior interviewer, stay one to five years. . . . avenues of approach converge at level of employment manager. . . . next step, assistant personnel manager. . . . finally the personnel manager. . . ."2

In view of these statements, it is interesting to consider the experience which some successful personnel directors have had. Therefore, those contacted were

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1. American Management Association, Industrial Relations -- Today and Tomorrow, Special Report No. 319, New York, American Management Association, December 3, 1941, p. 21.

2. Ossa, op. cit., p. 91.

asked "How did you get your start in this work?" Some of the answers were:

"The best answer that occurs to me as to how I got my start is that I have always endeavored to do my best in whatever task is assigned. . . I think the best start for an industrial relations man is to work with and get to know the employees with whom he is to deal, and after a year or so of that experience then make an effort to be transferred to the Industrial Relations Department."<sup>1</sup>

"I started as an administrative trainee and in a short time was appointed a department manager. After successfully operating one of our departments I was then appointed Personnel Manager."<sup>2</sup>

"As supervisor and staff man in various departments, working with people employed in varied capacities and of varied rank and grade."<sup>3</sup>

"From University Administration to Training Department."<sup>4</sup>

"Started in saw mill."<sup>5</sup>

"It might be said that I obtained my start in this field long before I became associated with our Personnel Department in May, 1929.

"Specifically, I mean that since about 1920 I have been active in social work of various kinds. I was also active, for example, in our Employees' Association which sponsored various sorts of employee activities.

"During the time I functioned as Chief Clerk of the Personnel Department (1929 - 1937), I had the opportunity of studying first hand the various

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1. O. H. Dorsheimer, op. cit.
  2. Don Lewis, op. cit.
  3. F. B. Wildrick, op. cit.
  4. A. D. Eastman, op. cit.
  5. Ray Wiese, Weyerhaeuser Sales Co., Minneapolis, Minn., letter to W. W. Renke.

employer-employee problems which arise in industry generally.

"I spent most of 1938 and the early part of 1939 in the Southwest on special assignment handling educational work in the field with supervisory employees. I was then placed in charge of personnel research work. In January, 1942, I became Assistant to Manager of the Personnel Department and was appointed Manager in October, 1946."<sup>1</sup>

Lemuel Foster of Macy's had considerable experience to prepare him for his present position. At one time he was employed with the Labor Department's Division of Negro Economics.

"In 1922 he got a job with the Lincoln Reserve Life Insurance Co., one of the first firms to sell standard-type insurance to both white and colored risks.

Within ten years Foster had shifted companies and, as head of Victory Life's New York Branch, was earning \$10,000 a year. . . . He landed the job of Race Relations Director of WPA in New York. There he came to know General Somervell . . . who called him in to Washington when war broke out to serve as Race Relations Officer in the Industrial Personnel Division of Army Service Forces. Two of Macy's present top executives also served in the I. P. D. . . . When the war was over they recommended him for his present job."<sup>2</sup>

Mr. de la Ossa obtained much of his experience at Macy's where he worked in all branches of the personnel department - training, research, industrial relations, staff employment, executive employment, preliminary

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1. Letter to W. W. Renke, May 4, 1948.
  2. "The Way It Should Be," op. cit., p. 170.

interviewing, placement interviewing, and counseling.<sup>1</sup>

Guy B. Arthur, Jr., Vice President in Charge of Personnel for the American Thread Company, after graduating in business administration at the University of Minnesota, was employed as an industrial engineer for Majestic Radio Corporation, then as an industrial relations manager for R. G. LeTourneau, Inc. After two years there doing personnel work, he was employed as personnel director of American Thread.<sup>2</sup>

Harry A. Wann, Director of Personnel Service of the American Red Cross, has had varied experience which includes farming, common labor, rural school teaching, high school teaching, recreational welfare work, YMCA secretary, principal of a high school, superintendent of schools, county superintendent of schools, college and university teaching, assistant national director of USO, and now his present position.<sup>3</sup>

H. O. Frohbach, Assistant Director of Industrial Relations of General Mills, Inc., sums up the need for training and demonstrated executive ability as follows:

"It has been my observation that there is no definite pattern in the type of experience

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1. Smythe, op. cit., p. 157.
  2. Ibid., pp. 174-175.
  3. Ibid., p. 144.

and training of men who are in charge of personnel or industrial relations in the larger companies. Probably the only general conclusion that one could make is that the most successful of these men have demonstrated their administrative ability in some other capacity. They come from sales, production, accounting, purchasing, and almost any activity that you could name. Maybe in the future more of them will be men who have been trained specifically in personnel work, but so far it seems that the principal requirement is a demonstrated administrative ability in some other field, plus, of course, an understanding of people."<sup>1</sup>

Varied but definite experience has led each of these men to success in the field of personnel work. Their preparatory work has helped them to learn to work with people, and has also given them, in most cases, fundamental information about the departmental operation of the firm. As Mr. Frohbach points out, few present day personnel managers have sufficient training in personnel work to enable them to go directly into such a position.

#### PERSONAL TRAITS FOR THE PERSONNEL DIRECTOR

One personal characteristic of the successful personnel director has already been pointed out, the ability to get along well with people. This is stressed

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1. H. C. Frohbach, Assistant Director of Industrial Relations, General Mills, Inc., letter to W. W. Renke, April 21, 1948.

by practically every person contacted in this survey and every publication consulted. As the American Management Association says:

"Understanding of people is essential. Such understanding involves appreciation of human wants and aspirations, of individual differences in aptitudes and abilities. It manifests itself in an unceasing effort to provide others with the opportunities, the encouragement, and the motivation for their development."<sup>1</sup>

Personnel directors contacted placed almost equal stress on the need for emotional stability. Tact and tolerance were also listed as important qualifications. Some of the comments by personnel directors on personal traits required were:

"Judgment and common sense, good analytical powers, emotional stability (self-control), ability to cooperate with other executives, concern for the larger strategies of the organization as a whole."<sup>2</sup>

"Highly developed sense of integrity and sincerity, awareness of basic individuality and respect for differences, tolerance."<sup>3</sup>

"I think it is requisite for a personnel man to have a sociable nature, to like people and like to work with them regardless of their social level."<sup>4</sup>

"First and most important, is that trait of understanding and appreciating human beings. The personnel manager must also retain the proper

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1. American Management Association, Selecting the Personnel Officer and His Staff, op. cit., p. 2.

2. Letter to W. W. Renke, May 4, 1948.

3. A. D. Eastman, op. cit., p. 2.

4. O. H. Dorschheimer, op. cit.

balance between management and the employee. An even temperament and ability to work on one's own initiative is very important."<sup>1</sup>

"To like people.  
To be honest in every respect.  
To be cleanly in person, dress, and speech.  
To be charitable and sympathetic."<sup>2</sup>

"Tact, even temperament, ability to make corrections in a pleasant way."<sup>3</sup>

In addition to understanding people, the American Management Association lists three other major qualities:

"a. A lively intelligence is a prime requisite. The personnel function demands a marked degree of analytical ability and great resourcefulness. Good judgment, intellectual honesty, alertness, and keen perception are also ranked high among the desirable mental traits.

"b. A high degree of freedom from bias is imperative. To be truly effective, personnel management requires of its practitioners an impartial, objective attitude toward management, toward workers and toward the community. The personnel manager's plans, his decisions, his counsel---all must be dictated by the total requirements of the situation. This implies sincerity, fearlessness and, above all, honesty. Management defeats its purpose in setting up a personnel department when it seeks in the personnel officer a champion of its own particular interests as against those of the employee group or the community. Typical examples of such an unsound, and often highly dangerous, approach, are the appointment of a lawyer as industrial relations

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1. Don Lewis, op. cit.
  2. F. B. Wildrick, op. cit.
  3. Ray Wiess, op. cit.



manager because of his reputed ability to formulate 'trick' contracts, or of a local politician who has nothing to recommend him save his influence with the local law-making bodies. Such practices violate both the spirit and the intent of a human relations program.

"c. A compelling manner is among the leading assets ascribed to the personnel man. The ability to inspire confidence, to encourage friendliness, and to elicit cooperation and enthusiasm is invaluable in the pioneering effort involved. In this connection it is important to evaluate the 'total' personality of the prospective personnel officer in terms of the personalities with which he will have closest association, since often the staff officer must 'sell' himself before he attempts to sell his services. It is recommended that no final selection from among the candidates be made until several key executives have met the most likely applicants and have been afforded the opportunity to indicate their reactions."<sup>1</sup>

In general, then, what personnel managers themselves think their personal traits should be are a liking for people, emotional stability, tact, good judgment, and common sense, integrity and sincerity, and tolerance. These and other personal traits considered important by personnel directors surveyed are shown in Table 4.

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1. American Management Association, *Selecting the Personnel Officer and His Staff*, op. cit., p. 1.

Table 4  
Desirable Personal Traits Suggested by  
Twenty-five Personnel Directors

Trait	Number Selecting
Sociable nature - liking for people	25
Emotional stability	21
Tactfulness	20
Judgment and common sense	19
Ability to cooperate	17
Integrity and sincerity	16
Tolerance	14
Good analytical powers	7
Respect for individual differences	5
Initiative	5
Ability to select and train individuals	5
Sympathetic nature	3

#### RECOMMENDED EDUCATIONAL QUALIFICATIONS

The third qualification mentioned is education. It can be observed from previous statements that most of the personnel directors contacted have relied on personal qualifications and experience to reach their present positions. However, the responses indicated

that these men recognized the importance of specialized training and education for such positions, in lieu of some experience, or to supplement their experience.

Some of their comments are:

"Should have sufficient educational background as to have developed his interest and curiosity to a point where he will continue to study his chosen subject."<sup>1</sup>

"It is helpful to have a college education, although not necessary. Many of the best personnel managers have never been to college. If you do have a college education, a combination of business and psychology will prove to be very beneficial."<sup>2</sup>

"Very good vocabulary, understanding of words big and small. Good foundation in grammar and mathematics, principles of psychology, principles of economics."<sup>3</sup>

"Broad educational background. Specialized courses in psychology, public speaking, personnel management, labor problems, economics, statistics, industrial management, sociology, thorough knowledge of the business as a whole, something that is not to be gained from courses in personnel or in any other way than by long apprenticeship in business itself."<sup>4</sup>

"The broader the better, especially in the humanities or social sciences."<sup>5</sup>

"Good educational background, especially psychology."<sup>6</sup>

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1. G. H. Dorsholmer, op. cit.
  2. Don Lewis, op. cit.
  3. F. B. Wildrick, op. cit.
  4. Letter to W. W. Renko, May 4, 1948.
  5. A. D. Eastman, op. cit.
  6. Ray Weiss, op. cit.

These statements differ slightly from those of the American Management Association for they stated:

"Regardless of the extent of the candidate's formal education, he should have completed at least a few courses bearing directly on personnel work. Basic preparation for a personnel position should include some training in psychology (primarily abnormal, industrial and social), labor problems, labor legislation, sociology, statistics, economics, personnel administration, and general management. Personnel practice of an advanced nature requires familiarity with the specific techniques involved in interviewing, employment testing, personnel record-keeping and personnel research. In the modern personnel setup a further knowledge of the techniques of job analysis and evaluation, merit rating, and collective bargaining is daily growing in importance."<sup>1</sup>

Ernest de la Cossa says in regard to necessary education:

"Since a beginner is not taken on as personnel manager but in much lesser capacity it has been possible in the past to overcome educational lack by successful performance in job. But competition today virtually excludes those without college education. Bachelor degree can be either science or arts, should include courses in economics, labor law, wage and hour acts, statistics, basic and industrial psychology, sociology, personnel administration. Graduate work is highly desirable."<sup>2</sup>

These statements indicate that there is some variance of emphasis upon the need for a college education. Some feel it is not necessary, others

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1. American Management Association, How to Establish and Maintain a Personnel Department, op. cit., p. 14.

2. Cossa, op. cit., p. 90.

particularly emphasize the need there will be for it in the future. Courses especially recommended are psychology, economics, sociology, labor problems, and personnel management. A general summation of recommended courses is shown in Table 5.

Table 5

## College Courses Recommended by Personnel Directors

Course	Number Recommending
Psychology	24
Economics	23
Sociology	20
Personnel management	11
Labor problems	9
Business administration	6
Public speaking	5
Grammar	3
Statistics	3
Mathematics	2
Industrial management	2

## CHAPTER VI

## EMPLOYERS ATTITUDE TOWARD PERSONNEL DIRECTOR

Having considered what the personnel managers themselves feel regarding their profession, it is equally important to consider the attitudes of the employers in companies large enough to have separate personnel departments.

Depending upon the individual characteristics of their firms, these employers have selected various titles for the heads of their personnel departments such as personnel manager, personnel director, industrial relations manager, general manager in charge of personnel, superintendent of employment, director of industrial relations, vice president in charge of industrial relations, and vice president in charge of personnel.

Whatever the title the functions of the departments are much the same in each instance, and the qualifications for the one in charge are also similar.

Replies to the question of the personal traits necessary for a director of personnel sent to twenty-five employers again indicated strongly the necessity to like and understand people. The other traits suggested by personnel directors which employers also

mentioned were ability to cooperate, initiative, sympathy, and tact. Otherwise they placed their stress on other points not mentioned by the directors such as a pleasing personality, salesmanship, patience, practicality, and leadership.

Some of their comments were:

"The one personal trait which we consider most important for our Personnel Manager to have is that of the ability to meet people and to converse with them at their own level."<sup>1</sup>

"With regard to your question as to the personal traits important in a personnel director, the one thing that he must have above all others is a real interest in his fellow beings and be sympathetic towards their problems. He must naturally have a pleasing personality, and like any other executive, he must have the ability to think a problem through to a successful conclusion and also the ability to plan an effective program. Since the Personnel Department of the National City Bank does not enter into the line organization of the Bank, but is set aside in a staff capacity, it is extremely important that the Vice President in charge of the Personnel Department be a first-class salesman, for his only weapon is that of persuasion."<sup>2</sup>

"Understanding of people and experience in handling; patience, thoroughness; ability to lead."<sup>3</sup>

"Extremely broad background and strong personality."<sup>4</sup>

"The manager of a personnel department should be, in my opinion, a person sympathetic with his fellow man and at the same time thoroughly practical."<sup>5</sup>

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1. Frederick F. Smith, op. cit.
  2. L. B. Guyler, op. cit.
  3. W. G. Marshall, Vice President, Westinghouse Electric Corporation, Pittsburgh, Pa., letter to W. W. Renke, April 21, 1948.
  4. M. J. Lewis, op. cit.
  5. Erison Wood, op. cit.

Ellis G. Maxcy of the Southern New England

Telephone Company says:

"The two (principle job requirements) are the understanding of people and the problems of making the personnel job more objective.

"One measure of the success of the . . . executive in his personnel duties is how he gets along with people. . . most of us tend to work with people intuitively. Some persons are very good at developing a 'feeling' for human relations situations, and those who have this ability are interesting to watch. I know a man who has it to a high degree, and I observed his methods. He dispenses with any analytical approach to human problems and, in general, his relationships with people are highly successful. However, because of the enthusiasm and robustness of his approach to people, his limited number of errors assumes a considerable importance in spite of his great number of successes. I know of several errors which have been very costly to his organization and to the regard in which he is held by others.

"We need to offer. . . some basic stabilizing concepts in regard to people in order to avoid the hazards encountered when human relations are dealt with on an intuitive basis exclusively. To get these basic stabilizing concepts, we have to go directly to two sciences which are concerned with people - psychology and sociology."<sup>1</sup>

From this it can be seen that Mr. Maxcy feels that an intuitive understanding of people is not enough. It must be supplemented by a study of both psychology and sociology in order to provide a more scientific background for handling people. This will be discussed

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1. Maxcy, op. cit., p. 26.



further under the educational qualifications suggested by employers.

The same idea of a combination of personal and educational qualifications is brought out by L. A. Appley, vice president of Montgomery Ward, who says:

"Personnel administration is the most important management activity. Anyone engaged in personnel administration who does not believe that, and does not fearlessly say so whenever opportunity presents itself, should reconsider the tenets upon which he works.

. . .

"A fourth point in relation to the significance of personnel administration in the modern corporation is that the responsibility of doing the personnel job requires trained, qualified supervisors and managers. . . What do I mean when I say 'qualified'? I mean people who are competent to do a management job. I mean that where the right concept is prevalent, supervisors are selected primarily for their management ability, rather than for their technical knowledge or background of experience in the particular operation they are to supervise.

"What do I mean by 'training'? I mean that supervisors who are responsible for the activities of other people must have a basic philosophy, a basic conviction, about their responsibilities as managers, and a basic attitude toward them. They should be people who have been trained to understand that management is an activity quite different from all the others in which they have been engaged, quite different, in fact, from all other activities in the organization. They should be convinced of its importance, first; and in the second place, they must have objectives toward which they are working in their management activity."<sup>1</sup>

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1. Appley, op. cit., pp. 3-4.

Briefly, then, the desirable personal traits suggested by these and other employers contacted through this survey include, in addition to an instinctive liking for people, a pleasing personality, cooperation, initiative, sympathy, tact, salesmanship, practicality, patience, leadership, and thoroughness. The way in which these are rated by the various employers is shown in Table 6.

Table 6  
Personal Traits Desired by Employers

Trait	Number Selecting Trait
Sociable nature - liking for people	25
Pleasing personality	21
Sympathetic temperament	19
Tactfulness	18
Ability to cooperate	16
Patience	15
Salesmanship	11
Initiative	5
Leadership	3
Practical outlook	2
Thoroughness	2

A comparison of these traits with those listed by directors is shown in Table 7.

Table 7  
Summary of Personal Traits Desired by Employers  
and Personnel Directors

Trait	Employers	Directors
Sociable nature	25	25
Pleasing personality	21	0
Sympathetic temperament	19	3
Tactfulness	18	20
Ability to cooperate	16	17
Patience	15	0
Salesmanship	11	0
Initiative	5	5
Leadership	3	0
Practical outlook	2	0
Thoroughness	2	0
Emotional stability	0	21
Judgment and common sense	0	19
Integrity and sincerity	0	16
Tolerance	0	14
Good analytical powers	0	7
Respect for individual differences	0	5
Ability to select and train individuals	0	5

#### EDUCATIONAL REQUIREMENTS SUGGESTED BY EMPLOYERS

Before asking employers what educational qualifications they felt a personnel director required, they were queried as to the educational background of their present directors. This brought out somewhat the same

information as was found when personnel men were asked about their background in this respect; that is, many present directors are not college men. Particularly, they do not have special educational work in the field of personnel and business administration. This is largely the result of the policy of "promotion-from-within" which has brought men up through various departments into personnel positions, and also partly because as yet there are not large numbers of college trained men available for such executive positions. The survey indicated however that with employers, as with personnel directors, there is a growing realization of the need for such education, and an educational background in business administration and personnel management is becoming increasingly important.

Brisson Wood of the Minneapolis-Honeywell Regulator Co. reported that although the head of the personnel department there does not have special college training in this field, certain of his key men do have.

Discussing the policy of Revere Copper and Brass Incorporated in this regard, Mr. Smith reported:

"Generally speaking, all of our Personnel Managers have had a high school education. A few, a college education. Most of them have, through our policy of promoting from within, worked their way up to the position they now hold. During this time they are of necessity required to know all of the state and national laws applying to hiring procedures and practices,

anti-discrimination, workmen's compensation, and other mirades of labor legislation in existence."

Solar Aircraft, Mr. Lewis stated, requires that the head of its department have courses in law, psychology, and social science.

Some firms, such as Westinghouse, have not yet stipulated that their personnel men must have special work in that field, but they do expect them to be college graduates.

In the larger firms, key men must have training in line with the particular section of the personnel department in which they work. For example, division heads described below by Mr. Marshall for Westinghouse have special training in their separate fields:

"The Westinghouse company has 106,000 employees on its roll. We have executive headquarters at Pittsburgh, Pennsylvania. The Industrial Relations Department at headquarters is for the purpose of developing policy and administering such policies to the organization which is national in character.

"There are about twenty-five separate plants. Each has its personnel manager reporting to his local executive but looking to Headquarters for policy. There is also a group of Manufacturing and Repair divisions throughout the country, those being in charge of an Industrial Relations manager in personnel matters, with someone in each division looking after personnel matters on a part-time basis. The Sales Department has an Industrial Relations manager; likewise the Engineering Department."

Amplifying his comments on the value of psychology and sociology to the personnel director, Mr. Maxey says:

"From psychology we can draw certain practical generalizations about persons in work situations. These are:

(1) People Differ One from the Other. . . They differ in at least these specific ways: in their physical and mental heritage passed on from their forebears; in their home experience, both as children and as adults; in their schools and school experience (place, kind, and extent of formal school); in their work experience (part-time jobs during childhood and full-time work as adults); and in their recreation experience - off-the-job activities. At a given time any individual is the sum of all his experiences up to that time, plus his physical and mental heritage. As all experiences in each of the five categories have differed from those of all other persons, it is obvious that any individual is different from all other persons.

(2) People are Complex and Not Easily Understood. . . In solving personnel problems. . . it is not always possible or wise to probe sensitive areas of information if such probing is unwelcome. . .

(3) Adults Learn Readily and Constantly. Rapid change is basic in industry today, as it is in all other phases of adult life. All workers, like all executives, are constantly faced with adjustments. . . People who work for a living generally should be classified as adults regardless of their age. An adult does not like to be treated as a member of an impersonal group. He does not like to be talked down to. He likes to be recognized by name and dealt with as a specific person with his own problems and possibilities. He likes to feel that he is making progress of some sort. He wants security of job and income. Adults are like children in some ways, and they are sensitive to the example of those whom they respect. Adults appreciate a sincere interest in their off-the-job activities and families, especially if they have children.

"Now we come to consider the contributions from sociology - the understanding of group

situations. . .

"The following are some useful ideas recorded about work relationships in groups from various studies:

"There is a definite, informal relationship between members of work groups. Employees, who are working closely with each other, set up relationships among themselves quite aside from those prescribed on the organization chart. They will recognize leadership of one member of their group on one subject, and that of another, perhaps, on another subject. They will establish their own standards of work, and also their own standards of cooperation with supervision. . .

"This emphasizes that to be an effective leader, a supervisor must rely upon understanding the individuals and the group, and act in the light of this understanding.

. . .

"We are well on the way to the development of a better personnel job if we grasp every opportunity to improve all our personnel techniques, and particularly to make steady progress in (1) understanding people, and (2) in improving the quality of our personnel judgment."<sup>1</sup>

Replies of employers to the survey questions brought out much the same attitude as has been expressed in these paragraphs: that the personal qualifications of the individual, supplemented by experience and special training, especially in those subjects which it is believed will enable one to handle people more efficiently and tactfully, are the important considerations in employing a personnel manager.

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1. Maxcy, op. cit., pp. 27, 28, 30.

From the various statements of executives as well as from the experience which personnel directors indicate they had before entering their current positions, it will be noted that many companies follow a policy of "promoting from within." Therefore, many of the personnel directors started in lower positions in the firm, perhaps not even in the personnel field. The American Management Association lists this policy as a qualifying factor in the consideration of applicants for personnel positions. It reports:

"An attempt to answer the recurrent question, 'Should the personnel officer be recruited from within the company or from an outside source?' would require knowledge of the various factors in a given situation. Normally, there are advantages and limitations inherent in either course which must be weighed in reaching a decision.

"For example, intimacy with the organizational and operational aspects of the company - particularly if these are highly specialized - may eliminate the need for much preliminary study and research on the part of the appointee. If, in addition, the employee has won the respect and regard of his associates over the years, the task of gaining their cooperation and securing due recognition of the personnel function may be facilitated.

"On the other hand, it is pointed out that a local man promoted to the position of personnel officer may sometimes find himself at a definite disadvantage in that management is inclined to 'tell him, rather than to ask him'. . ."

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1. American Management Association, How to Establish and Maintain a Personnel Department, op. cit., p. 15.



CHAPTER VII  
REQUIREMENTS DESIRED BY EDUCATORS

The increasing emphasis that is put by both employers and personnel directors upon educational requirements is placing greater responsibilities upon colleges and universities, especially those which have accredited schools of business. Educators must plan courses of study which will equip prospective personnel executives to take their place in the profession.

Much of the credit for starting personnel administration on its way to professional standards must go to Dartmouth and Bryn Mawr Colleges and their initial courses in personnel problems and employment management in 1912 and 1915.

From these small beginnings, personnel administration has become one of the principal courses in the fifty accredited schools of business in colleges and universities throughout the United States.

In order to find out what educators in such schools thought of the field of personnel administration and what qualifications they felt personnel directors should have, questionnaires were sent to various educators,

particularly deans of schools of business which offered special courses in personnel management. Few personal comments were offered by the educators in their replies, the usual procedure being to make reference to texts on business administration or college catalogs. As a result, material for this chapter has been compiled primarily from such sources.

Many of the personal traits which were suggested by educators as beneficial to a personnel director were the same as those recommended by employers and the directors themselves. William Rosengarten, Vice-Principal of the William L. Dickinson High School in Jersey City, includes in essential characteristics a keen mind, excellent powers of analysis, tact, knowledge of human nature, and a fully developed sense of justice.<sup>1</sup> He supplements these traits with further qualifications for the specific positions of employment director and personnel director. For the former he recommends that:

"He must have good working knowledge of the processes of the business, and the jobs for which he is to select men . . . avail himself of new methods of testing the fitness and adaptability of applicants, in promoting and discharging he will make use of records of the employee's ability and service. . . know how and where to reach out

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1. William Rosengarten, Choosing Your Life Work, New York, Whittlesey House, 1924, p. 169.

for labor. . . must be familiar with economic conditions and with the state of the labor market."<sup>1</sup>

For the personnel director he advises:

" . . . that he be big and broad in his sympathies, have a knowledge of human nature in general, sufficient analytic and deductive ability to get at the thoughts, emotions, ambitions, and desires of the individuals with whom he deals. . . if he can acquire a knowledge of the men with whom and for whom he works, he will be able materially to increase their efficiency and their happiness. He must be tactful, of pleasing personality, enthusiastic, energetic and a 'good mixer.' In order to get to know his men, he must be able to meet them on their own level, be a good listener and an intuitive one. Justness and common sense are also exceedingly necessary qualities in dealing with men."<sup>2</sup>

Another group of educators writing on personnel management, including A. G. Anderson and M. J. Mandeville of the University of Illinois, say of the personnel director:

"He should be familiar with the sales, production, and financial profit points of view so that he may work intelligently with these departments for the greatest prosperity of the business. In this way he can make personnel management an essential feature of good management."<sup>3</sup>

Qualifications for an employee counselor set forth by the Vocational Guidance Research include:

- Training in personnel techniques
- Background of experience as a worker
- Absolute sincerity of purpose

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1. Ibid., p. 169.

2. Ibid., p. 168.

3. Anderson and others, op. cit., p. 79.

Stimulating personality

Desire to understand causes and possible effects

Industriousness

Adaptability

High personal standards

Broadmindedness.

For a personnel director's qualifications they list:

Objectivity

Emotional stability

Well developed sense of justice

Organizational capacity

Power of analysis and evaluation applied to jobs and people

Ability to develop cooperative relationship

Social intelligence.<sup>1</sup>

A detailed list of characteristics of the successful personnel manager is given in Personnel Management by President Emeritus W. D. Scott of Northwestern University and a group of fellow educators:

"The personnel manager must be a man of versatile attainments . . . must have a keen sense of social justice . . . must be fully appreciative of the rights and interests of the men and women at work, as well as of the economic necessities of management. His philosophy of social justice should include two modern fundamental conceptions:

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1. Vocational Guidance Research, op. cit., pp. 88, 174.

1. Industry is a partnership between management, men and owners.

2. Industry can profit greatly by developing and coordinating the capacities, the interests, the opportunities of each worker and of each member of management.

"He must be able to couple this sense of social justice with a warm personal interest in people. This in turn must be controlled by a wealth of common sense which will protect him from sentimentality on one side and from coldness on the other. He must be a man qualified to advise the management on matters of personnel and capable of talking man to man without fear or favor with any executive in the organization. He must be a salesman capable of demonstrating the advantages of sound personnel practices and able to persuade others, even though opposed at first, to want to adhere to them. He must be a man of obvious unselfishness and of integrity, inviting the confidence of his fellow executives and the workers throughout the organization. He must possess tact and diplomacy in an unusual degree and that sympathy of heart and manner that will invite the friendship and trust of executives and workers alike.

"The personnel manager's task requires that he be a penetrating student of the conditions throughout his company and of economic and business conditions generally that will affect its operation.

"Most of the personnel functions can readily be mastered by a well-trained individual who has a basic interest in people."<sup>1</sup>

Theodore H. Smith, Dean of the School of Business Administration at Montana State University, in replying

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1. Scott and other, op. cit., pp. 34-36.

to the survey questionnaire, listed the following personal qualifications as essential:

1. Ability to plan and organize
2. Thorough knowledge of the business
3. Emotional stability
4. Sales ability -- being a staff officer he must sell his ideas and plans to line management
5. Objectivity.

Stephens College, Columbia, Missouri, was one of the schools which early became interested in educating students for work in the field of personnel administration. Miss Dorothy Pollock, Occupational Guidance Director for the college, to whom the survey questionnaire was referred, replied:

"A Director must be a creative person with a willingness to work hard without counting the hours of labor and must have the ability to work with all kinds of people in the academic world. He must have a personality that will give him entree with all types of persons. This is the one extreme; the other extreme is the ability to work with details and carry them through, organize materials, and translate them into chart form."

From this glance at opinions of educators in the field of business administration, it is found that they agree with employers and personnel directors that the ability to get along with people and a natural liking for people, is one of the outstanding traits needed in this profession. Pleasing personality, rated high by

employers, is also stressed by these educators. Like personnel directors, the educators considered sincerity and integrity important. The educators also mentioned several characteristics not included by the two other groups, such as a keen mind, excellent powers of analysis, energy, adaptability, organizational capacity, and broadmindedness. Table 8 gives a summation of the various personal traits listed in these references and outlined by Dean Smith and Miss Pollock as preferable in a personnel director.

Table 8

Personal Qualifications Recommended by Representative  
Educators in Publications or through Survey

Trait	Number
Experience or familiarity with company operations	6
Sociable nature - liking for people	4
Familiarity with economic and labor conditions	4
Power of analysis	4
Knowledge of human nature	4
Adaptability	4
Sympathetic temperament	3
Pleasing personality	3
Tact	3
Organizational capacities	3
Sense of justice	2
Energy	2
Common sense	2
Sincerity and integrity	2
Desire to understand cause and possible effects	2
Industriousness	2
Broadmindedness	2
Emotional stability	2
Cooperative spirit	2
Creative abilities (initiative)	2
Keeness of mind	1
Enthusiasm	1
Ability to be a good listener	1
Resourcefulness	1
Courage	1
High personal standards	1
Unselfishness	1
Diplomacy	1



## EDUCATIONAL QUALIFICATIONS SUGGESTED BY EDUCATORS

The best way in which to determine what courses educators feel are most beneficial to persons studying to be personnel directors is to learn what they consider prerequisites to courses in this field, and what subjects are offered to students in the field.

The evolution of schools of business, under which the most adequate courses for personnel management are offered, is illustrated by one typical college, the University of South Dakota. Dean Robert F. Patterson of the School of Business explains that South Dakota, like other schools, originally included such courses in the department of economics. Many of the schools consulted for this survey continue this practice today. Later a college of commerce was established and all business management courses were transferred to it. Other schools studied are now in this transitional stage. Finally, at South Dakota, a school of business administration was established in 1927, and it is through its curriculum that courses in personnel management and administration are now being offered. Of this department, Dean Patterson states: Since 1929 the School of Business Administration has become one of the largest professional divisions of the University."

Explaining the purpose of such schools of business administration, Dean Patterson says:

"The business world has come to realize the value of qualities of research, sound analysis, and effective leadership in the success of the business man. The chief limitation of purely technical and vocational instruction has been that such training could be more rapidly and more easily furnished in the business itself. Therefore collegiate schools of business today seek to supply a larger and more thorough understanding of the entire economic and business environment. It is recognized that business and managerial decisions must fit into a political and social environment as well as into a business environment. The School of Business at the University of South Dakota bases its program of studies on the thesis that a good businessman is a man of well-rounded development. Therefore a substantial part of the program of studies is designed to provide a well-proportioned, general education for the student as an individual. This part of the work seeks to develop the student's ability to

1. Adequately speak and write the English language
2. Make sound judgments after examination of evidence
3. Develop creative initiative
4. Acquire a sense of social and public responsibility
5. Attain a sense of perspective and balance derived from a knowledge of people in history and literature.

Comparing this prospectus with the qualifications listed in Table 8, it will be noted that the School of Business Administration, under the definition of Dean Patterson, is attempting to help the student cultivate such necessary attributes as powers of analysis, knowledge of human nature, sense of justice, desire to

to understand cause and possible effects, adaptability, objectivity, organizational capacities, initiative, and creative abilities.

As to the actual academic instruction recommended, Miss Pollock suggests:

"Qualifications of a Director of Personnel. . . are that he must have graduate training in the fields of administration, personnel, guidance including occupational guidance, extra-class activities, and remedial services such as speech, health, religion, etc. He must be well versed in the latest practices, policies, and procedures of personnel work. . . This person must know the latest techniques in counseling, clinical psychology, ability to write, and to speak before audiences. He must know the techniques of public relations. This may sound like a super-human but in the field these are the areas in which one must be almost expert."

Dean Smith includes many of these same requirements in his list:

1. Good general background, especially in:
  - a. English
  - b. Social sciences, including economics
  - c. Psychology
    - (1) General
    - (2) Abnormal
    - (3) Social
    - (4) Industrial
2. Preparation in:
  - a. Labor economics
  - b. Industrial relations
  - c. Labor law
3. Special preparation in
  - a. General business courses
  - b. Personnel administration
4. Apprenticeship in good personnel departments.

A college education with a broad general knowledge on which later to found his more specialized studies for the work of employment management, is recommended by Dr. Rosengarten to one desiring to prepare for entrance into the field of personnel work.<sup>1</sup> The number of schools which make junior standing a prerequisite for entrance to specialized personnel courses bears out the fact that most educators agree with this theory. Dr. Rosengarten also suggests courses in commerce and business administration.

To these, D. M. Smythe adds courses in political and social history, political science, labor legislation, labor statistics, language, advanced and abnormal psychology, literature and composition, psychological and aptitude testing, methods of occupational research, and job classification.<sup>2</sup>

Discussing personnel administration as a prospective field for women, Dr. Elizabeth Adams of Smith College says:

"Personnel service is a significant manifestation of the new spirit in industry and the growing understanding of the psychology of human group relationships. It is a profession which requires more of its practitioners than a 'natural liking for people' and

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1. Rosengarten, op. cit., p. 97.  
2. Smythe, op. cit., p. 91.

psychology, important and even necessary as these are. But they must be supplemented by a rigorous special training and practical experience."<sup>1</sup>

To obtain such training she recommends such courses as personnel management, industrial management, applied psychology, economics, and sociology.

In general, educators feel that a college degree is quite necessary for a director of personnel, and that graduate work is even more preferable. Especially recommended are courses in the various branches of psychology, economics and social science, and personnel and industrial administration.

Twenty-four colleges and universities, representative of different sized institutions and various geographical areas, were selected for a catalog study to determine what courses were being offered to meet the educational needs of students desiring to enter the personnel field. These included Antioch College, Yellow Springs, Ohio; Columbia University School of Business; New York University; Montana State University; Stanford Graduate School of Business; University of California; University of Arizona; St. Olaf College; University of Wisconsin; University of Washington;

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1. Adams, Elizabeth Kemper, Women Professional Workers, New York, The MacMillan Company, 1921, p. 16.

University of Houston; University of Minnesota; Luther College; Duke University; University of Michigan; University of Kansas; DePaul University; Northwestern University; University of Illinois; Yale University; Middlebury College; University of South Dakota; Vassar College; and University of Missouri.

In its prospectus for the business administration section Antioch College states:

"Persons professionally prepared to select, train, and organize employees are increasingly demanded in educational, social welfare, and governmental, as well as business and industrial enterprises. This professional preparation may be approached from several points of view, depending in part on the type of enterprise and particular areas of employee selection, training, or organization in which the student is interested.

"Through cooperative jobs in a wide range of institutions, students can gain the basic practical experience for dealing successfully with people. Their co-op job experience might include factory production, clerking in personnel departments or in union organizations, time and motion study, personnel research, psychological testing, summer camp counseling, teaching, social service work, or interviewing.

"Course work in business administration, education, government, psychology, or sociology."<sup>1</sup>

Seventeen other schools indicated specifically that their personnel courses include actual work either during

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1. Antioch College A. C. Bulletin, Catalogue Issue, 95th Year, 1947-48, May 1, 1947, Yellow Springs, Ohio, p. 133.

the regular school term or as an extra-curricular project in the personnel field, as a supplement to the class work.

Columbia University makes this general summary statement of the work covered by its courses in personnel administration:

"Problems of leadership, morale, interest in work, and group action are discussed from a psychological point of view."<sup>1</sup>

The introductory course in personnel management at Montana State University deal with:

" . . . the genesis of personnel problems, covers organization and functions of a personnel department including job evaluation, selection, training of employees, employee incentives, and social contacts."<sup>2</sup>

Stanford Graduate School of Business describes its Personnel Administration course as follows:

"From the experiences of various business concerns the student formulates in a series of weekly reports the objectives and resulting necessary procedures for a well-rounded personnel department of a particular company."<sup>3</sup>

A prerequisite to the Personnel Administration course at the University of California is a course in

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1. Columbia University Bulletin of Information, 47th Series, No. 7, February 8, 1947, Morningside Heights, N. Y., p. 71.

2. Montana State University Bulletin, Series 414, Missoula, Montana, July 1947, p. 69.

3. 56th Annual Register, 1946-47, Stanford University, Stanford, Calif., p. 230.

Industrial Relations which provides a background of the problems faced by management in the field of industrial relations and labor legislation. The student is also advised to take a course in economics. In the Personnel Administration course the class makes

" . . . an analysis of industrial relations and personnel administration with special attention to such problems as labor turnover, discipline and discharge, selection and placement of personnel, health and safety, joint relations, etc."<sup>1</sup>

At the University of Minnesota, which is recognized as having outstanding courses in personnel administration, the sequence of such courses is:

"intended to meet the needs of prospective workers in public and private personnel departments as well as others who may be interested in management as it affects the selection of employees, wage and salary determination, training, rating, employment stabilization, collective bargaining, and control of working conditions to secure efficient labor performance."<sup>2</sup>

Luther College aims to train its prospective personnel men to effectively fill such positions by giving them the background necessary for a better understanding of individuals, of current political situations,

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1. University of California, Summer Session 1946, Berkeley, Calif., Vol. XXXIX, March 1, 1946, p. 32.

2. Bulletin of the University of Minnesota, School of Business Administration, 1944-46, Vol. XLVII, No. 3, August 3, 1944, p. 26.



and of social problems, and by laying a foundation for graduate study in the field.<sup>1</sup>

Northwestern University treats personnel administration through a course in Industrial Relations which concerns:

" . . . the personnel function, organization, and methods used in industry; approached from the standpoint of management's attempt to apply scientific management to personnel relations. Theories of labor relations, and personnel policies; methods of selection, training, promotion, and discharge of employees; collective bargaining and employee-employer representation plans; wage determination, compensation methods, and incentive plans; labor turnover; safety, health, recreation; general management of a typical personnel department and personnel management problems in industry."<sup>2</sup>

These descriptions of personnel management and personnel administration courses, typical of the courses offered in each of the twenty-four schools studied, have been included here to show just how academic work is being planned to meet the functions of a personnel director as set forth in Chapter III. That is, they give detailed training in employment problems, job evaluation, collective bargaining, safety, health, recreation, social service, and the many other

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1. Luther College Bulletin, Catalog, 1947-48, Decorah, Iowa, June 1947, pp. 107-109.

2. Northwestern University Bulletin, Evanston, Illinois, April 23, 1945, pp. 44-49.

employee problems which the personnel director will be forced to deal with in industry.

In addition to these there are other courses in each curriculum designed to give further business training to the personnel executive as well as to provide background. General psychology and various advanced courses in psychology are quite generally recommended, and in most schools are a prerequisite for personnel courses. Economics, statistics, accounting, business administration, labor problems, business law, English, social science, and political science are courses frequently listed either as prerequisites or as recommended courses. More detailed listing from college catalogs of the courses suggested for anyone studying personnel administration is given in Table 9.

Table 9  
 School Recommended or Required Courses  
 for Personnel Directors

Course	Number
Personnel management	23
Sociology	22
General psychology	21
Economics	20
Statistics	20
Accounting	17
Business law	16
English	15
Mathematics	14
Business administration	14
Industrial management	14
Labor legislation	14
Abnormal psychology	14
Labor problems	14
Political science	13
Time and motion studies	12
Industrial relations	12
Applied psychology	11
Office management	11
Labor relations	9
Personality	8
Social psychology	7
Personnel department organization	6
Educational measurements	6
Government	6
Industrial history	4
Labor and socialist movement	2
Social insurance	2
Psychology of personnel work	2
Economic geography	2
Public administration	2
Marketing	2
Economic history	2
Office management	2
Business conditions	2

Table 9 (Con't)

Course	Number
Government regulation of business	2
Problems of personnel	2
Economic analysis	2
Corporation finance	2
Occupational analysis	2
Introduction to business	2
Principles of organization and management	2
American industries	2
Social theory	2
Psychology of individual differences	2
Sales management	2
Business cycles	2
Education	1
Standards of design and operation	1
Youth	1
Manpower and post-war guidance	1
Methods of selection, training, and job analysis	1
Production standards	1
Compensation	1
Collective bargaining	1
Vocational psychology	1
Casualty insurance	1
Scientific management in industry	1
Retail store management	1
Contemporary society	1
Social organization	1
Culture and the individual	1
Community problems	1
International relations	1
Clinical psychology	1
Social case work	1
Retailing	1
Vocational guidance	1
Collective behavior	1
Insurance	1
Money and banking	1
Production management	1
Population, resources and standards of living	1
Industrial technology	1

Table 9 (Con't)

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Course	Number
Business communication	1
Industrial training and supervision	1
Compensation methods and incentive plans	1
Manufacturing problems	1
Technic of executive control	1
American business development	1
Business research	1
Industrial personnel problems	1
Retail personnel problems	1
Public relations in business	1

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CHAPTER VIII  
SUMMARY AND CONCLUSIONS

Personnel administration first came into prominence as a profession at the beginning of World War I when the need arose for speeding up production with a curtailed labor supply. At first the functions of the personnel director were largely those of an employment agent. These functions have been increased and extended until the larger corporations now include in their personnel departments such things as providing for medical care, insurance, recreation, job evaluation, and all other services which contribute directly or indirectly to the morale of the employees, in addition to the employment factor.

For the purposes of this study, representative employers, personnel directors, and educators were contacted to determine what they considered the necessary personal attributes and educational qualifications of a director of personnel. A check was also made of college courses to determine what subjects were required of persons studying for this profession.

As has been previously stated, the first requisite is that the chief executive of the company favor the operation of a special personnel department. Once such a department is installed, the great responsibility for its success or failure lies with the personnel manager or head of the personnel department. The personal characteristics, training, and ability of such a person are, therefore, highly important in the operation of a department of personnel, and should be given careful consideration, both for the good of the employer and of the employee. Since the main morale building factors, as selected by a survey of employees, are those which come under the direct supervision of the personnel department, the success of this department and its operations is of primary importance to industry.

From the replies in this survey, and source material which were available, it was found that personnel directors feel that the following qualifications are most needed by anyone entering the personnel field:

1. Experience - Experience in a minor capacity in personnel work, or in related work which will train one to work with others and experience which will familiarize one with the various operations and needs of the departments of the firm in which he is going to work.

2. Personal - A natural liking for people, supplemented by emotional stability, tact, good judgment and common sense, integrity, sincerity, and tolerance.

3. Educational - Though not necessary, a college degree is increasingly becoming more valuable. A broad general education, with the work principally in such fields as psychology, economics, sociology, personnel management, labor problems, and statistics.

In summarizing the qualifications which executives feel are necessary for a director of personnel, it has been shown that in actual practice they place personal characteristics and experience ahead of formal education.

The personal traits which they stress are sociability, liking for people, and pleasing personality.

In the words of the American Management Association

"In the final analysis, the choice of the personnel officer - whether from within or outside the company - should be determined by one major consideration: the ability of the candidate to organize and administer the activities of a personnel program and to grow with his job. It is a grave error (so sad experience has proved!) to assume that any employee who has distinguished himself in the performance of line duties will automatically develop into a first-rate personnel administrator. Neither is a sympathetic understanding of one's fellows a guarantee of success. . . . In all cases, the prospective personnel officer must be made fully conscious of any



deficiencies in his preparation for the work and must be able, ready and willing to spend long hours in grounding himself in the principles and techniques governing his new activities. In many cases it will require a combination of independent study, formal instruction, and extensive reading to do so. The personnel officer must function as a technical specialist - one who is equipped to perform skillfully the duties which the position entails; as a student who consistently strives for exact knowledge to enable him to recognize and correct flaws and weaknesses in the program as it evolves; as a leader who has the vision and the personal integrity to build an enduring organization around sound principles, honest convictions, and wholesome human relationships. Neither the size of the company nor the proposed extent of functionalization of the personnel program alters materially the essential nature of these requirements."<sup>1</sup>

Courses offered by various colleges and universities indicate that stress is being placed on the various branches of psychology, social science, and economics. Expanding personnel departments in schools has lead to more specialized courses in the intricacies of the many departments with which a personnel director would have contact. Changes in labor legislation are also causing the introduction of courses in this line.

From the curricula of various schools it can be seen that educational institutions and educators are recognizing the growing possibilities of personnel work as a profession and the fact that persons entering this

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1. American Management Association, Report No. 4, op. cit., pp. 15-16.

field will need specialized training to compensate for lack of experience of those who have entered personnel work by promotion-from-within. Not only is class work offered in such basic subjects as psychology, social science, economics, public speaking, and English, but in the more specific subjects, such as methods of selecting and training workers, production standards, and collective bargaining. Nor do they expect class work to be the students' only training. Practical experience is gained by actual work in business or industry through the contacts made by the school in order that students may see the theories they are taught in the classroom actually put into practice.

All three groups agree that for those qualified the field is highly interesting, and has excellent future possibilities. D. N. Smythe accurately sums up the situation when he says:

"In short, as a well-qualified personnel worker you should add up to a sum total of diplomat, father confessor, judge, realist, businessman, executive, social worker, philosopher, philanthropist, and psychologist, plus having the adroitness and sense of timing of a smooth stage manager. Not least, you must be a passionate believer in democracy."<sup>1</sup>

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1. Smythe, op. cit., p. 75.

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## APPENDIX A

Chronology of American Industry and  
Personnel Work Development

- 1812 - War of 1812 added impetus to industry.
- 1875 - 1900 - United States began to emerge as a leading manufacturing nation.  
Frederick W. Taylor outlined four fundamental duties of management.  
Henry L. Gantt originated the Gantt chart.
- 1883 - Congress passed the first Civil Service law.
- 1886 - Henry I. Tower gave first definite expression to the importance of the management function.
- 1890 - C. I. du Pont de Nemours industrial research laboratories were founded.
- 1904 - Theodore Roosevelt was elected President - anti-trust sentiments developed.
- 1908 - Vocation Bureau of Boston founded by Frank Parsons.
- 1912 - Boston Employment Managers Association founded.  
Dartmouth College offered lectures on personnel problems.
- 1914 - World War I required industrial speedup.
- 1915 - War Industries Board inaugurated course in employment management.  
Bryn Mawr College added graduate courses in industrial supervision and employment management.
- 1917 - Committee on Classification of Personnel in the Army Created.
- 1919 - National Association of Employment Managers (now Industrial Relations Association) established and began publication of Personnel Magazine.
- 1920 - Bureau of Personnel Administration established in New York.

- 1929 - Economic depression and development of NRA.
- 1930 - American Management Association organized with special Personnel Division.
- 1933 - Employment Stabilization Research Institute organized on the campus of the University of Minnesota.  
The National Occupational Conference organized in New York.
- 1933 - 1938 - Experimental studies of human relations conducted primarily in Chicago at the Hawthorne Works of the Western Electric Company.
- 1935 - National Security Act passed.
- 1937 - The American Association for Applied Psychology was organized with four occupational classes (clinical, consulting, educational, and industrial sections).
- 1941 - World War II brought new needs for personnel departments to obtain workers and develop group morale.
- 1947 - Taft-Hartley Labor Act passed.



## APPENDIX B

## PERSONS CONTACTED IN SURVEY

## Employers:

Minneapolis Honeywell Regulator Company, Minneapolis, Minn.  
 Revere Copper and Brass, Inc., New York.  
 Westinghouse Electric Co., Pittsburgh, Pa.  
 Olin Industries, East Alton, Ill.  
 The National City Bank, New York.  
 Solar Aircraft, Des Moines, Ioa.  
 Marshal Field, Chicago, Ill.  
 Northern Pump Co., Minneapolis, Minn.  
 Allis-Chalmers Mfg. Co., Milwaukee, Wisc.  
 Besler Corp., Emeryville, Calif.  
 W. E. Caldwell, Louisville, Ky.  
 Bendix Aviation Corp., Baltimore, Md.  
 Bethlehem Steel Co., Bethlehem, Pa.  
 Crane Co., Chicago, Ill.  
 Willamette Iron and Steel Corp., Portland, Ore.  
 St. Louis Car Co., St. Louis, Mo.  
 E. I. du Pont de Nemours Co., Wilmington, Dela.  
 Sherwin-Williams Paint Co., Cleveland, Ohio.  
 Brownell Co., Dayton, Ohio.  
 The Pure Oil Co., Chicago, Ill.  
 Babcock and Wilcox Co., New York.  
 Chicago Bridge and Iron Co., Chicago, Ill.  
 Glover Machine Works, Marietta, Ga.  
 The Grinnell Co., Providence, R. I.  
 Johns-Manville, New York.

## Personnel Directors:

E. D. Badgers and Sons, New York.  
 General Motors, Detroit, Mich.  
 C. H. Dutton, Corp., Palamazoo, Mich.  
 The Carnation Co., New York.  
 Pittsburgh Steamship Co., Pittsburgh, Pa.  
 Stewart Warner Corp., New York.  
 U. S. Rubber Co., New York.  
 Swift and Company, Chicago, Ill.  
 Helen Korday, National Broadcasting Co., New York.

Montgomery Ward, St. Paul, Minn.  
 Erie Railroad Co., Cleveland, Ohio.  
 The Texas Co., New York.  
 Weyerhaeuser Sales Co., St. Paul, Minn.  
 General Mills, Minneapolis, Minn.  
 Macy's, New York.  
 Leslie Co., Lyndhurst, N. J.  
 Reed Roller Bit Co., Houston, Texas  
 Iron Fireman Mfg. Co., Cleveland, Ohio.  
 Lever Bros., New York.  
 Kinney Mfg. Co., Boston, Mass.  
 Thomas A. Edison, Inc., West Orange, N. J.  
 Yale and Towne Mfg. Co., Philadelphia, Pa.  
 American Locomotive Co., New York.  
 Davison Chemical Corp., Baltimore, Md.  
 Western Sugar Refinery, San Francisco, Calif.  
 B. F. Goodrich Co., Akron, Ohio.

#### Educators:

Dr. Richard L. Rozelka, University of Minnesota  
 Dr. Robert DeBloise Calkins, General Educational Board,  
 New York  
 Ernest Dale, Columbia University  
 Theodore Smith, Montana State University  
 Jacob H. Jackson, Stanford University  
 Ray Roberts, Berkeley, Calif.  
 L. R. Gray, University of Arizona  
 Dr. T. M. Sogge, St. Claf's College  
 Robert F. Patterson, University of South Dakota  
 Dr. C. B. Hoover, Duke University  
 Russel A. Stevenson, University of Michigan  
 Frank R. Barth, Luther College  
 Dr. H. T. Scovill, University of Illinois  
 E. H. Huggard, DePauw University  
 Henry R. English, University of Wisconsin  
 H. G. Brown, University of Minnesota  
 Dr. Nathanael H. Eagle, University of Washington  
 Miss Dorothy Pollack, Stephens College  
 Dr. A. H. Stockler, Columbia University