

MANAGEMENT

CONSULTATION

Kansas City, Missouri

October 1-2, 1959

Pickwick Hotel

Summary By:

C. E. Boulson

Warren Johnson

Sho-Me Power Corporation

Marshfield, Missouri



C. E. BOULSON, GENERAL MANAGER

POWER CORPORATION

301 WEST JACKSON STREET - - MARSHFIELD, MISSOURI

November 17, 1959

Mr. Willard Grager, Manager
CASS COUNTY ELECTRIC COOPERATIVE
Kindred, North Dakota

Dear Mr. Grager:

This is a report of the Management Consultation held in Kansas City, Missouri October 1 - 2, 1959 by twenty-eight registrants from ten states and the District of Columbia.

This group is concerned with going beyond the mere mechanics of managing to the application of knowledge, not the pursuit of knowledge as an end.

The only way we can determine whether or not a person has learned anything is through a change in his behavior. When a manager stops trying to run a multiplicity of side shows and begins to act as Ringmaster under the big top we can say he has learned something. He is accountable for results, for the substance and not the appearance of accomplishment.

It is said that there are three kinds of people: (1) People who make things happen, (2) People to whom things happen, and (3) People who don't know what happened.

Managers are supposed to fall in the first of these categories because their specific function is to make things happen. Oftentimes people look askance at this type of behavior but just remember that everyone looks at everybody else through a frame of reference of his own understanding and experience.

We trust the following report will be helpful along the paths of management.

Very truly yours,

C. E. Boulson

C. E. Boulson

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MANAGEMENT CONSULTATION

KANSAS CITY, MISSOURI

PICKWICK HOTEL

October 1-2, 1959

SUMMARY

Note: In addition to the ideas brought out in the discussion, we are including other material which, due to a lack of time, was omitted in the Consultation. This will result in a well rounded and better understandable summary.

1. CONCEPTUAL THOUGHT - C. E. Boulson

In the field of management development appear definite patterns and techniques in communication, decision making, planning performance review, etc. which, if not channeled into a general concept of management will result in divergent and unbalanced technical specialization which will have the appearance rather than the substance of management.

Only through the application of our intelligence to our environment can we hope to ascertain the substance of management.

A. What is the absolute measure of our intelligence?

1. Adaptation to our environment.
2. Sound and mature reasoning.
3. Understanding.
4. Quality and quantity of useful work.
5. Survival.
6. Reason, conceive, interpret, and plan survival within a given environment.
7. The degree of survival of our institutions in an ever new and changing environment.

B. What is the nature of our environment?

1. The situation in which we exist.
2. Influence of physical and mental situation.
3. Influence of social and moral situation.
4. One of relativity and change.
5. State of mind.
6. Sum total of experience from birth and changing condition in which we move and have our being.

C. What are the factors contributing to changes in our environment?

1. Moving about.
2. Institutes.
3. Monetary status.
4. Science, study, and research.
5. Man's desire to improve.
6. Application of new concepts.
7. Influence of leadership.
8. Population growth.

a. A report recently published by the United Nations comments on the colossal rate of increase of the world's population which might well be quadrupled within the present century. While it took 200,000 years for the world's population to reach two and one-half billion it is estimated that an extra two billion will be added in the next thirty years. With a world population explosion of this magnitude, effects are going to be felt that may well change the living habits of all people. We are coming into the age of the Manager-increasing numbers of people will have to be dealt with by increasing numbers of managers. Changes in economic status are certain. Changes in acceptance of moral and spiritual values are almost as certain. Changes in political and social ideologies will have to be met, accepted and put to proper use. Educational programs and processes will undergo a revolution. The manager, who is a person that primarily deals with people, will have to develop his psychological, emotional, and conceptual thinking. He will get things done through people. He will hire his technical experts and motivate, inspire and activate them. He will meet change and growth by conceptual thinking.

9. Political.

D. What are the requirements of our existence and growth as Management?

1. Thought and action in depth.

- a. "Why Executives Fail" Gaudet and Carli, 1957 Spring issue of 'Personnel Psychology'. Second out of eighteen reasons was LACK OF BREADTH OF KNOWLEDGE. (The first reason was failure to delegate authority.)
- b. O. A. Ohmann: "The 'Boss' sitting on a higher perch and coordinating a broader scope of related operations should be able to contribute perspective and integration", and "The Manager is responsible for the final determination of objectives and for integrating these with the goals and activities of other units".

2. Recognition of getting work done through people.

- a. O. A. Ohmann - "The Manager ideally delegates a function rather than a task, goals rather than specific activities, the 'what' rather than the 'how', and "Every job must be designed to include some responsibility for planning and for judging results - not merely for executing tasks."

3. Development of psychological, emotional, and conceptual thinking.
 4. Motivate, inspire and activate technical experts.
 5. Recognition that our authority derives from the social utility of our operations.
- E. In sum, can we not say that conceptual thinking is the substance of Management?
- F. Why do we not think conceptually intuitively and accept the idea that conceptual thought and action is a part of Management?
1. Hard work.
 2. Previous experience (Tradition).
 3. Inability to relate parts to whole.
 4. Inability to think abstractly.
 5. We are a product of our environment.
 - a. We exhibit a need for order.
 6. We are captive to our emotions.
 - a. We feel a need for the security of the familiar.
 - b. We have a fear of failure.
 7. We are bounded by our comprehensions.
 - a. We place emphasis on judicial and critical judgement.
 8. We naturally gravitate into an area of artificial and limiting patterns rather than existing in an atmosphere of freedom by the existence of conceptual thinking.

II. EXERCISES IN CONCEPTUAL THINKING - Virgil Herriott

The dictionary says that conceptual pertains to the forming of a mental image or impression, an idea or notion, or especially the product of the creative imagination.

Let us turn to the general application of images or impressions, especially those which are creative. We can take up several subjects and doubtless similar subjects will occur to you as exercises in stimulating creative ideas.

- A. The logic of reimbursing people in relation to time.

1. Time is one factor.
2. Convenient, easy, and accurate to measure.
3. Objective.
4. Historical.
5. Vis-a-vis reimbursing people in relation to production
 - a. May be tangible or intangible production.
 - b. Is time still a factor?
 - c. Group vs. individual production.
6. Pay for time against a standard based on contribution as a group or on contribution as an individual.

B. What is the logic of selling electricity in units of KWH?

1. Is a unit of measure.
2. Simple to understand.
3. Not necessarily fair.
4. Easy to measure
5. Historical basis.
6. Easy for technicians to work with.

C. Is man or his machines the master?

D. What relative contribution does inheritance and learning make to intelligence?

Now that these subjects have been discussed as exercises in conceptual thinking what was your individual reaction?

Ask these questions fairly of yourself:

1. Did I find these discussions intriguing, stimulating, interesting, and provocative?

2. Do I believe the subject leader has gone off his rocker?
3. Am I puzzled, disappointed, or derisive to find no apparent connection between this discussion and the art of management?
4. Am I disturbed and believe this discussion to have been pointless because no definite conclusions were reached?

Keep your answers to yourselves, they have meaning only to you.

III. CONCEPTUAL THINKING APPLIED TO THE ART OF MANAGEMENT - Eric Nicol

In the previous discussions we have reviewed conceptual thinking and "free-wheeled" with some ideas.

Now, how do we tie all this in to Management?

First, some definitions. (a) What is a "Generalist", (b) What do we mean by "Management by Objectives".

Second, what does a Manager conceive, think up, and do and what difference does PODCC make in this process.

Third, what is the difference between "Raising the economic level of the rural population: and Rendering an abundant supply of dependable electricity". (Is it the difference between conceptual thinking and operational thinking?)

Fourth, what are the spiritual implications and ethics of managing, can these be related to faith (the will and courage to continue to pursue ideals individually and collectively) and to growth (acceptance as an individual responsibility the challenge of accommodating and helping create a new era).

- A. To think conceptually we need to see viewpoints, objectives, and goals under today's and tomorrow's conditions.
 1. Need to identify objectives.
 2. Seeing viewpoints and goals as a whole.
 3. Need to identify all factors involved in selling electric power.

4. Understand different possibilities.

B. Management by objectives.

1. To establish and conduct an institution that is primarily concerned with meeting the wants and needs of the member owners.

a. USING VIEWPOINTS AND OBJECTIVES AND DETERMINING NECESSARY ACTIVITIES FOR ACHIEVEMENT RATHER THAN FITTING THE OBJECTIVES TO ACTIVITIES BEING PERFORMED.

C. What is a Generalist?

1. A person who sees all around a program or project, identifies its purpose, its reason for need, and expected results.
2. A person who sees the immediate events in terms of the ultimate.
3. One who can relate activities he performs to a philosophy he can interpret, understand and accept.

D. What is PODCC?

1. A concept.
2. Something beyond the usual common management activity of directing and controlling.
3. Seeing the relation of planning to measurement of results.
4. Recognition that Management is dealing with people as individuals and groups with application of leadership.
5. Dealing with ideas.

THREE MINUTES A DAY

By James Keller

Develop Your Creative Thinking

You, whoever you are, have good ideas, God Himself gave to you. But whether they be small or great, few or many, He expects you to put them to circulation--not keep them to yourself.

Considerations such as the following may help you to realize the importance of developing your creative power:

1. "To think is to live", said Cicero.
2. Ideas change the world.
3. "A moment's thinking is worth an hour in words." Anon.
4. What you think in your heart determines your life for better or worse. As Christ said: "What is it you think in your hearts?" (Luke 5:22)
5. Most people go through life scarcely touching the bit of divine greatness within them.
6. God has entrusted to each of us a bit of His creative power. But He leaves it to us to develop our imagination and resourcefulness.
7. The more you develop your ability to think things through, them or you are bound to do for the glory of God and the good of everybody.

IV. RESEARCH NEEDED - Bob Kabat

A review on the part of the Managers of subjects or areas in which they believed the Staff Assistants could conduct research.

1. Rates, concepts of.
2. Review of objectives and how to measure performance against.
3. How to get real understanding and application of objectives.
 - a. "Survey Reports Communication Breakdown Between Section Heads and Their Bosses." - Business Week (October 25, 1958)

Corporate communication problems seem to exist even between such closely linked individuals as section heads and their immediate superiors. A team of University of Michigan psychologists, in interviews with seventy men in a number of mid-Western oil, manufacturing, and utility companies, found that a boss seldom knew what a junior executive's problems were, and that frequently the two men didn't even agree on what the subordinate was supposed to be doing.

Even with the trend toward written job descriptions and exact delegation of duties, in less than half the cases was the section head's concept of his job duties substantially the same as the idea held by his superior.

The boss has even less understanding of what the junior's problems are. The professors found only two cases in which the two men agreed about the subordinate's problems. In 74% of the cases they found practically no agreement about the areas of trouble.

Most section heads don't tell their boss about their troubles, the survey found, because they're afraid that such an admission might make them look bad when promotion time comes around. Besides, some of the juniors felt that the boss was the major problem.

4. What is the role of the Staff Assistant in a cooperative practicing modern management? Is there danger of his developing into a technician?
5. How to determine needs and wants of members.
6. Internal management audits.
7. Appraisals.
8. Employee communications.

V. STAFF ASSISTANT DISCUSSION - Warren Johnson

The Staff Assistants met separately October 1 and then with Managers in the forenoon of October 2. The results of these discussions follow:

The Staff Assistants, in their meeting, discussed the following six topics:

1. Actual experiences as a staff assistant - led by K. C. Martin and Jim Kiley. In this area some of the difficulties encountered were:
 1. Gaining acceptance.
 2. Two jobs.
 3. Not devoting enough time for various reasons.
 4. Not being able to divorce staff specialist job from other duties.
 5. Not enough training.

6. Could not get away from line functions.
 7. Lack of understanding of staff assistants function.
 8. Lack of available material for rural electric staff assistant.
 9. Need for specialized training of staff assistant.
 10. Need for more definite man specifications.
 11. Difficult to develop a passion for anonymity.
 12. Clarification of staff specialist job.
2. In the field of new or modified ideas discussion was led by Russel Dau. Measuring productivity was explored. Who or what do you measure?
1. Individuals.
 2. Organization.
 3. Cost per unit of work.

Why measure productivity?

1. Determine standards of performance.
2. Efficiency.
3. Time.

Results of measuring productivity.

1. To induce pride of workmanship.
2. Engender a competitive spirit.
3. Increase production.
4. Develop yardsticks for future planning.
5. To help in labor negotiations.

6. Selection of methods.
 7. To make appraisal system work.
 8. To indicate training needed.
3. The Board relationships of the Staff Assistant were discussed and the discussion was led by Jim Golden and Clifford Robertson.

There seemed to be a generally accepted idea that the Staff Assistant actually has no direct relationship with the Board. However he may have an indirect reporting relationship or an advisory relationship at the request of the General Manager.

4. Research Methods--The men assigned to this subject were unable to attend, however, G. R. Hull sent in a paper suggesting that research into the following fields might prove profitable.
1. Better methods of handling customer accounting and billing.
 2. Materials handling.
 3. Developing the annual budget.
 4. Responsibility accounting whereby department heads are made responsible for expenses in their departments.
 5. Methods for producing information on pole ages, sizes, dates for maintenance etc.
 6. Better methods of doing line maintenance.
 7. Efficient method for maintaining capital credits records.
 8. Efficient organization of crews.
 9. Electric rates.

Methods of doing research.

1. Obtain all possible published facts on the subject. Progressive Colleges and Universities should be good source.

2. Study and digest all published information.
3. Observe as many operations as possible having to do with the subject. Visiting other Cooperatives, Public Utilities and successful businesses should prove fruitful.
4. With above completed work out three possible solutions to the problem.
5. Hold a problem solving conference with the Staff to determine if the solutions will work.
6. Decide from the results of the conference which solution or combination of solutions will work best.
7. Write a brief report of research activities and a detailed procedure memorandum on your final solution and submit to the General Manager.

How to determine amount of time to be spent on research.

1. Weigh potential benefit of research-will help determine amount of time to be spent. It might be possible to estimate dollar gains or savings and set a certain percentage of this as a proper amount to be spent on research.

Results.

Efficiency of operation should be the primary result. In our discussion we decided the following steps would be beneficial.

1. Plan our research.
2. Determine what research we shall do personally.
3. Do research on annual wage surveys.
4. Develop performance appraisals.
5. Annual work programs. The discussion on this subject was led by Clyde Hukills and Ervin Blish. These men made a survey of the seventeen Cooperatives concerned in this Management Consultant project. Seven had written annual work programs, six did not have any, four did not answer.

Why do we have work programs?

1. To determine productivity.
2. Steps toward objectives.
3. Basis for annual budget.
4. More intelligent planning.
5. Establishes specific goals.

What are the logical steps to follow in preparing an annual work program?

1. General Manager should set goals.
2. Specific work program from first line supervisor.
3. Department head combines and develops department annual work plan.
4. Departmental plans combined into system annual work plan.

What should be included in an annual work plan?

1. Specific goals in units of work.
 2. Includes who - what - when - where - and why.
6. Employee communications. Lawrence Moderow and Howard Branigan led this discussion. First who should be told what? when? Management-Manager-Staff-Supervisors.

1. All information pertinent to the cooperative.

Employees.

1. All information pertinent to their jobs.
2. Goals and objectives of the organization.
3. Policy and code.
4. Reasons for change.
5. Occurrences which have a direct bearing on them.

6. How they will be affected.

Methods of communicating.

1. Policy and work procedure.
2. News letter.
3. Job discussions.
4. Safety meetings.
5. Staff meetings.
6. Daily relationships.
7. Working conversations.
8. Coffee room conversations.
9. Union meetings.
10. Social after hours.
11. Letters and telephone calls.
12. Employee hand books.
13. Grapevine.
14. Bulletin board.
15. Employee meetings.
16. Grapevine #2.

Who should censor communications?

1. No censorship necessary--it may be desirable to withhold information and make sure correct information is always available.
2. In good communications the attitude of management is basic in that it establishes a favorable climate. It must provide

training--tools and techniques must want and believe in the results of good communications up and down.

How to develop a good climate of trust and confidence.

1. Be a good listener.
2. Avoid delays in communicating.
3. Removal of barriers.
4. Good organization.
5. Encouraging good relations.
6. By employee meetings.
7. Off the job social relations.
8. Personal contact between the supervision and employee.

October 2, 1959

VI. THE BROAD RESPONSIBILITIES OF STAFF ASSISTANTS--as discussed with the Managers, led by-- James A. Golden.

1. Wage and salary administration.
2. Position descriptions.
3. Written operating procedures.
4. Written policies.
5. Employee development programs.
6. Advisor to Manager and Staff on management principles, tools and techniques.
7. Responsible for management technique research.
8. Responsible for advice assistance and coordination in annual work plans.
9. Studies and analyzes trends in conformity with plans.

Projects our group should develop.

1. Staff assistant function.
2. Determine a title.
3. Develop man specifications.
4. Annual work program.
5. Organization manual.
6. Policy review.
7. Develop a procedures manual
8. More effective staff and employee meetings.
9. Develop concepts of Line and Staff relationships.
10. Improve performance appraisal techniques.
11. Implement the action of performance appraisals.
12. Develop board reporting technique.
13. Develop control techniques on the standards of performance.
14. Determine training needs.
15. Improve methods of self development.

The Staff Assistants did not attempt to reach any definite conclusions or establish any best way but rather to explore various avenues in a manner that would allow each person choose those things that he could use to best advantage in his own personal situation

VII. At the conclusion of the above discussion Mr. Willard Grager was elected chairman of the next Management Consultation. It was also decided to meet next Spring in Kansas City at the call of the Chairman.

APPENDIX

RECOMMENDED READING

1. Harvard Business Review
Soldiers Field
Boston 63, Massachusetts

"Skyhooks"
by O. A. Ohmann

"Personal Values and Business Decisions"
by Learned and Katz

Single copies - \$1.00

2. American Management Association
1515 Broadway
Times Square
New York, New York

Membership Publications

3. The Executive
Room 324
Baker Library
Soldiers Field
Boston 63, Massachusetts

An abstract journal of books, pamphlets, speeches
and periodicals most significant for the busy
executive.

\$5.00 per year.

4. Oxford University Press
Fairlawn, New Jersey

"The Power Elite"
by C. Wright Mills - \$1.95

5. "The Reporter"
The Reporter Magazine Company
660 Madison Avenue
New York 21, New York

\$6.00 per year.

The Years Ahead: More People, More Problems

Experts foresee an astonishing population growth for the United States in the next few decades - a growth that promises both prosperity and problems.

If the current growth curve continues, asserts the Census Bureau there will be 260 million people in the U. S. by 1980. That would be a leap of 84 million from today's tally and more than double the increase in any similar past period; the increase between 1940 and 1960, for instance, will be only around 38 million. By the year 2000, the current rapid rate of growth would produce a population roughly double the present 176 million.

This increase in the number of Americans requiring food, clothing, and shelter, not to mention cars and television sets, promises an expanding economy. But it also may bring new strains - on roads, schools, and water supplies, for example.

"If we can sustain healthy economic growth, the rapid increase in our numbers can be an asset, at least in the short term," says Robert C. Cook, director of the Population Reference Bureau, a nonprofit organization that gathers and interprets population data. "More people mean more markets for business, growing demand for more goods - all the things that help make an economy function smoothly.

"On the other hand," he warns, "if our economy slumped we would still have to clothe, feed, and educate many millions of youngsters just starting out in life. This burden probably would step up, rather than diminish, the role the government plays in our lives."

While some population experts believe Mr. Cook takes too gloomy a view, most agree that new millions will bring problems: Industry will dig deeper into reserves of the fuels and minerals considered essential today; water shortages may spread; traffic may strain highways designed for a less populous era. Costly new welfare programs may be needed to provide for a mounting number of people over 65. Farmers who now grow surpluses with ease may even have to exert themselves to raise enough food to supply a bigger and hungrier population.

Housing needs will start to rise after 1966, predicts the National Association of Home Builders. By 1980, it estimates, some 2 million new homes a year will be needed just to keep pace with population growth; slum clearance and replacement of old dwellings will push the need even higher. In contrast, homebuilding is currently jogging along at a 1.3 million annual rate.

Population pressures are expected to place unusual strains on the U. S. labor force. Between now and 1965, government analysts figure, the nation will need 6 million more workers to produce the goods and services demanded by the expanding population. Employers can tap a rising reserve of women, people over 45, and people under 24. But because of the low birth rate of the 1930's, the government experts say, management now is facing a relative scarcity of young men in the prime working-age bracket of 25 to 34. In the decade after 1965, the shortage will shift to the vital 35-to-44 age bracket.

"The first real bulge in the total labor force," says Seymour L.

Wolfbein, a Labor Department manpower specialist, "will come in 1965, when the 1947 postwar baby crop turns 18. During the following decade, the labor force will show its greatest growth.

"This means," he continues, "that somehow we'll have to expand the number of jobs to take care of the increase. Fortunately, a bigger population usually leads to a rising demand for goods and services - and more jobs."

Urban areas will bear the brunt of the coming population pressure. In 1950, 55 per cent of a U.S. population of 150 million lived in what the Census Bureau calls a "standard metropolitan area" - a county or group of counties containing a central city of 50,000 or more. By 1980, according to federal forecaster, more than two thirds of a projected population of 260 million will live in such metropolitan areas, as farm mechanization continues to cut the force needed to raise farm crops. Even more than now, urban growing pains may take the form of clogged highways, crowded schools, sprawling suburbs, and rising taxes.

Water shortages, to name just one civic problem of the future, may grow more acute. The Population Reference Bureau says the generally hot, dry states of California, Arizona, New Mexico, Nevada, and Utah may someday be forced to restrict the inflow of new industry and residents to conserve water. Even cities in the Ohio River valley may find water increasingly precious.

Thirsty industries gulp most of the water consumed in the U.S. Almost 69,000 gallons of water are needed, for instance, to make the steel

used in a single new car. Daily use of water rose from 530 gallons a person at the turn of the century to 1,340 gallons in 1950. By 1970 the average probably will be 1,950 gallons. Best hope for the future; some method of extracting fresh water from the ocean, a project now under intensive study by the federal government.

Educators are already struggling to keep up with the horde of young people knocking on school doors. Elementary schools have been bursting at the seams since the end of the Korean war, and high-school enrollments will start to soar in 1961. Colleges will feel the impact of the postwar baby boom starting in 1965. School and college enrollments rose from under 26 million in 1950 to 36 million this year, and by 1970, the Health, Education, and Welfare Department estimates, enrollments will top 45 million.

These and other problems lead the Population Reference Bureau's Mr. Cook to take a pretty dim view of this country's jet-propelled growth. "There is certainly some point at which numbers cease to be an advantage," he contends. "There is no doubt that in the U.S., if we continue our present rate of growth, we are going to exceed any likely optimum."

But Mr. Wolfbein of the Labor Department disagrees. Our technological achievements, he argues, guarantee that population growth "won't choke us to death for the next several hundred years. The big problem now is to adjust to the changes."

Suggested
Position Description
for
Staff Specialist

I. Objective

- A. To develop and coordinate a smoothly operating Personnel Section.
 - 1. By providing advice and counsel to the general staff for the development of Leadership skills and methods which will generate and maintain effective administration of well planned and coordinated departmental organizations of adequately trained, satisfied, and enthusiastic personnel.
 - 2. By providing methods, techniques, and services, to each department, that will create job security and good working relationships for the personnel, develop maximum skills and safe working habits, and the maximum opportunity for creativeness and sense of accomplishment.
- B. To develop and maintain organizational relationships.
 - 1. By providing assistance with respect to the development of sound written objectives and policies that will assure effective guides to operations and obtain the support of all personnel.
- C. To coordinate inter-department activities and functions.
 - 1. By providing advice, information, and counseling among the departments as to how their activities and functions interlace with other departments so that the ultimate objective may be reached with a minimum of effort and cost.
- D. To assure through personnel development, organizational maintenance and balance and inter-departmental coordination that the General Manager and General Staff, will be provided with maximum information and Supplementary services to be able to more effectively execute their management responsibilities, make sound decisions within delegated authority, and share their responsibilities and authority with their Staff with complete confidence.
- E. To develop and maintain an internal audit of company performance.

Position Description - Staff Specialist

II. Reporting Relationships

A. Reports to General Manager.

III. Responsibilities and Authorities

Within the limits of board policies, budgets and legal requirements, assumes responsibility and has commensurate authority, except as specified, for the following activities.

A. Planning.

1. Conducts necessary studies and keeps informed of trends in management principles and methods, organization planning and administrations, executive development, consultative supervision, and personnel administration; interprets them in terms of desirable developments for the Corporation; and makes appropriate recommendations to the General Manager.
2. Develops with the general staff, conducts or directs necessary studies, and recommends to the General Manager policies needed for effective operations; participates with the General Manager and general staff in the formulation of policies.
3. Prepares bulletins and procedures for application of policies not specifically the concern of only one division.
4. Conducts necessary organization studies, advises and counsels with general staff with respect to the establishment of sound organization structure in each department; assists the department heads with the preparation and amendment of position descriptions and maintains the master organizational manual.
5. Develops with the general staff, policy and plans for effective use of consultative supervision practices; establishes procedures for assuring effective communications through staff meetings on each level and counsels with general staff with respect to planning and conducting effective staff meetings.
6. Initiates with the participation of general staff and other appropriate personnel, a plan for salary administration based on position evaluation, and thorough and complete labor market surveys and recommends to the General Manager for approval.

Position Description - Staff Specialist

7. Formulates plans and prepares procedures and instructions for performance counseling and development; reviews with the general in coaching and counseling methods for determination of training, growth and developmental needs of the personnel.
8. Counsels with and provides assistance to the general staff in the development of manpower specifications which provide standards and qualifications for use in selection, transfer, and promotion of personnel.
9. Keeps informed of practices in other organizations, conducts necessary research and develops with the general staff effective practices in employee relations which create basic satisfactions from supervisory and other working relationships.
10. Advises, assists, and coordinates the development of annual work programs by the general staff; coordinates production, sales, advertising and other special developmental programs.
11. Participates with the General Manager and general staff in formulating the long and short range over-all plans and programs of the Corporation.
12. Executes special research, analysis or planning projects assigned by the General Manager.

B. Operations

1. Performs personally
 - A. Serves as a member of the general staff committee; arranges for meetings; consults with the general staff and collaborates with the General Manager in preparing the agenda; reviews and approves minutes of the staff meetings; follows through to see that action (determined on in the meeting) is taken.
 - B. Coordinates the work of committees and working teams; prepares descriptions of functions, authority and relationship, and sees that reports on findings and decisions are processed to an appropriate conclusion initiates and
 - C. In collaboration with General Manager and general staff forms committees and working teams for the purpose of developing special projects or programs.

Position Description - Staff Specialist

- D. Initiates and administers a program of training for general staff and all supervisory personnel in the field of human relations and performance counseling and development; distributes forms, establishes time schedules; and reviews completed appraisals for adequacy and conformance to plans.
- E. Analyzes completed performance appraisals for determination of individual and group needs for training and development; keeps tickler files of dates for completion or follow up of individual programs; administers, with approval of General Manager group training programs.
- F. With department heads concerned participates in and coordinates development of sales, advertising and public relations programs.
- G. Executes special assignments or coordinates special projects with the department heads as requested by the General Manager.

2. Controls

- A. Periodically audits, consults with general staff and assures compliance with corporation policies.
- B. Analyzes minutes of staff meetings, performance appraisals and reviews and uses responsibility for maintenance of organization and policy manuals to determine effectiveness of management and organization plans and improvements needed.
- C. Reviews long range plans compared to reports of actual progress and recommends to the General Manager corrective action needed.
- D. Analyzes area salary and wage studies to determine changes needed in grades and rate ranges and initiates necessary action to conform to policy.
- E. Evaluates results of staff meetings and effectiveness of ideas, suggestions and communications; determines need for replanning or revitalizing programs.
- F. Conducts special studies for the General Manager to keep him informed and to recommend necessary replanning or corrective action.

Position Description - Staff Specialist

IV. RELATIONSHIPS

A. Internal

1. With General Manager - To participate with, in the formulation of broad objectives and policies; to establish close working relationships and to confer frequently with in respect to management and operation matters; to review major projects; and to inform him of major developments; to obtain information and guidance and to obtain necessary approvals.
2. With General Staff - To provide advice and counsel with respect to management principles and methods, organization planning, executive development, consultative methods, and personnel administration; to develop and coordinate annual work programs; to coordinate application of policies and procedures; to develop and counsel with in respect to administration of salary and wage plan and performance appraisals. To establish effective coordination and communication through staff meetings; to develop future plans, confer on mutual problems, and to share in a determination of management policies.
3. With Attorney - To confer, consult and obtain advice on legal matters as directed by the General Manager

B. External

1. With Industry and Professional Associates - To maintain representation to provide opportunities for mutual services and benefits; and to keep informed regarding trends in management and personnel administration
2. With Educational Institutions - To participate in courses and seminars to improve skills and management ability; to obtain professional advice and services regarding training personnel; and to provide services and information.
3. With The General Public - To participate in community enterprises and to represent the Corporation in public and community functions and projects. To provide service and maintain good public relations.