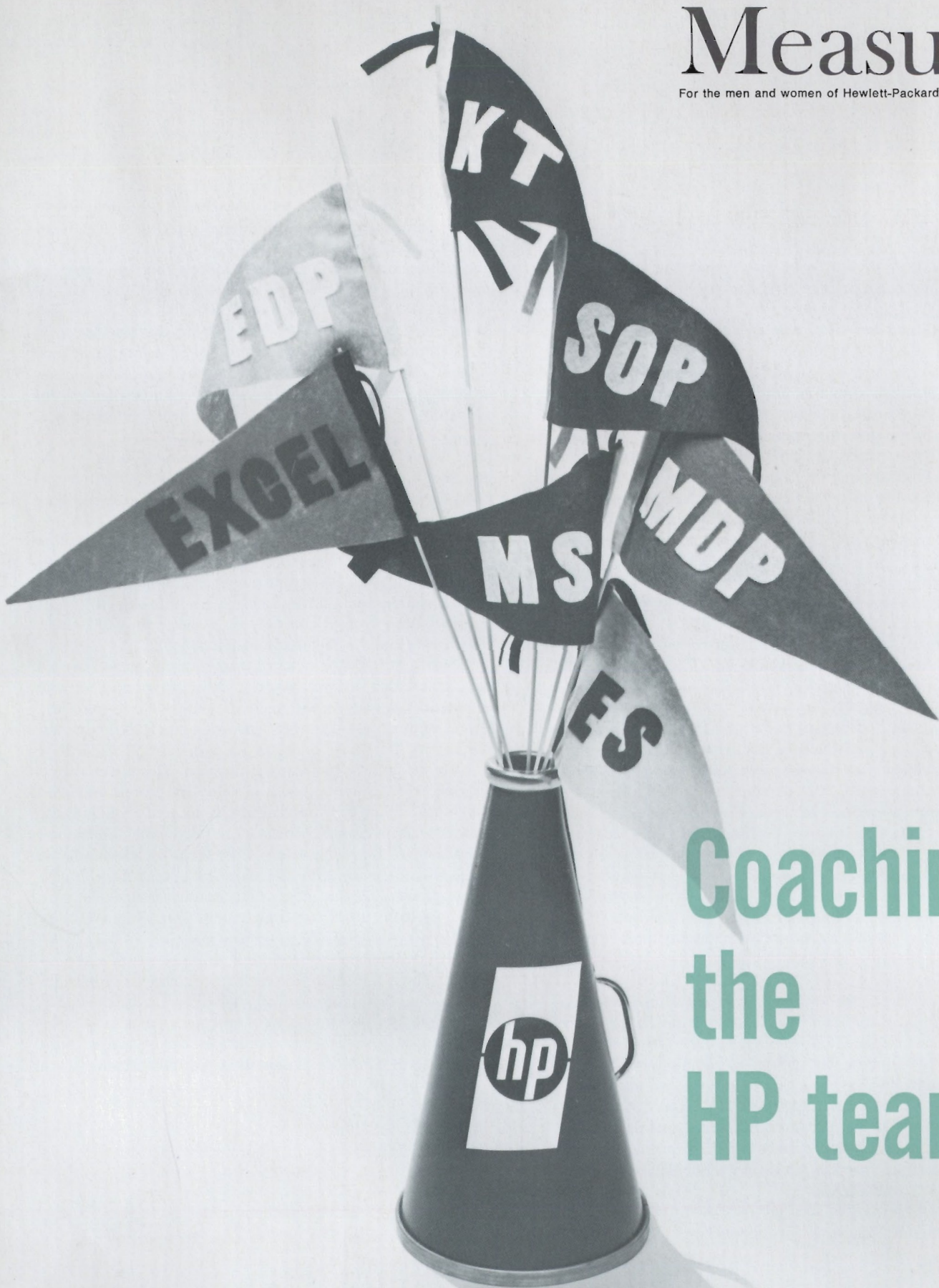


# Measure

For the men and women of Hewlett-Packard / FEBRUARY 1976



Coaching  
the  
HP team...

## From the president's desk

There is a widely held belief that the educational process stops when a person leaves the formal schooling program. The reverse should, and must, be true; formal schooling should be only a background for further education, albeit in a different form.

As a company, we should look upon each new employee in terms of potential for further development. But this view is predicated on two important factors — that we provide opportunities for ongoing training, and that each individual is motivated to participate in further training.

Let me talk about each of these separately.

People come into the company at various levels. A general requirement of a training and development program, therefore, must be that there are development paths available for all entry levels, and that these paths have a continuous spectrum such that upon completion of one portion of the program, new and increasingly challenging courses are available. Thus, as new employees complete some of the more general development programs and acquire proficiency in their current employment positions, they will have the opportunity to participate in the initial programs of supervisory development. But, a word of caution is necessary. Just because an individual has completed courses for a higher supervisory position does not guarantee promotion to the next vacancy that becomes available. Training is only one of the factors to be considered. By a similar token, and for the same reason, lack of a specific training background will not preclude advancement — training will only facilitate it. Obviously, though, minimum qualifications are essential.

But, education and training are not just limited to supervisory courses. One of our oldest and most effective training programs was initiated many years ago with Stanford University, and is called the Honors Co-op Program. Under the program we are able to hire young engineers fresh out of college with bachelors' degrees and, subject to Stanford's approval, provide them with an opportunity to take graduate studies at the University leading to master's degrees usually in fields where Stanford is particularly strong. Again, it is a case of hiring people with good potential and further developing their skills. Over the years we have had about 200 individuals complete this program. Although Honors Co-op is almost 100 percent subsidized by the company and although there is no commitment that an employee will stay with us after receiving an advanced degree, our losses have been very small indeed.

Recently, we introduced a new program for senior management development. This seminar was initiated be-

cause we recognized that with the growth of the company, and the importance of continuing our method of "management by objective," it was absolutely essential that current and future managers understand more about the company than just their own areas of specialization. Thus, it is important for them to know more about the law, for if they are to make independent decisions it is necessary for them to know the legal bounds that must not be transgressed (and I might add, these constraints are becoming more numerous each day). They must have a thorough knowledge of our accounting system — how it works and what its purpose is. They must understand how, in a practical sense, this company should be run — developing an awareness of pitfalls and learning how they should be avoided. Although this program is quite new, by all reports I believe it is fulfilling its desired mission.

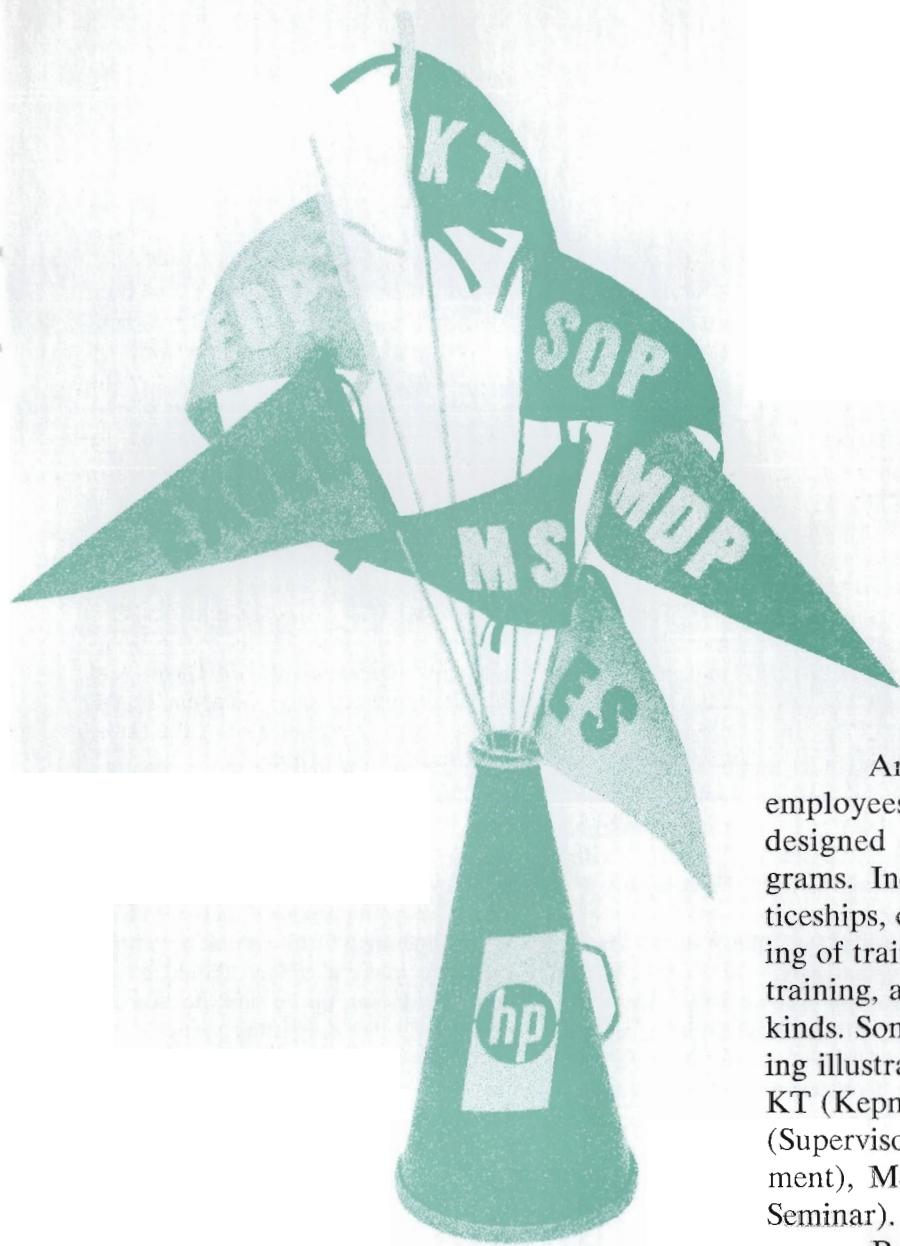
Thus, as you can see, we have training and development programs that range from those for the newest employee to those for our senior management. It is Dave's and my conviction that if the company is to compete in the world of the future, it can only do so because of the skills, the training and the dedication of HP people.

Now, let me say a word about motivation. I would class motivation in two ways — internally stimulated and externally stimulated. The average white male in the U.S., by our culture, has been brought up in the tradition of advancement. He rarely questions it, but rather accepts it as fact. He tends to be internally stimulated. This is not always the case with many members of minority groups and with a high percentage of women. There is no need to go into the background for this. I believe it is fairly well understood and accepted. But, completely aside from the requirements of the law, there are good reasons to encourage these groups to look upward. It is a simple fact that the broader the base of people from which we draw, the higher the probability that we will find that which we are seeking.

It is important, therefore, that there be a real and continuing effort within the company to convince minorities and women that there are opportunities for them to advance, that they are capable of higher levels of management responsibility, and that they should take the necessary training and development programs that will help qualify them for advancement.



## on employee and management development...



Around the HP world last year, well over 7,000 employees participated in a growing list of company-designed or supported training and development programs. Included were self-development classes, apprenticeships, orientation sessions, seminars, workshops, training of trainers, do-it-yourself training programs, technical training, as well as college and university studies of many kinds. Some key courses are suggested in the accompanying illustration: EDP (Employee Development Program), KT (Kepner-Tregoe), EXCEL (clerical procedures), SOP (Supervisory Orientation), MDP (Management Development), MS (Management Seminar), and ES (Executive Seminar).

Behind these programs is a strong new impetus to make the training and development role more efficient and effective. This new strategy puts emphasis on communicating those skills and approaches that have been found most practical and successful for HP.

The goal is to give HP people greater opportunities to broaden their understanding of the company, to improve their working skills, and to grasp the HP principles and practices of management they will need in seeking and fulfilling new responsibilities.

# How do I get from here to there?



□ Getting from here to there at Hewlett-Packard is an individual matter. There is no rigid formula, no master plan that tells you what to aim for or when to make a change. But neither should you leave these matters to chance, or await instructions to “pass go, collect \$200.” Your HP career will probably take a path largely determined by you — with some guidance, training and perhaps educational assistance provided by the company.

If you know your goals and ambitions — or even if you don’t — the first step is to have a talk with your supervisor. That’s where your initial “coaching” should come from.

You may even be surprised at the different directions your career can take. A career development guide used in Stanford Park Division, for example, lists twelve typical job changes from an entry-level production position. Many require qualifications beyond the on-the-job production experience, but chances are the appropriate opportunities are available at your location.

A human resources task force at the corporate level is now working on — among other things — a career planning program that would help the divisions counsel both exempt and non-exempt employees. Part of their job is to determine how people progress in certain functional disciplines, according to Ben Hill, who

heads the task force. “We want to know what the typical career paths are. How does a person go from a non-exempt to an exempt position in accounting or finance? How do you come in as a lab tech or test tech and become a technical writer? Or how can a clerk move to an exempt-level position?”

Although we can generalize about these “typical” career paths, there are almost as many variations as there are individuals with different sets of needs and ambitions. Before you choose a path, you may be asked to think about what conditions you would accept during a lifetime career. Would you be willing to take a job that required going to school at night? Or to put in extra hours when the workload demands it? Or pull up roots and move to a new location? These are things you should consider, according to Polly Johnson, who is coordinating the initial efforts to develop career-guidance mate-

rials for use throughout the company.

There are other questions, Polly points out, that should be answered before you plunge into an educational program. Such as: How many positions exist in that field? Once I become qualified, is there likely to be an opening? “I also think anyone who wants to make a change should have appointments set up to talk to some HP people who are doing that particular job,” she suggests. “They should get some first-hand information in addition to what’s in the position description.”

When you join the company, your development begins almost immediately with the HP Orientation Program, and — whatever your goals — it should continue throughout your career as technology advances and you seek greater responsibility. Many people, early in their careers, take the Employee Development course, which goes beyond the Employee Orientation to delve more deeply into the organization and management philosophy of HP and its policies and procedures. The participants also learn some skills that help them work with people and communicate better on the job.

If you’re prepared for a major com-



mitment of time and effort, your plans may lead to one of HP's apprenticeship programs — two, three or four-year courses of training and academic study leading to technical specialties including electronics technician, industrial electrician and machinist. In the Bay Area there are twelve such programs recognized by the State of California and the Veterans Administration. Depending on the projected demands for such skills, these programs graduate from 75 to 100 HP people each year.

Internationally, apprenticeship programs vary from country to country according to what is offered outside the company. In the United Kingdom, vocational schools generally fill the needs. But in Germany the HP manufacturing divisions are required by law to maintain formal programs in which apprentices are taught in a special training department by full-time instructors. At the end of the three and a half years of training, a comprehensive final examination is given by government officials. German students choosing apprenticeship in lieu of high school education begin training at the age of 15 or 16, and often go on to earn

engineering degrees after graduation as technicians.

In the U.S. the apprentice typically receives 8,000 hours of on-the-job instruction, and the formal academic studies in mathematics and other related subjects are taken after hours — usually at a nearby junior college. "We try to stay out of competition with the colleges," explains Ed King, who currently administers employee training in the Bay Area. "The exceptions are cases where we have to 'HP-ize' a course for our specific needs. We have a state-of-the-art HP course on microprocessors, for instance, because the colleges aren't offering what we need."

#### **Practicality first**

As in most things, HP takes a practical, skills-oriented approach to employee development. When Data Systems Division found it needed more electronics technicians, an accelerated apprenticeship leading to the tech I position was begun. Though the two-year program is not state-approved and doesn't include cross-training in the non-computer fields, it fills the immediate need for skilled people, and it's

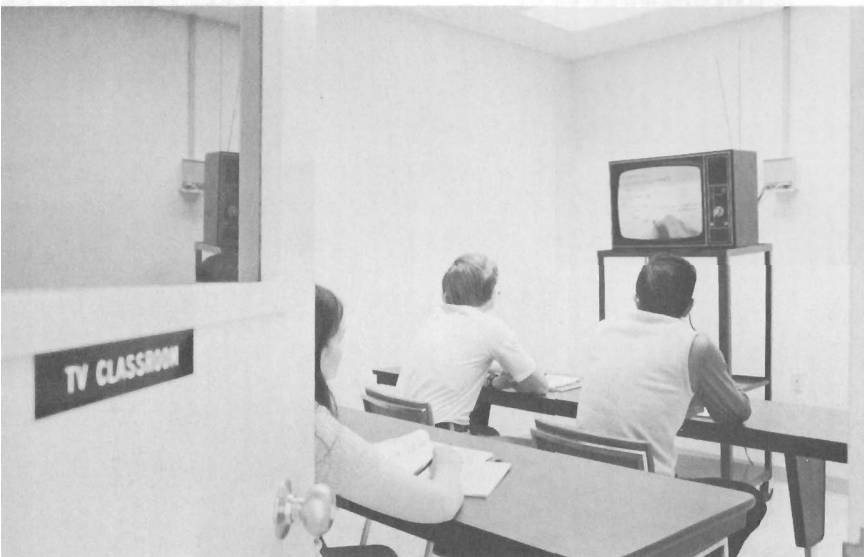
expected that some will go on to train for the tech II level.

Short courses given during working hours — usually from one to eight sessions — are also aimed directly toward teaching specific job skills, or to bringing employees up-to-date on such subjects as the metric measurement system. There are sales courses, customer service courses, clerical courses and computer courses offered in most locations, and they're given as often as required to meet the demand. Some are on videotape, so they're available even in the most remote sales office. If there's a course you need in order to do your job better, your supervisor will probably suggest it.

One that has received rave reviews from secretaries and office support employees is called EXCEL. EXCEL graduates report that they learn to communicate better, use their time more effectively, and have a greater understanding of their bosses' problems. Said one Eastern Sales Region employee who completed the course: "I feel I can function more effi-

*(continued)*

Under HP's Educational Assistance program, Aida Nelson of Corporate Finance is studying for an MBA degree at the University of Santa Clara, taking two classes per quarter. Her goal is a management position in accounting.



These HP Labs engineers are continuing their education in the same building where they work, via televised courses from Stanford. Many divisions have similar programs in conjunction with nearby universities.

*“We want to know  
what the typical  
career paths are.”*

ciently now, and I have a better feel for what it takes to become a real professional.”

For the self-motivated, there are after-hours courses open to anyone who's interested, on a first-come-first-served basis. In many HP facilities the in-plant courses include such general subjects as letter writing and effective speaking, and technical courses in electro-mechanical inspection, schematic reading and computer programming. A slide-rule course that was given for many years has gone the way of the slide-rule itself — replaced by training in the use of hand-held calculators. Internationally, the evening offerings often include studies in foreign languages and even recreational activities.

But what does all this training have

to do with getting from here to there — becoming a supervisor, for instance? Quite a bit, actually, if it makes you a better employee. There is no single course to teach you how to become a supervisor. But it helps if you can improve your listening and communicating skills, and gain a better understanding of your job and those of the people you work with. “Getting there” doesn't necessarily mean going into supervision or management, either. It may be technical excellence you're striving for, or a specialty in a creative field.

#### **Degree or not degree?**

Does a degree help? Definitely. If you're going for an exempt position, you'll probably need *some* college credits, at least. Here again, the key is self-motiva-

tion — that is, if you're willing to put forth the effort, HP will help by paying the cost of tuition and books for courses related to your job. Last year HP spent over \$420,000 in the U.S. alone on Educational Assistance.

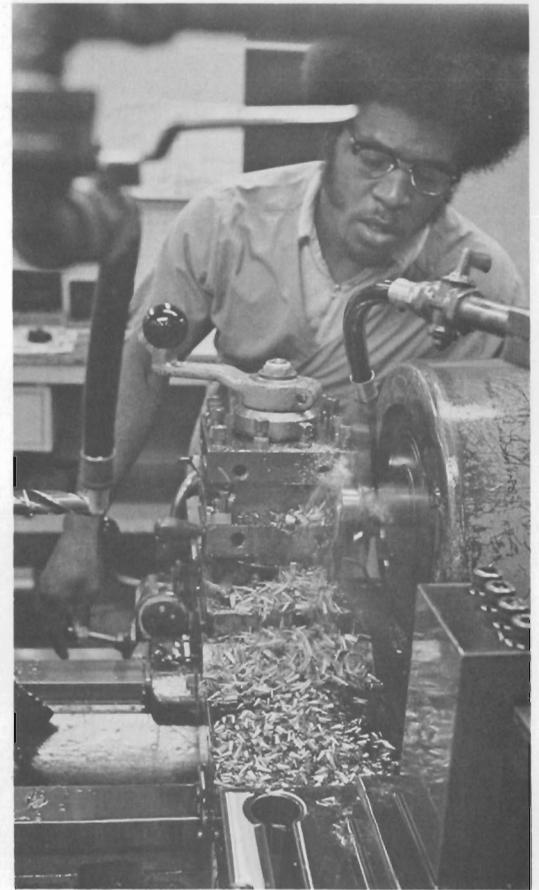
If it's difficult to get to the campus, perhaps the campus can come to you — via televised classes from a nearby university. In the Bay Area the Association for Continuing Education beams graduate and undergraduate courses to a number of local companies, and the HP divisions have set aside special TV classrooms for employees enrolled in them. They even have two-way audio hook-ups so that students can interject with questions during these “live” classes.

In laying out a career path for yourself, there are many examples to follow — HP people who have gotten “from here to there” with HP coaching and a lot of perseverance. One young man who has come a long way in just six years with the company is Bob Frankenberg of Data

Last January, Joe Cash completed a three-year apprenticeship to become an electronics machinist. He's now with the Santa Clara (California) Division, and says he's still learning. "My objective is to learn to use as many different machines as possible."



At HP's Palo Alto training center, Fred Waldron leads a seminar for neophyte sales people.



Systems Division. He came to HP as a technician after earning a two-year degree while he was in the service. His first HP training was a course on the 2116 computer, which qualified him for production line testing, and he was soon transferred from there to R&D where he worked on more advanced computers. During the next few years he attended San Jose City College and San Jose State University with the help of the GI Bill and HP Educational Assistance. By the time he received his computer engineering degree he had become a project engineer and then a lab project manager for the successful 21MX minicomputer.

Bob's advice to young people just starting out in the company? "If what you want is to learn to do a better job as a technician, an associate engineer or engineer, go to school and learn the things you want to learn. It'll catch your interest after awhile and you'll probably go on to get a degree." □



Theo Tischer, a full-time electronics instructor, with one of his students at HP's German manufacturing plant in Boeblingen. Students receive both theoretical and practical training in special facilities rather than on-the-job. "It's much different than in the U.S.," Theo told Measure.

# How to succeed as an HP supervisor by really training!

Leading a training-the-trainers class in the new Management Development Program for HP supervisors and managers is Mary Etta Port of the Corporate Training and Management Development department. The program was videotaped to help the trainers train even more trainers in their home divisions. Another new program, Supervisory Orientation, is a do-it-yourself, self-paced version designed to equip the brand new supervisor with some fundamentals of HP management (philosophy, operating policy, divisional information) immediately while waiting availability of the MDP course.



□ Becoming a supervisor or manager for the first time can be a great trip — or a jolt. Suddenly you are responsible not just for doing a job but for getting it done through other people. If you're not reasonably certain of how to go about this, and especially of how to deal with the problems that people will soon be bringing to you for answers, your experience may become the proverbial "can of worms."

To avoid that fate, and to become effective at management work, certain basic qualities or skills are essential. These include the ability to listen, analyze, decide and communicate effectively. At Hewlett-Packard, there are a number of requirements brought about by the company's policy of management by objective: except in rare crisis conditions, giving orders or issuing directives is out of bounds; you must learn to interpret events in the light of corporate objectives, and you must maintain a working environment that encourages people to solve their own problems or seek answers from the most practicable and direct sources. For the most part, that source will be you, the supervisor.

The question is, how do you acquire

the skills and information necessary for your new role? Fortunately, you don't have to be a born manager; much can be learned about the techniques and principles of management through training. It is likely, however, that you'll have learned most of them on the job. That's the main arena for training and development at HP. On the job is where you see how real problems arise, and how supervisors tackle them. That's where the consequences of a manager's action or inaction today become the lessons of tomorrow.

But understudying a supervisor on the job has its natural limitations. It's unlikely, for example, that you will have been exposed on the job to all of the policies and procedures that you will need to under-

stand as a neophyte leader. Nor will you have had much opportunity to become involved with many other areas of the organization and learn how the parts all work together.

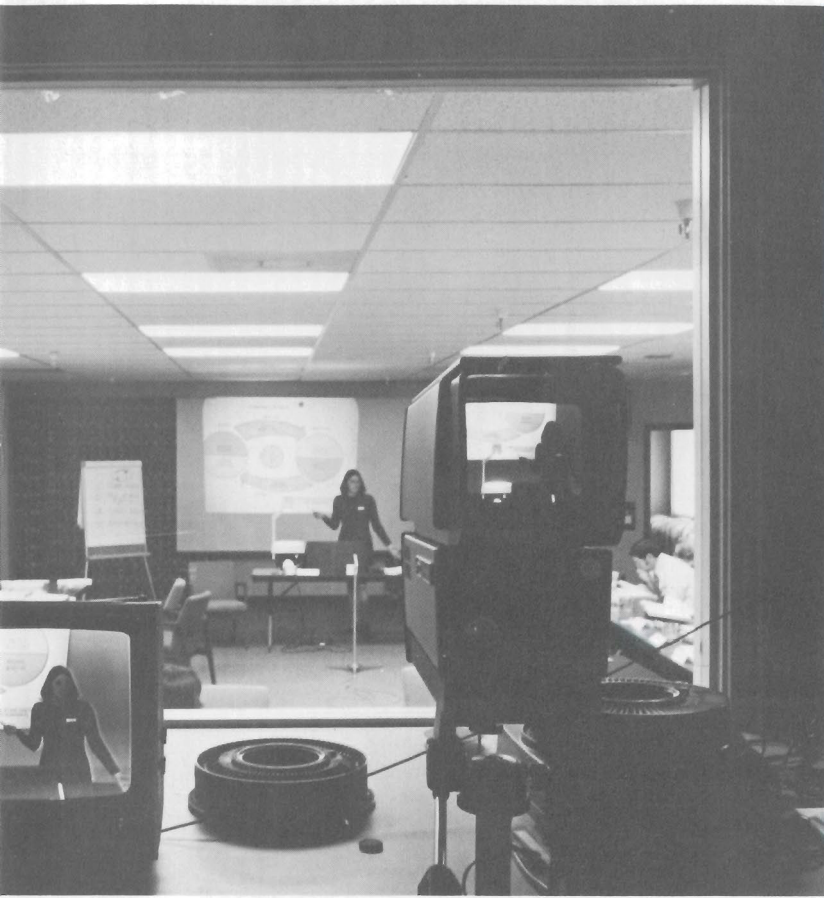
Most important, you will not have had much chance to make management level decisions. The formal supervisory training and development programs are intended to train the beginning supervisor in the basics of HP management. Their specific objective is to cultivate leadership qualities in the areas of planning, organizing, controlling, communicating and training.

## Training the trainers

All of the HP training courses are of a very practical nature, and most of them have been tailored so that experienced HP supervisory people themselves become the trainers.

"Training the trainers" turns out to be one of the bonus aspects of the HP approach. What it sets out to do is to





HP Singapore supervisors participate in a week-long Kepner-Tregoe course on problem solving and decision making. Formed into teams, the participants create imaginary corporations which they guide through various business problems — safely and profitably we assume.

equip the various organizations with their own cadre of qualified part-time instructors. That, in fact, is one of the key missions of the Corporate Training and Management Development department. Along with preparation of the courses themselves, the department brings hundreds of potential trainers to its classes in Palo Alto or offers trainers' courses wherever around the HP world there is sufficient demand.

This is in clear contrast to the approach of a number of large business organizations which have chosen to establish central training facilities — “corporate colleges” staffed by full-time instructors—to which come all in need of training. For a number of reasons, HP feels this kind of facility would be less productive and more costly for most of its programs than “training the trainers.” At least one very large high-technology firm recently discovered this fact of life, and returned to a decentralized program after several years of running a big college.

A principal benefit of the HP approach, in addition to the economies involved, lies in the fact that trainers learn not only to instruct others but also improve their own management skills in the process. Commenting on this, personnel manager Dick Anderson of Data Systems Division said that good HP instructors tend to move up to new responsibilities very quickly. He attributes this partly to the selection process and partly to the reinforcement they receive through the act of teaching. Unfortunately, Dick added, demand for their management services also tends to take them out of the training loop somewhat sooner than is desirable.

*(continued)*

In the past, and currently to some extent, basic supervisory training in the form of the Management Development Program has been held on a scheduled basis about twice a year at the major division and regional locations. Under this system, the fledgling supervisor might have to wait months before being able to attend a session.

An important effort is now underway to avoid this delay in introducing new supervisors to management guidelines. Sometime in the upcoming midyear after a period of testing, the Corporate Management Development staff will introduce a new self-paced supervisory training program. Titled "Supervisory Orientation," its aim is to deliver a program that individual new supervisors can begin at the very outset of their management careers.

### Additional training

Once past basic supervisory training, the developing supervisor has available a variety of courses for particular needs and objectives.

The various Kepner-Tregoe courses, which teach analytical troubleshooting and methods of logical problem solving and decision making, are offered at a growing number of locations around the HP world. There are licensed K-T instructors at Manufacturing Division, Santa Clara, Components Group, Corporate, Loveland, Boeblingen, Geneva, and until recently in Singapore.

Some training programs have been tailored to serve the particular needs of a division, a profession, a country or region of the world. In Boeblingen last year, for example, 62 German-speaking people took

Intensive English seminars of 40 hours each.

In the U.S., the Equal Opportunity Workshop was created to equip all U.S. supervisors with a basic understanding and know-how in this highly legislated area where a supervisor is the real key to effective action.

What else may the budding manager need or want? A study list might include Performance Evaluation, Managing Management Time, Basic Law, Basic Finance, Sales Management, and Management Development. These latter courses, in fact, will help equip the supervisor for possible transition to the next level of management. The development and training requirements of that and the further levels of HP management will be discussed later. □



Role playing is an important technique in many HP development programs, especially for such would-be trainers of Management Development as Maxine Doss of Stanford Park, Bill Harris of AMD, and Fred Bliss of Midwest Sales.



Sales Management is a vital program in helping to develop district managers' skills in managing and developing sales people around the world. Bea Smith-Harbick of Corporate Training and Management Development recently presented a Sales Management course in Japan, the first of its kind there.

# “What qualities do you look for in an HP supervisor?”

While the job of a lead is generally to provide technical expertise, a supervisor must be a planner and organizer who can make decisions on the allocation of people and resources to get a job done. So the step up to first-line supervisor is a big one, demanding qualities not necessarily required to be a lead person.

A recent study by Stanford business students, conducted at an HP division in the Bay Area, showed that many line people and leads misunderstood the role of a supervisor. New supervisors were having transitional problems — not because they were incompetent, it was found, but because of misconceptions about the job itself. That's why training for that step is so important, and why supervisory development at HP is really basic training for management. Thereafter, it's a case of acquiring special knowledge and experience.

So what are the basic qualities people like to see in supervisors and managers? MEASURE put that question to two main groups — non-supervisory people on the one hand and managers who have responsibility for a number of supervisors on the other. Scores of replies were received from all over the HP world. The following were selected as typical and representative.

## From non-supervisory people...

“Someone who is going to help me to do a good job and is interested in helping me reach my job goal. It's partly personality too — someone you can trust and who tries to improve the work environment.”

PAT COUDEN,  
*PC board assembler, Avondale*

“The authority coming from both technical competence and humanity.”

NICLA SACCONI,  
*Instruments secretary, Milan*

“Reasonable intelligence, working knowledge of my job. Supports his or her position and people, is not afraid to make a decision and is able to communicate.”

FRANK QUARLES,  
*Instruments technician, Richardson*

“The most important qualities of a supervisor are honesty, personal contact and a mutually respectful relationship with subordinates.”

JOHN STEVENS,  
*lead operator, mask room,  
Loveland Instruments*

“Respect for each other's job positions. Communication and understanding.

Growth potentials and guidance. Gives us a feeling of being independent, when given a project to do, but yet having the supervisor's opinion whether it is good or bad.”

MARIE-NOELLE DOULET,  
*product assurance secretary, Data Systems*

“I think it is essential that my supervisor be fair and have the ability to be understanding.”

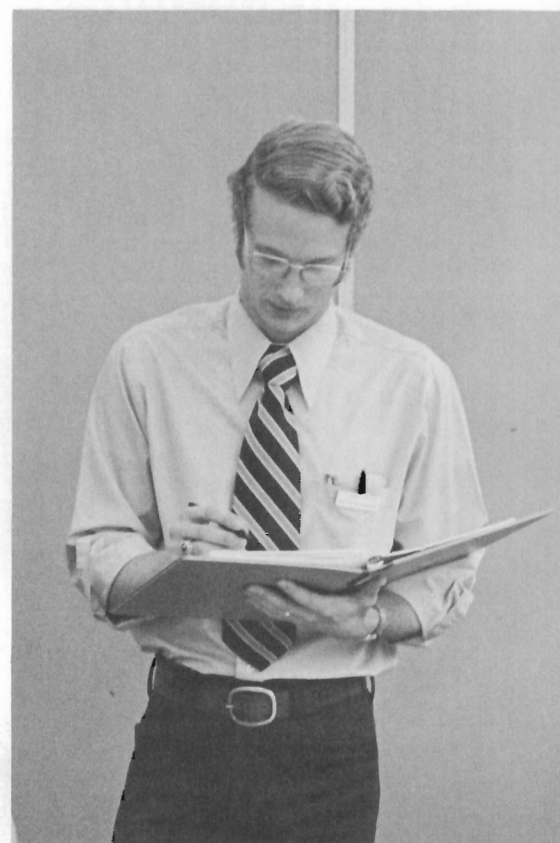
YOLANDA AVELAR,  
*production I, Advanced Products*

“First, I look for the right personality — someone who can deal well with all kinds of people. Also I look for patience. I know that I never want to be one!”

HELMIE ZELINKA,  
*production II, AMD*

“Honesty. A straight-shooter. That's probably the biggest thing. Also, one who is enthusiastic about the job and the work I'm doing, too. You know, the kind that will come by and say, 'Hey, that's great!' That really helps push you on.”

AL VIGANO,  
*technician, Stanford Park*



“A supervisor who is well versed in the department's functions and who can keep an open line of communications with employees at all times, whether it be a business problem or personal problem. Someone I can respect and look up to.”

CAMILLE HUDYMA,  
*contracts assistant, Skokie*

“Professional competence in his or her domain. Strong character — respected by superiors, accepted by subordinates. Shrewdness in estimation of people's abilities. Organizer — makes the best use of potentials.”

DANIEL POT,  
*R&D engineer, Grenoble*

“Has an interest in people. Is able to find the right balance between productivity and humanity. Is able to solve problems. Is a representative of the department.”

TED VOORDOUW,  
*service engineer, Amstelveen, Holland*

(continued)

"Complete honesty, friendly and neat. Someone that considers your work problem as his or her own problem and tries to rectify it so it does not happen again."  
OSSIE MILLER,  
*production II, McMinnville*

"I look for honesty, open communication, someone who will motivate you, and acknowledge and appreciate a job well done. He or she should also strive to keep people informed."  
SHARON STURDIVANT,  
*order processing, Optoelectronics Division*

"For me the most important qualification is the talent to establish a team spirit within the group. To integrate new

employees into the group within a short time and give them the feeling of being a member of the team. In dealing with other supervisors, to always back up our group."  
VOLKER PFEIL,  
*service technician, Frankfurt*

"Should be able to assume a level of equality, while yet retaining ultimate responsibility . . . and should be responsive to criticism."  
JOHN KLINGENBERS,  
*service technician, Birkerød, Denmark*

"I look for a person I can respect, a person that is understanding and fair,

a person that shares the work and is willing to help when problems arise. A person that is capable of maintaining control at all times."  
COLETTE DE LA CROIX,  
*order coordinator, Rockville*

"Someone who's open-minded and candid — giving fair evaluations and timely criticism."  
REGINA RIGLER,  
*secretary, Rockville*

"A person who makes decisions easily."  
MIKE JANMIESON,  
*building maintenance, Paramus*

### *From managers...*

"High competency . . . blessed with some creativity . . . Most important — a leader must have high empathy and enthusiasm for those he or she works with and a sincere interest in fostering a work environment which is productive, rewarding and fun for all."  
BRUCE BRACKETT,  
*marketing manager, Civil Engineering*

"Self-organizing. An ability to find out what the job is, then organize to do it. Common sense. An ability to integrate ideas and concepts from diverse sources, and arrive at an overall best conclusion. An ability to see problems through the eyes of others, and to relate to other's problems. Intellectual honesty. The ability to fairly evaluate other's ideas. Intellectual curiosity. An ability to express ideas well. An understanding of the business."  
TOM HORTH,  
*engineering manager, Waltham*

"Assuming the 'right' technical background for the task at hand, I look for bright people who are hard workers. The other skills can be taught or learned."  
JACK LIEBERMAN,  
*marketing manager, Santa Clara*

"Leadership. Capacity for frustration. Compatibility. Creativity."  
EMILE VAN REEPINGHEN,  
*country manager, Belgium*

"Enthusiasm. Communication skills outside the function. Honesty."  
JOHN RUSSELL,  
*finance manager, Computer Systems Group*

"Strong minded — works well with others — analytical."  
HAL EDMONDSON,  
*general manager, Colorado Springs*

"Ability to set objectives. Ability to delegate to subordinates the freedom they need to reach objectives in ways that they see fit. Responsible at all times. A good communicator."  
IAN McGEORGE,  
*country manager, Norway*

". . . technical competence and an active curiosity in his or her technical field, accompanied by a sensitivity to the feelings and needs of people and willingness to help them discipline themselves to grow . . . Above all, the manager must have a basic integrity of purpose . . ."  
PAUL STOFT,  
*director, Electronics Research Lab, HP Labs*

"First and foremost is the ability of individuals to apply their skills and experience to achieve results . . . How well they have defined the job to take advantage of their strengths and how well they have executed their responsibility to achieve the desired objectives."  
JIM FERRELL,  
*general manager, Manufacturing Division, Palo Alto*

"Drive (emulation, stimulation, motivation of the group). Dynamic. Broadminded.

The above three qualities coupled with professional reliability."  
JACQUES HOLTZINGER,  
*Instruments Group Manager, Orsay*

"The qualities that I look for in a supervisor are the ability to relate interpersonally with people, mature judgment and a quick decision-making capability."  
RON LOWE  
*production manager, Delcon Division*

"The primary quality I look for in a potential supervisor is leadership. By this I mean, does he or she have the ability to get ahead on the assignment and give direction to the team? Set standards of performance, measure up to those standards and develop the team to meet those standards? Is the individual mature, dedicated, dependable, able to follow through and get the job done the HP way? Aware of people's feelings and motivations? Show good judgment in decision making, in dealing with peers and others? Is the person one the team will learn from, give their best for? Can he or she make it all happen?"  
MALCOLM GISSING,  
*Instruments regional sales manager, Toronto*

"Someone who I feel is sincere, also has the qualities that represent a fair and honest approach in dealing with people. One who is tough minded, bends like leather, but doesn't break."  
BILL KEILIG,  
*production section manager, Santa Rosa*

"Above all I look for enthusiasm and organization. With a great amount of those qualities, the supervisor will have the time and desire to use other qualities, such as job knowledge and good judgment."  
STEVE FORD,  
*finance and administrative manager, Boeblingen*

"I look for a person who has the desire for performance in a professional manner in the position and for earning the respect of members of the team and his or her peers."  
JOHN REGEN,  
*regional sales manager, Atlanta*

Executive Seminar participants team up to tackle a classroom problem. Clockwise from left are: Ed McCracken, general manager of General Systems Division, Odmar Almeida of HP do Brasil, Juan Soto from Spain, Art Darby of New Jersey Division and Ed Miller, Corporate Engineering.



## Coaching the management team...

□ Opening the company's first Executive Seminar last March before 16 HP managers in the Palo Alto training center operated by Corporate Training and Management Development, Dave Packard put the purpose of their attendance in perspective:

"Our company has grown over the years under a rather specific and carefully defined management philosophy," he said. "We have tried to benefit from the experiences of others but at the same time we do not always agree with the management philosophies of other companies, nor with those of all scholars of management. The latter in fact would be impossible, for all scholars of management are not in agreement on all aspects of management by any means.

"We want all of our people who are moving ahead in management at HP to be exposed to what people in other companies are doing and to the best academic thinking on management. We do not believe the thinking of others should be accepted without the most careful consideration and without an actual testing in practice in our own company. I say

this for one very important reason. The way this company has been managed in the past has been reasonably successful. For this reason, we must be absolutely sure before we go off in some other direction that it will, in fact, result in improved performance.

"Perhaps the most important reason for this program is to encourage a better understanding of the traditional HP management philosophy. I do not propose the policies we have followed for over three decades should be continued forever without change, but I do hope we will be very careful when we do make a change to be sure it will be for the better.

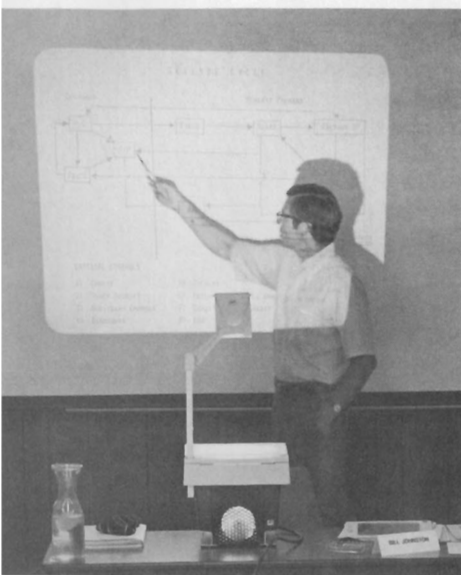
"Finally, there is another very important reason. It is to encourage all of our management people to be more aware of what is going on in the outside world."

That Executive Seminar, first of a

continuing series, reflected an important part of a new overall approach and emphasis in the broad area of training and development at HP. First, triggered by the company's overbuilding of inventories and receivables in the 1973-74 boom, came the realization by top management of the need for a more concerted and consistent HP program of management development. To help bring that about, several related departments and functions were consolidated early last year into the Corporate Training and Management Development department of Corporate Personnel under Bill Nilsson. Defining what HP's objectives and strategies should be in this area has been actively underway ever since.

"What we're generally shooting for," said Nilsson, "is to record those practices,

*(continued)*



Offered for the first time last March, HP's Executive Seminar is a 10-day, non-stop exposure to general management skills. In the group view above, Lee Bach, professor of economics at Stanford Graduate School of Business, leads a wide-ranging discussion on business. At left, Bill Johnston, assistant Corporate Controller, reviews elements of HP's accounting system.

*"The emphasis is on why  
HP people do things  
the way they do..."*

policies and techniques of business that have been successful in HP, and to make these available in a format that can be broadly taught throughout the company. The emphasis is on why HP people do things the way they do — not just how they do them.

"For the first time we have an overall strategy that will meet the training and development needs of each of the four key transition points that are identifiable in HP career development. Each transition — to first-level supervisor, to manager, to functional manager, and to general manager — will have an appropriate program of training.

"Also for the first time, the company is offering training and development in skills such as law and finance on an inter-functional basis.

"Another important new program

being put together is on field selling, the first to be developed solely within HP.

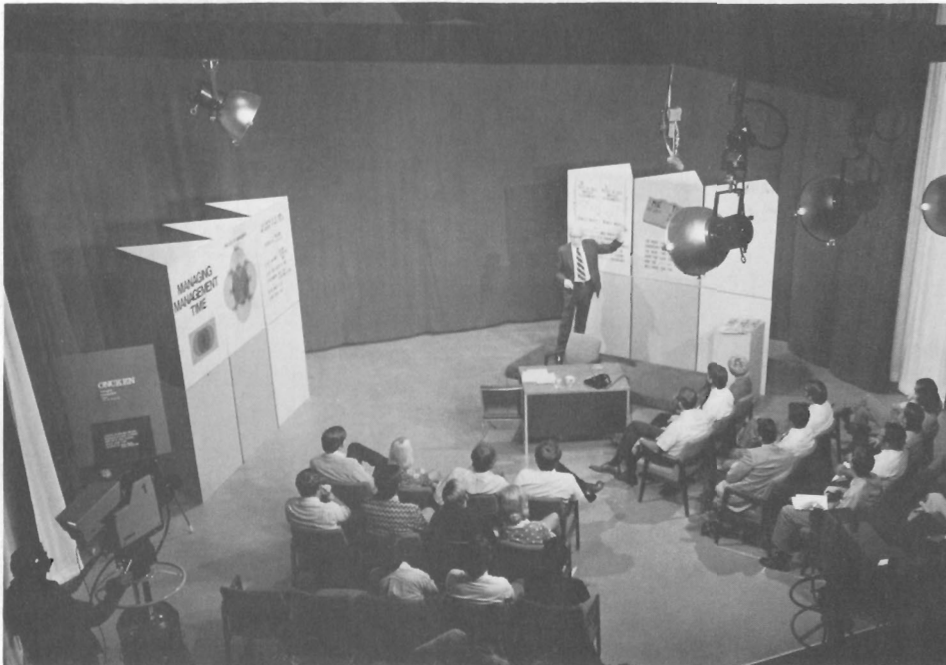
"One overall goal is to build programs that have real worldwide application or are adaptable to local conditions around the world. This is intended to reinforce the HP philosophy that development of people is a basic responsibility of each manager. Our goal is to make it easier for managers anywhere in the world to implement the career plans of their people."

The international emphasis and influence is strong. Several key programs, including the new Management Seminar for new functional managers and the first HP sales management development program, were piloted in Europe. Important training activities are conducted centrally at the Winnersh (U.K.) Management Development Center and at the Geneva headquarters of HP-Europe.

On the other hand many of the smaller country organizations tend to employ professional training help rather than a trained HP staff other than for basic HP orientation. They do this partly because of language differences and partly because their numbers don't support internal training programs.

#### **HP's pragmatic approach**

As in the areas of employee and supervisory development, the course contents of the various advanced management development programs are characterized by a high degree of working practicality. The Management Seminar, for example, is designed to equip new functional HP managers with the know-how to deal with interfunctional problems in accounting, manufacturing, R&D, quality assurance, personnel, and marketing. The Executive Seminar goes a step further in its aim of coaching participants in the problems of multi-functional management, including profit and loss responsibility, intermediate-range planning, product-line responsibility, and marketing strategy. Both of these programs are among the very few HP courses that don't generate their own trainers. Each is centralized in order to provide the



To bring HP management people everywhere the important message on Managing Management Time, HPTV videotaped William Oncken, widely known management development consultant, in the Palo Alto studio. Video viewing conditions in the field vary widely, but those in the Eastern Sales headquarters training center at Rockville, Maryland, appear ideal.

participants with exposure to the experience of top HP management people and the expertise of university professors.

Other HP development programs available to people moving into the ranks of functional and general management include Managing Interpersonal Relationships, Leadership Workshop, and Financial Tools for Decision Making. To fill special needs, some management courses at graduate schools of business have been taken on an intensive basis.

To complete the list, you'd have to include all of those occasions when HP people are brought together by a common business activity or professional interest. Such a list, however, would be virtually endless since HP encourages a very wide range of "affinity group" gatherings that become grass-roots workshops for every kind of management problem. They range from the twice-yearly corporate management meetings, and meetings of discipline and functional managers, all the way to local, weekly department meetings. All represent opportunities for learning — for "growing our own," which is fundamental to the HP philosophy of corporate and individual growth. □



“What we’re generally shooting for is to record those practices, policies and techniques of business that have been successful in HP, and to make these available in a format that can be broadly taught throughout the company. Each of the four key career transition points — to first-level supervisor, to manager, to functional manager, and to general manager — will have an appropriate program of training.”

Bill Nilsson, *manager, Corporate Training and Management Development.*

## Measure

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