

REACTIONS OF REGULAR PERSONNEL TO JUNIOR EXECUTIVE  
TRAINING PROGRAMS IN SELECTED  
OIL COMPANIES

APPROVED:

  
Major Professor

  
Minor Professor

  
Dean of the School of Business  
Administration

  
Dean of the Graduate School

REACTIONS OF REGULAR PERSONNEL TO JUNIOR EXECUTIVE  
TRAINING PROGRAMS IN SELECTED  
OIL COMPANIES

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John H. Lumbley, Jr., B. B. A.

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## CHAPTER I

### INTRODUCTION

#### The Problem and Its Importance

This study is concerned with the general problem of how regular employees react to junior executive training programs.

In this modern day it is extremely important for plant executives to keep abreast of the flood of new products, manufacturing techniques, and scientific advances that are appearing with machine-gun rapidity. Because of the delay of the impact of wartime and postwar developments, machines and methods are becoming obsolete overnight. To meet this problem more and more companies are making it easier for their key personnel to keep up with the times by building improved technical training sources to expose their people to what is new in the business's sphere of activity.<sup>1</sup>

The war also helped to create a shortage for United States industry which is still a long way from concluded-- a shortage of trained executives. In fact, so extreme is the problem today that it was the subject of many papers and much discussion at one of the meetings in New York of

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<sup>1</sup>"Keeping Cobwebs off Management Knowhow," Modern Industry, IXX (March 15, 1950), 46-49.

the American Society of Mechanical Engineers. The majority of the talks centered around ways to meet the problem. The logical step was to build an executive training program and to mold it to fit the needs of the company for the future. Being a good executive today, the engineers agreed, is a far more complicated job than it used to be. In most United States industry the average company has become so complex that successful executives must have a background in everything from business management to psychology. Such near omniscience is extremely difficult to locate in this era of specialization; thus, any executive training program must teach the students as much as possible about the board of operations.<sup>2</sup>

Not all of the work being done in this area of business training is of equal value. A promising characteristic of the present situation in the executive training field is the wide experimentation that is going on. Executive development is still very new and not all the best methods have been found. The plans now in vogue probably will be discarded as new and better approaches are discovered. It is very possible that in ten years a great deal more about executive development will be known than is known today. By this time executive training programs undoubtedly will be accepted as normal and essential activities in a majority of companies.

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<sup>2</sup>"The Talent Search to Beat Executive Shortage," Business Week (December 10, 1949), pp. 30-33.

Turning now more specifically to the problem considered in this paper, the executive training programs which are set up in the future must have more regard for the regular personnel employed. In setting up these training programs for this much needed individual, the older employee must not be forgotten. One of the major reasons for the failure of any plan of action within a company is for the plan to be resented in any way by the older employee. Many of the junior executive training programs which have been set up fail to realize the effect they have upon employee morale. If the companies fail to realize this, they will surely fall short of complete success.

#### Purpose of the Study

This paper has as its primary purpose that of determining what, if any, resentment toward junior executive programs may exist among regular or "old" employees of a selected group of petroleum companies in the Port Arthur, Beaumont, and Port Neches area of Texas. At the same time, measures taken in these companies to cope with the problem will be studied and appraised.

Since a great number of college graduates are being given special preparation for executive positions, it is entirely possible that an extremely large amount of resistance by the older employee may arise out of such a situation. At times management tries to evade the problems that result

from the functioning of an executive training program by calling it something else. They try to hide the identity of the program. The older employee could resent the fact that the young college graduate comes into his plant and is given the special advantages of executive training.

#### Scope of the Study

This study is practically an original problem in the research field since related studies in this particular field of personnel management, as far as the writer could determine, are quite limited. There is a "new light" dawning on this particular phase of personnel management which, when it breaks through, may influence the present and future junior executive training programs to a very great extent.

No attempt was made to study the effects of all the many types of executive training programs upon regular personnel because of the time which would be required to do so. This study considers the effects that four slightly varying junior executive programs have upon their regular personnel

Methods of research and sources of data.--Extensive research in the library of North Texas State College was carried out in regard to junior executive programs now in use in leading firms throughout the nation. This research served as a basis for the preparation of questionnaires for use in interviews with personnel in each of the four companies.



Interviews were then conducted at four petroleum companies, located in the Port Arthur-Beaumont-Port Neches area of Texas. Personnel interviewed in each case included representatives of top management, department heads, and operative employees. The questionnaires prepared for guidance during the interviews were designed so as to get reactions of the three separate groups to the same specific questions. They were constructed and used in such a way as not to do violence to the sentiment of persons to be consulted. Much tact was required in getting the information desired.

The case study method of research thus was the one primarily depended upon in this study, followed by a comparative analysis of results obtained in each of the four companies.

#### Terms Used in This Study

Junior executive training program.--In this study, the term will be used to mean the training of young college graduates for executive positions within a company.

Regular personnel.--This term will be used to mean those employees who have been working with the company for three years or longer.

Top management.--In most instances, "top management" is interpreted to include all executives in the top echelon. In this study, "top management" will be represented by the

personnel manager and the chief executive or a top line executive of each company.

Department head.--This term will include only those department heads under which the junior executive trainee spent some of his training period.

Operative employee.--The operative employee in this study will mean the person who is below the executive level of the company, and who is fully or largely occupied with performance of operative tasks.

#### Order of Presentation of Study

The first chapter of this study is composed of the introduction. In this introduction it seemed advisable to give the definition and the over-all importance of the problem, the purpose and scope of the study, and the terms used in the study.

In the second chapter various types of junior executive training programs in operation at the present are considered, with the special problem of the paper kept in mind. Certain questions regarding the central problem of this study are brought out for thought in the concluding portion of the chapter.

Chapter III will show the results of the personal interviews with top management, the department heads, and the operative employees of the four companies surveyed. In this chapter the reactions of the regular personnel

mentioned toward the junior executive training program in effect will be considered.

Chapter IV of the paper will present certain conclusions and recommendations that are justifiable from the findings of the entire study.

## CHAPTER II

### PRESENT JUNIOR EXECUTIVE TRAINING PROGRAMS IN OPERATION

A careful look at some of the junior executive training programs now in operation all over the country should provide a sound basis for design of questionnaires which may be used in studying the problem of regular employee reaction to such programs in the four petroleum companies cooperating in the study.

In this chapter, the principal features of a fairly large number of such programs will be considered. Features which might seem to have some direct bearing on the problem of regular employee reaction to junior executive training will be given particular attention. Specific questions of importance in this regard will be formulated in the concluding section of the chapter, based on characteristics of the programs described.

Most of the chapter will be devoted to summary descriptions of individual programs now in operation. Available surveys of prevailing practice also will be considered. Objectives of junior executive training programs as stated by authorities will be presented to give some sort of a yardstick for evaluating existing and proposed programs.

Various Company Junior Executive  
Training Programs

Humble Oil & Refining Company.--The Humble Oil & Refining Company's training program at Baytown, Texas, is a formalized plan which has been bringing advanced scientific training to technical personnel for four years. Two forms of classroom training are included in its junior executive training--the Technical Service Practice School and the Humble Lectures in Science.

The practice school extends over a period of thirteen weeks of which the first three are spent in orientation to the company. The remaining ten weeks are devoted to lessons in chemical engineering, with stress on petrolsum refining. A class is usually composed of fifteen to twenty young college graduates in chemical engineering, and maybe two or three older chemical engineers who have been with the company. The course is taught by two chemical engineers from the technical service division. The program consists of classroom lectures by the instructor, reading assignments, problem work, the study of plant units, and plant test work. Quizzes are given at intervals, and a complete examination is given at the end of the course. Every student is given a grade, and this is put on his personnel file. The costs of the program seem to be more than justified by the results.

The practice school is not original with Humble because a number of oil companies provide training technical men along this general line; but the Humble Lectures in Science are original. This program has brought two dozen of the top chemists, physicists, and chemical engineers of the nation to present intensive courses of study covering their specialties. A course usually lasts two weeks, and it is the equivalent of one semester of a university graduate course. The students themselves plan a large part of the selection of courses to be offered in the training course. From a questionnaire given to those concerned, the five most popular courses listed are tentatively selected for the program the following year. The classes are kept small to create an atmosphere of informality--classes average thirteen students. The courses consist of lectures, assigned reading, problems, and conferences with the instructor. A comprehensive final examination is given on completion of the course, and the grades are put on the student's personnel record.

The over-all cost varies from \$25,000 to \$35,000 per year. In return for this expense, the company and employees reap a number of worthwhile benefits.<sup>1</sup>

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<sup>1</sup>"Industry Pleased with Technical Classrooms," Petroleum Refiner, (May, 1951), pp. 77-83.

Johnson & Johnson.--Carefully planned and organized junior executive training activities are used by the Johnson & Johnson organization to supplement the development resulting from day-to-day contacts among executives. The company has an organizational policy of physical and administrative decentralization, and their executive training is in line with this policy. Each affiliated company is encouraged to undertake whatever development activities it chooses. The administrative heads in the home office occasionally suggest or initiate a development activity in which the affiliated companies participate, if they so desire. In this company, junior executive training is not thought of as something to be achieved by a packaged program or a particular course. Therefore, Johnson & Johnson relies on no single activity but has a series of activities to provide for full and continuous development. These activities have the dual purpose of developing the individuals directly and of so improving their daily functioning as to create a climate of close executive relationships. At the present time the company's program is made up of many specific activities. They are as follows: executive dinner meetings, multiple management, review of economic conditions, role playing, case studies, specialized conferences, Harvard advanced management course, Wharton School of Finance courses, conference leadership, public speaking, in-plant conferences, out-of-plant conferences, short

courses, seminars, school and college programs, job rotation, executive development seminar, and an executive inventory. After considering these numerous activities which are embodied in their training program, it is easy to see how this program has the range and scope to meet company and individual needs.<sup>2</sup>

General Electric Company.---Just as leadership is a personal art, training for leadership can best be given on a personal basis. This is the primary concept in General Electric's highly successful Manufacturing Leadership Program, whereby management junior executive trainees are apprenticed to experienced manufacturing executives in a succession of increasingly responsible assignments, supported by classroom work, periodic counseling, and other aids to their development. This program recognizes the wide variety of "styles" among executives, and it is tailored to fit the individual needs of trainees. Standardization of the various assignments is carefully avoided, and the trainees participate directly in the formulation of their training schedule and assignments. The program is organized so that the trainee can have the greatest opportunity for individual development.

The number of men to be chosen for participation in the program is determined by a "personnel audit." The

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<sup>2</sup>Earl G. Planty, "Case Studies in Executive Development II," Personnel, XXVII (July, 1950), 25-28.



audit is set up to analyze the requirements of the company as to management posts created by retirements, promotions and expansion over a period of the next few years.

Graduates of engineering colleges; graduates of the company's Business Training Course; liberal arts college graduates; competent, young shop employees; apprentice graduates; and any others who have good potentials are eligible for the program.

As was mentioned previously the training and assignments are made to fit the trainees' background. The actual job of training these management apprentices is carried on by the line organization. Experience has shown that it is through the face to face contact of immediate supervisor and trainee that best development of leadership can take place. The staff does assist the line organization in the process.

With the rotation among a series of functions, the trainee obtains a knowledge of the related nature of all manufacturing activities. Specialization is avoided during the training period because the vision of the whole manufacturing problem is so vital to men who are being trained for managerial roles. In essence, the Management Apprenticeship Program is one of education rather than that of vocational training.<sup>3</sup>

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<sup>3</sup>H. W. Tullock, "Management Apprenticeships," Personnel, XXVI (September, 1949), 77-84.

Rheem Manufacturing Company.--The president of the Rheem Manufacturing Company gave the personnel department the assignment of developing an executive training program to meet the need for executives in the rapidly expanding company. To hire personnel for key jobs from other sources was one possibility. The first step was to take an inventory of the department heads and to determine the training needs. The inventory revealed the fact that most of the executives were too specialized and were lacking in knowledge of some of the component parts of their over-all jobs. One of the leading universities in the city revealed that it had a management training program designed to meet this need for better trained executives. The company accepted this university course and agreed to pay most of the training costs for the first year. This seemed to be the sort of training program the company desired.

A further examination of training needs showed the company was hiring primarily to meet present rather than future needs. So the first plant visited agreed to take junior executive trainees in each department and give each of them training in every phase of his work. This would enable a better supply of young men who could qualify for executive vacancies.

The training of junior executives supplements the program for senior executives; that is, it results in the placement of a number of college graduates, carefully selected,

in training jobs and in specific openings. The first step of the program involves one year's experience in every phase of plant operations including procurement, costs, personnel, engineering, and production. The employee then goes to the section that he has been chosen for as a trainee.<sup>4</sup>

McCormick & Company.--The Multiple Management program installed by Charles P. McCormick, president of McCormick & Company, Baltimore, put to work a scheme to give young executives a crack at the really big company problems. He felt that this would better ready them for top-level posts and also keep a sharp edge on the thinking of these young executives.

The program was first put into effect near the top of the ladder--at the junior executive level. Their function was to meet regularly, hash out company problems, send up recommendations to the senior board of directors for approval--or veto. All decisions of the junior board had to be unanimous before the recommendation could be presented for consideration. To give the junior executives further training and insight into management problems, the junior board met with the senior board about once a month with the junior board chairman presiding. With this sort of program in action McCormick harvested new ideas as well as training

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<sup>4</sup>Henry O. Golightly, "Rheem Executives Go Back to School," Personnel Journal, XXVII (January, 1949), 298-301.

young executives. Sixteen of the twenty members of the senior board are ex-members of the company's junior executive board.<sup>5</sup>

Mutual Life Insurance Company.--The Mutual Life Insurance Company of New York selects ten or fifteen employees each year for twelve months of formal courses, seminars, special work assignments, and on the job training to educate their junior executives. After they have done this they are promotable. Junior officers get a two-year course, including service on a junior council. They attend meetings of top management, and are rotated through departments. For those who are senior officers, the top executive runs a training course of his own to broaden their knowledge of the company operations.<sup>6</sup>

Proctor & Gamble Company.--Proctor & Gamble Company finds its men through a definite program for hiring, training, and promoting future potential executives. This company gives the same kind of attention to developing management men as it does to developing a new product or the market through which the product is to be distributed. The executive crop of Proctor & Gamble is recruited right out of colleges with the aid of scientific testing methods. The human factor is made due allowance for when giving these tests.

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<sup>5</sup>"Multiple Management: Top-Executive Seedbed," Business Week (June 11, 1949), pp. 82-84.

<sup>6</sup>"Bringing up Tomorrow's Brass Hats," Business Week (November 3, 1951), pp. 86-94.

Each department in Proctor & Gamble does its own recruiting of college-trained personnel to allow for a much wider choice. Most colleges and universities are covered by using this method of recruiting. Usually the manager for each district does the recruiting.

About the same technique is used by all Proctor & Gamble representatives who visit college campuses on recruiting assignments. The applicant first fills out a standard company application blank. The personal interview is then given to the applicant. If at this point the applicant seems to be a likely prospect, he is given some tests--mental alertness test and a specialized test to see how much the applicant knows about his own field. Proctor & Gamble gives full recognition that tests are not infallible.

As soon as the man is hired as a management trainee, he starts on a training program that is scheduled and timed to fit the individual. As an example, take the case of a man being trained for factory management. The trainees' supervisor or department head and the factory training engineer set up his training program. The program usually lasts about six months. The new employee usually tries all the jobs in the department he has been assigned to. He is then shunted to all of the related departments so that he will understand where his department fits into the over-all production scheme.

The new trainee then spends about a month in the staff departments of the factory. This gives him an opportunity to get familiar with the services available and just how he can best use them when he becomes an executive. The last few weeks of the training program, the trainee works directly with his foreman and assumes responsibilities until he is qualified to take over the foreman's job.

Almost the same general idea of training prevails in the non-production departments. He (the trainee) goes through the same thorough grounding in all phases of the operation for which he was selected.<sup>7</sup>

International Harvester Company.--The International Harvester Company has a very thorough training program for all levels of its personnel. Harvester's training program is in a sense a joint program, initiated and carried on by the company but with the counsel provided throughout by the University of Chicago. The program has worked out to the satisfaction of both parties. Counsel from the university consists mainly of aiding the company's Education and Training staff to arrive at the proper educational approach to industrial training problems.

One of the courses which is given considerable emphasis is the Cooperative Engineering course. Cooperative students

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<sup>7</sup>"Shirt-Sleeve Training for P&G Bosses," Business Week, (November 4, 1950), pp. 31-34.

commence their relationship after about one or two semesters of residence at a university. After that they alternate semesters, spending half of their time in school, half in the company. While the students are with the company, they follow programs similar to those of other students, progressing from one staff or operating department to another with several hours a week of classroom instruction in the training department. Harvester has a cooperative arrangement with five universities. The objective positions in the company are staff jobs, usually--though not always or necessarily--in engineering.<sup>8</sup>

Allis-Chalmers Manufacturing Company.--The junior executive training program at Allis-Chalmers Manufacturing Company, West Allis, Wisconsin, is primarily on-the-job training, and is a two-year program. The students are placed in different departments where they can actually do or observe the regular work of the department. The trainees work mostly in the shops the first eight or nine months--mostly on tests and assembly jobs. They are moved from one job to another on the average of every two months or less. The job rotation plan is usually worked at the requests of the trainees as to location. This company stresses the voluntary aspect of training.

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<sup>8</sup>Charles L. Walder, Jr., "Education and Training at International Harvester," Harvard Business Review, XXVII (September, 1949), 542-558.

After eight or nine months in the shops of the company, the trainee is brought to the offices where, again, he is moved from one department to another. In addition to usual engineering jobs in the company, some jobs are found for students interested in health and safety, wage analysis, employment, training, advertising, technical writing, purchasing, commercial research, and other odds and ends of the company's operation which might not at first seem to be suitable positions for engineers.

While training in the offices, the students are given a number of lecture courses to give them a fast over-all picture. In some of the lecture courses the students participate a great deal, and in some they participate a very little. To provide additional theoretical material, Allis-Chalmers has worked out with the Illinois Institute of Technology a program of night school work which will allow a Bachelor of Science student to obtain a master's degree in eight years of one night a week work or four years of two nights a week work. There have been quite a variety of courses offered in this program of graduate study.<sup>9</sup>

Canadian General Electric Company.--The Canadian General Electric Company, Toronto, Ontario, Canada, believes that learning-by-doing and the personal apprenticeship method are the most desirable methods for training executives. The

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<sup>9</sup>D. D. McKinney, "Postgraduate Training of Engineers in Industry," Mechanical Engineering (November, 1951), pp. 897-898.



company's Test Engineering Program is one in which graduates in engineering enter the company and learn by doing. The purpose of the program is to provide a transitional period between the university and absorption into a permanent assignment, to allow the student to become acquainted firsthand with industrial equipment and the adaptation of his theoretical knowledge to the practical.

The trainees are usually given four or six varied assignments each of about three months' duration. In this way the student becomes intimately acquainted with a number of the company's operations and, by means of conferences, plant visits, and personal interviews, will come to know many of the others. After these assignments, the trainee will be in a better position to select, with the help of company officials the type of work in which they are the most interested, and for which they may be best suited.<sup>10</sup>

#### College Sponsored Junior Executive Programs

University of Pittsburg.--In a great number of cases colleges are performing valuable services for industry in many cities. For example, the University of Pittsburg has arranged with local companies like Westinghouse, Carnegie-Illinois Steel, Gulf Oil, and Koppers to add to its faculty qualified company instructors of graduate-level plant

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<sup>10</sup>Ibid., pp. 903-909.

classes. The personnel from the various plants obtain immensely practical courses and graduate credit. In exchange, the various participating companies enroll students from Pitts' full-time graduate school and a few from other companies in their courses. How much colleges can do in training the executives more specifically for their jobs is often limited by the location of the plant, the viewpoint of the various plant managements toward a program of industry-college cooperation in training programs, and numerous other factors. The outlook for industry-college cooperation in training programs looks good in certain areas of the country.<sup>11</sup>

Dartmouth College.--The training of college students or future prospective executives in the techniques of management and production is handled in a very unique way at Dartmouth College. The students "learn by doing"--become full-fledged business executives during the school year. The aim of this management and production course is to bridge the gap between business administration and education. The objective of this course is to make the student aware of the problems and headaches faced by today's businessman. The students form hard-cash enterprises; and where they turn in a profit, there is also an "A" term mark. This type of training has been extremely successful.<sup>12</sup>

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<sup>11</sup>"Keeping Cobwebs off Management Knowhow," Modern Industry, IXX (March 15, 1950), 49.

<sup>12</sup>"Executives in Embryo," Modern Industry (June 15, 1951), pp. 84-88.

## Objectives of Junior Executive Training Programs

General objectives.--In general, most executive training programs attempt to provide the executive with three assets:

1. Orientation: Needed information about the company's philosophies, policies, procedures, practices, and objectives.

2. Technical training: Needed technical or professional know-how--the "tools" of successful management.

3. Attitudes: Needed attitudes toward leadership, their work, relations with others, and the value of self-development.<sup>13</sup>

More specific objectives.--1. Aiding the graduate bridge the gap between theory and practice for the benefit of both man and company.

2. Recognizing an obligation to the technical graduate, who has invested large amounts of time and money to aid his professional development.

3. Obligation to the company itself to use this valuable tool effectively.

4. Orientation of graduate more quickly and accurately.

5. Providing chance for both employee and employer to appraise potentialities for the greatest over-all use to the company.

6. Continuing some intellectual activity during the interim period of transition from the university level to the industrial level.

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<sup>13</sup>Melvin E. Salvesson, "Developing Executives for Business Leadership," Personnel, XXV (January, 1949), 250-260.

7. Facilitating the personal adjustment of the trainee to his new environment.

8. Reducing turn-over by a more accurate placement.

9. Developing a succession of suitable executive and officer material as replacements become needed.

In short, a good junior executive training program aims to help the young graduate become a producer sooner and better than if this desirable process were left to chance.<sup>14</sup>

#### Surveys Made Concerning Executive Training Programs

Survey of the characteristics of junior executive training programs in nine industries.--A survey of current company practices with the regard to the training of college graduates with the cooperation of NOMA, was made by Bernard J. Koehler. Replies were obtained from 124 companies in nine different fields of industry. Approximately 70 per cent of the companies in the survey were engaged in some type of manufacturing, with the majority falling within the large-size classification. Of the total replying, 47 per cent (58) are now conducting training programs for the college graduate, whereas 53 per cent provide no organized training for the college graduate.

Here are the highlights of the survey findings:

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<sup>14</sup>"Developing the Technical Graduate on the Job," Chemical and Engineering News (April, 1951), pp. 1513-1516.

1. Most of the programs are conducted in the areas of sales, production, supervisory, and office training.

2. The training programs are a permanent activity of management.

3. The major aim of the company is to train graduates for future positions of responsibility rather than an immediate job.

4. The training function is assigned to a centralized training department which carries out the program for the whole company. This function is under the direction of the personnel department.

5. Very few personnel examinations, if any, are given as an aid in selection. Sometimes general mental ability and personality tests are given.

6. Procedure of training graduates: 80 to 90 per cent on-the-job; 10 to 20 per cent in organized classes.

7. All training is given by the company concerned, and trainees are not sent to any institution for supplementary training.

8. Scope of the training varies widely for each program.

9. Average length of training program: 14 months.

10. The college graduate is employed for a 40-hour week as a trainee.

11. Average of five hours per week is spent in organized class work and is conducted during regular working hours.

12. Salary of the trainee is \$200 a month upon employment and \$250 by the completion of training.

13. Salary increases are based upon the relative merits of each individual, and over-all training budgets are maintained with an average program costing \$3,300 per trainee.

14. The number selected for training is based upon company needs for the future, and no "extras" are included.

15. The average size of the class is twelve students, and average turnover is 10 to 15 per cent upon completion; 20 per cent during period less than three years after completion; and 25 to 30 per cent after three years.

16. Twenty-seven per cent of the trainees may be non-graduates.

17. Sources of candidates, in order of importance, are colleges and university placement bureaus, applications, recommendation of company employee, new employees, private employment agencies, other sources, and United States Employment Service.

18. A permanent position with the company concerned is guaranteed upon completion of the training.

19. Follow-up interviews are given every six months for one to two years after completion of the training.<sup>15</sup>

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<sup>15</sup>"Company Practices in Training College Graduates," Management Review, XXXVIII (March, 1949), 150-152.

Survey of the executive training practices in petroleum companies. --During 1948 a survey was made by the University of Texas, under the auspices of the Committee on Training in Refining of the American Petroleum Institute. This survey was a detailed analysis of the training activities at 144 out of the 188 United States petroleum refineries having a nominal daily through put of 5,000 barrels a day or more. Meetings were held all over the country to secure the data. Eighty-one per cent of the plants were covered. The refineries were grouped into three sizes according to their daily output. Class "A" refineries produced over 50,000 barrels a day. Class "B" refineries produced 21,000 to 50,000 barrels a day. Class "C" refineries produced only 5,000 to 20,000 barrels a day. The total personnel covered in this industrial survey was 131,000.

Looking more specifically at the training program provided the technical personnel: This group was composed of the engineers, chemists, and other technically trained personnel. A definite need for executive training would be predicated on the concept that the industry needs to provide a transition between academic education and the practices of a particular plant.

In the plants which have a capacity of more than 50,000 barrels per day, four types of activity receive considerable attention:

1. Advanced study seminars
2. Staff lectures
3. Outside lectures
4. Planned job rotation

The types vary as to amount of use among the different size companies as can be seen clearly in Figure 1.




Type of activity	 Class "A"	 Class "B"	 Class "C"
Advanced study seminars	37%	5%	0%
Staff lectures	50	30	10
Outsider lectures	30	20	10
Planned job rotation (for new men)	63	25	0

Fig. 1.--Technical training in 102 "affiliated" refineries.

As can be seen in Figure 1, 63 per cent of the larger plants used job rotation in their training programs. This insures the rounded breaking in of a new employee. In 37 per cent of the larger refineries provision is made for advanced study--often as a cooperative program with college or university aid. Lectures of various types by staff or outside personnel are common for the purpose of training.

The smaller plants give very little attention to the area of executive training as can be seen in Figure 2.



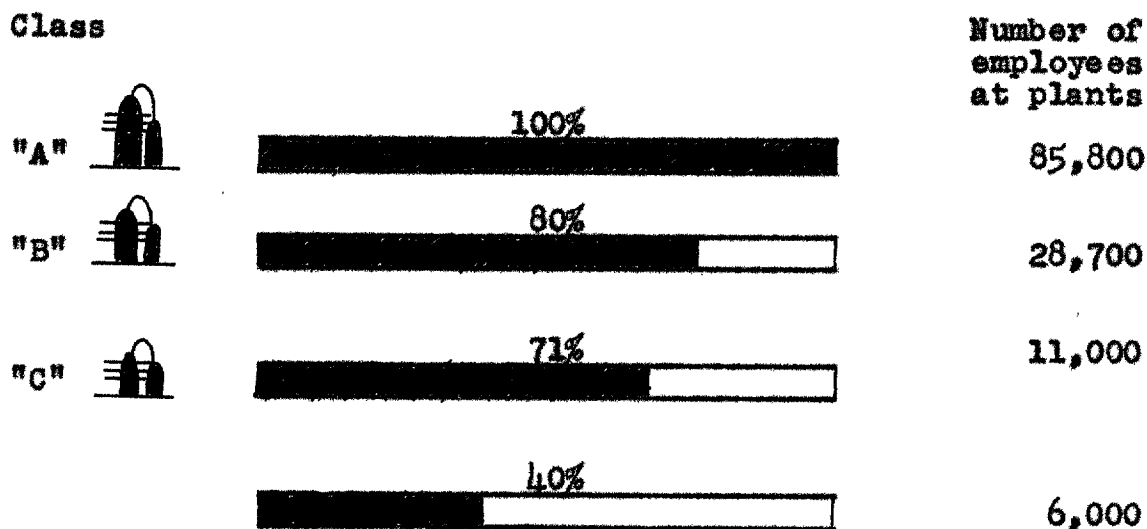


Fig. 2.--Refineries conducting some type of organized training.

In the Class "B" and "C" refineries, about 30 per cent was the highest participation in any form of technical training.<sup>16</sup>

#### Questions Arising Out of Material Presented

As stated in Chapter I, the purpose of this study is that of determining what, if any, resentment toward junior executive training programs may exist among regular or "old" employees of the selected group of petroleum companies mentioned. At the same time, measures taken in these companies to cope with the problem will be studied and appraised. Most of the executive training programs mentioned in the initial phases of this chapter are planned largely for college graduates. These training programs represent special

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<sup>16</sup> Harry D. Kolb, "Refinery Training Practices," Oil and Gas Journal (April 28, 1949), pp. 98-102.

treatment and privileges for these people--therefore, it can be seen how the regular employees might easily resent them. Here are a few of the questions which seem likely to arise in connection with the junior executive training programs mentioned:

1. Do the regular personnel feel that the junior executive trainee is as well qualified for such a program as the older employee?

2. Are the companies turning solely to college graduates for future executives?

3. Do the regular personnel feel that the trainees who complete the program are able to excel other junior executives who did not have the benefit of the training program?

4. What contributions do the regular personnel feel have been made to the company by the junior executive training program?

5. Do the regular personnel feel that the trainee has a superior attitude and finds it difficult to mix well with the other employees?

6. Do the regular personnel feel that the trainees have a capacity to advance higher than the older employee?

7. How do the regular personnel feel as to the importance of a college degree for executive positions?

8. Do the regular employees feel that the trainee is as conscientious a worker as the older employee?

9. Do the regular personnel feel that the new trainee is as capable of a broad understanding of company policies as the older employee?

10. Has there been any noticeable effect upon turnover, reduction in productivity, or any other evidence of resentment on the part of the older employee?

11. If the trainee is given regular work assignments that are no different from those performed by the older employee, how does the older worker feel about it?

12. How do the older employees accept the over-all training program within a company?

13. Do the regular personnel feel that they could make some suggestions to improve the situation which exists in the training program?

14. How do the regular personnel feel as to the length of time given for the training program? toward the training procedure used? as to the trainees' promotional possibilities upon completion of the program?

15. How are the trainees received into the individual departments upon completion of training?

16. Do the regular personnel feel that the training program has interfered with their welfare in any way?

17. Do any of the companies make any follow-up studies to determine how well the training program is being received?

18. Is the advancement for trainees made too automatic or certain?

19. Should the trainee have to prove himself more before being promoted in most situations?

20. Do the regular personnel know the status of the junior executive trainee in all cases?

These questions and more will be considered in further detail in the following chapters. They will be incorporated into a questionnaire which will serve as a basis for a case study of each of four selected petroleum companies. A comparison of responses from the four companies will then be made.

## CHAPTER III

### REGULAR EMPLOYEE REACTION TO JUNIOR EXECUTIVE TRAINING PROGRAMS

As was stated in the previous chapter, the four companies studied will be analyzed by the case-study approach. The program of training will be explained in each case and the reactions of three groups (top management, department heads, and the operative employees) to these slightly varying programs will be considered. Companies were chosen with slightly varying training arrangements so as to give a more comprehensive study in considering the reaction of regular personnel to these programs.

The four petroleum companies' functions are very similar in that they all break the crude oil down into its many component parts and then prepare these many parts for use. Their products are then distributed to all corners of the globe. The extent to which each of these four companies goes into various special types of refining activities depends a great deal upon its size. The activities and sizes of these four petroleum companies are similar to those characterizing most of the petroleum companies in operation today so that most of the problems which arise in connection

with the junior executive training programs in these companies should be typical of those of other companies.

Personal interviews were held with two top management men, two department heads, and four operative employees from each of the four companies studied. Questionnaires were prepared for guidance during these interviews; copies are included in the Appendix. In presenting the answers of these three groups to the questionnaires, the general consensus of opinion in each case is presented rather than going into great detail and giving each individual answer. In a number of the questions the answers given may vary a little in degree but the general consensus of opinion is presented in every case to simplify the interpretation. The latter part of this chapter will be devoted to a comparison of the training programs of the four companies.

#### Company "A"

Training program setup.--The management of this company has seen fit to call their junior executive training program a technical training program. They feel that calling the program a junior "executive" training program will very definitely cause resentment on the part of the older employees. This company has a very formalized training program set for the young college graduate which is administered by the chief assistant chemist, the personnel manager, and the superintendent of construction and repairs.

The technical training program consists of three divisions of potential executive personnel: (1) chemical engineers, (2) construction and maintenance engineers, and (3) Industrial Relations Department. There are thirty trainees at present in these three divisions. The total employment for the company is 5,000. The company has a very thorough selection procedure for their personnel.

College graduates are the only persons eligible for the training program, and they are recruited from various colleges specifically for that purpose. In this company the assistant chief chemist makes an annual tour of the college campuses in Texas and neighboring states to make a selection of graduates for the training program. The company tries to spread their selection among the colleges so as to not depend solely on any one college.

The training program runs over a two-year period for the chemical engineers. During this period they are given various work assignments. For the first six months they work in one of the laboratories in the company. The next year they are given a taste of shift work in the Pilot Plant. For the final six months they are assigned to various technical service departments. The trainees fill trainee jobs only and do not perform tasks assigned to the old employee.

The training program for the construction and maintenance engineers and the Industrial Relations Department

personnel runs over a four-year period. During this period of time these trainees spend two-month periods in just about every productive department in the plant. The trainees are sent back into certain departments upon completion of training, and the prime consideration in placement is the need of the company at that time and the qualifications of the person to fill this need. The company feels that this is an invaluable experience for their trainees. It helps the young college graduate tie together the various functions of the company as a whole. The company has a continuous follow-up on the program.

In both training program setups it is about half productive work and half training. The trainees receive a two-hour lecture every week on some phase of the petroleum industry. The trainees seem to approve the over-all training program.

Reactions of the regular personnel to specific questions on the training program.--1. Do the regular personnel feel that the junior executive trainee is as well qualified for such a program as the older employee?

Top management feels that the young college graduate is well qualified for such a program because of his technical training. The department heads feel about the same as top management. The operative employees feel that the graduate



is qualified, but also feel that in many cases the old employee is as well qualified for such a training program.

2. Are the companies turning solely to college graduates for future executives?

Top management in this company believes that the trend is very definitely in that direction. The department heads and the operative employees support management in regard to this question.

3. Do the regular personnel feel that the trainees who complete the program are able to excel other junior executives who did not have the benefit of the training program?

Top management is of the opinion that the trainee who had such a training program has a broader understanding of company policy; better over-all attitudes toward leadership, their work, and their relations with others; and better technical training; and that turnover will be reduced by more accurate placement. The department heads and the operative employees fall right in line with management in this philosophy.

4. Do regular personnel feel that the trainee has a superior attitude and find it difficult to mix well with the other employees?

Top management in this company expresses its belief that in most cases the trainees are better mixers than the older employee because the company tries to screen the undesirables in the hiring procedure. The department heads

and the operative employees feel that the trainees are about the same in ability to mix with other employees.

5. Do the regular personnel feel that the trainees have a capacity to advance higher than the older employee?

All three groups agree that in some cases the trainees have the capacity to advance higher than the older employee but not always.

6. How do the regular personnel feel as to the importance of a college degree for executive positions?

The three groups are again in agreement on this question. They feel that in some cases the college degree is of extreme importance and in others not so important. They also feel that basic intelligence is very important in this respect.

7. Do the regular employees feel that the new trainee is as conscientious a worker as the older employee?

Top management and the department heads feel that the trainee is more conscientious in his work. The operative employees feel that the trainee has about the same degree of conscientiousness as the older employee.

8. Has there been any noticeable effect upon turnover, reduction in productivity, or any other evidence of resentment on the part of the older employee?

Top management has seen no evidence of violent resentment toward the program, but admits that there is some small evidence seen in attitudes of older employees. The department

heads and the operative employees agree that there is evidence of some resentment in the attitudes of the older employee toward the young trainee.

9. How do the older employees accept the over-all training program within the company?

The three groups feel that the older employees accept the training program in most cases, but all groups agree that there is some small resentment found in attitudes of older employees toward young trainees.

10. How do the regular personnel feel as to the length of time given for the training program?

The three groups feel that the time given the chemical engineer trainee is sufficient, but that time given the construction and maintenance engineer and industrial relations trainee is too long.

--toward the training procedure used?

The three groups agree that the rotational scheme is good.

11. How are the trainees received into the individual departments upon completion of training?

The three groups feel that the older employees accept the trainee if his attitude is right.

12. Do the regular personnel feel that the training program has interfered with their welfare in any way?

Top management, the department heads, and the operative employees all agree that the program has not interfered seriously with the welfare of anyone.

13. Is the advancement for the trainees made too automatic or certain?

The three groups agree that it is about like it should be, although they also agree that the trainee should have to prove himself before being advanced.

14. Do the regular personnel know the status of the trainee in all cases?

Top management makes no formal step to tell the older employee who the trainee is, but the three groups agree that the status of the trainees is known by all.

15. Do the regular personnel feel that most of the trainees are as well qualified for promotion upon completion of training as the old employee who has been with the company longer?

Top management feels that the trainee is not, in answer to this question. Management thinks that the trainee should have to work five years or more before any sizeable promotion should come to him. The department heads and the operative employees are in direct accord with management on this view.

16. Do the regular personnel feel that any improvements might be made to the present junior executive training setup?

Top management feels that no changes would be economical or otherwise desirable at present. The department heads and the operative employees feel that the time given for training in the case of the construction and maintenance engineers and the industrial relations trainees should be cut down.

17. Do the regular personnel feel that the junior executive training program might be handled in a way which would result in a friendlier feeling of the regular employees toward the program?

Top management believes that the trainee should be schooled more in the importance of attitude in friendly relations with the older employee. The department heads and the operative employees of this company also stress the importance of attitude on the part of the young college graduate in securing a friendlier feeling on the part of the older employee.

#### Company "B"

Training program setup.--The junior executive training program in this company is called a technical training program as was the one in Company "A". All new technical people who have been recruited from college campuses and some of the older employees from within the plant who have not had a college education are eligible for the training program. At present the company employment is 5,680, and the number of technical trainees is twenty-five.

The first three months of the training program is spent as an indoctrination period and is non-productive in nature. The trainees are then rotated through sixty departments within the plant in a six-month period. They may remain in one department for one day and another for sixty days. The rotational time schedule is very flexible and is not followed as closely as is the one in Company "A". The men have to keep up very thorough notebooks on their tour through the various departments. This sort of thing gives management a check on the trainees as to how well they are understanding the functions of the individual departments. This rotational scheme also allows the trainee to get acquainted with all levels of supervision. This six-month period is considered semi-productive because the trainees do some work.

The trainees upon completion of the training program are usually sent back into the departments in which they are needed. The trainees usually are placed in these departments as foremen on a permanent basis.

The Supervisor of Training and Employee Suggestions and the various head foremen of the departments concerned are responsible for the training program. The follow-up program used to determine the effectiveness of the program as a whole is an informal plan which is conducted on a continuous basis.

Reactions of regular personnel to specific questions on the training program.--1. Do the regular personnel feel that the junior executive trainee is as well qualified for such a program as the older employee?

Top management, the department heads, and the operative employees feel that the trainee is as well qualified for such a program.

2. Are the companies turning solely to college graduates for future executives?

The three groups agree that in the future most of the executives will be college graduates. The department heads seem to feel that some executives will still come up from the ranks.

3. Do the regular personnel feel that the trainees who complete the program are able to excel other junior executives who did not have the benefit of the training program?

The three groups of regular personnel agree that the trainee who completed such a program would have a broader understanding of company policies; better technical training; better over-all attitudes toward leadership, their work, and their relations with others; and that turnover would be reduced by more accurate placement.

4. Do regular personnel feel that the trainee has a superior attitude and find it difficult to mix well with the other employees?

The three groups feel that the trainee is about as good a mixer as the older employee.

5. Do the older employees feel that the trainees have a capacity to advance higher than the older employee?

The three groups feel that in some cases the trainee does have the capacity but just having the degree does not assure it.

6. How do the regular personnel feel as to the importance of a college degree for executive positions?

Top management, the department heads, and the operative employees feel that in some instances the college degree is essential. They also feel that basic intelligence and a good personality are very important as executive qualities.

7. Do the regular employees feel that the new trainee is as conscientious a worker as the older employee?

Top management feels that the new trainee is more conscientious in his work than the older employee. The department heads in this company are in agreement with management. The operative employees feel that the trainee works with about the same degree of conscientiousness.

8. Has there been any noticeable effect upon turnover, reduction in productivity, or any other evidence of resentment on the part of the older employee?

All three of the groups of personnel feel that in some cases there are evidences of resentment to some degree.



Top management feels that most of the resentment comes from those people of supervisory levels. They feel that these supervisory people are the most jealous for promotion, and think in some cases that the trainee is going to hurt their chances in some way.

9. How do the regular personnel accept the over-all training program within the company?

The three groups of regular personnel agree that most of the older employees accept the training program, but that there are some small evidences of resentment.

10. How do the regular personnel feel as to the length of time given for the training program?

All three groups of personnel believe the time to be much too short to enable the trainee to get the understanding necessary. Top management feels that in some future period the training period will be lengthened to a full year instead of the six-month period.

--toward the training procedure used?

The three groups give whole-hearted approval to the thoroughness of the rotational scheme used.

11. How are the trainees received into the individual departments upon completion of training?

In most cases the three groups of personnel feel that the trainee is accepted where he does not have the wrong attitude.

12. Do the regular personnel feel that the training program has interfered with the welfare of anyone?

The regular personnel agree that it is possible that the program has interfered with some, but for the majority of people it has not.

13. Is the advancement for the trainee made too certain or automatic?

Top management feels that it is suitable for most trainees, but for the exceptional trainee it is not certain enough because nothing is guaranteed the trainee upon completion of the training. The department heads and the operative employees feel that it is about like it should be. The three groups agree that the trainee should have to prove himself before receiving any kind of advancement. The department heads suggest that a "trial assignment" should be given the trainee upon completion of training for a short period of time.

14. Do the regular personnel know the status of the trainee at all times?

The three groups of personnel feel that the status of the trainee is known by all.

15. Do the regular personnel feel that most of the trainees are as well qualified for promotion upon completion of training as the old employee?

Top management feels that this depends upon the individual trainee, but in most cases only about 25 per cent

are qualified for promotion. All three groups of personnel generally agree that the trainee needs more work experience.

16. Do the regular personnel feel that any improvements might be made to the present junior executive training setup?

Top management feels that a little more time should be allowed for training, and that more selectivity in the use of that time among the various departments should be used. The department heads and the operative employees also feel that the time allowed for training should be extended.

17. Do the regular personnel feel that the junior executive training program might be handled in a way which would result in a friendlier feeling of the regular employees toward the program?

Top management feels that the older employees themselves should be better informed as to the workings of the trainee program. They also stress the importance of instructing the trainees more in the proper attitude among the older workers.

The department heads suggest more emphasis be placed on training by the operative employee rather than the foreman. They think that the trainee should put on dirty clothes and actually get down along side the operative employee and do the work under the supervision of the operative employee. They point out that, of course, the trainee could not be made to actually cut out another operative employee from

work because of union-management contract and the violent resentment which would arise out of such a situation. They believe also in stressing the proper attitude on the part of the trainee toward everyone.

The operative employees also suggest the possibility of allowing the older worker the chance of instructing the trainee in the functions of the particular job concerned. They point out the fact that the foreman sometimes misses very important things that have just become matter of fact to them. The operative employees also stress the importance of attitude on the part of the trainee.

#### Company "C"

Training program setup.--The junior executive training program in this company is primarily on-the-job training, and is approximately a two-year program. The time schedule for rotation is not always closely followed. The trainees are placed in various departments where they can observe the work of the department. For the first eight or nine months the trainees are rotated in the factory proper. They cover only the jobs which the company and the particular trainee feel will help them most. The company stresses the "voluntary" aspect of the training. After the trainee has completed his factory training, he is brought to the offices. Besides the regular rotational training, the trainees are

given a number of talks to give them a better over-all picture of the petroleum industry.

The college graduate is the only person eligible for the present junior executive training program in this company. The present program has forty-five trainees in it. The total company employment at this time is 6,000. The chief engineer is responsible for the training program.

Upon completion of the training period, the company places the trainee where he is needed the most. The trainees seem to like the program because the continuous follow-up system used by the company has revealed no discontent on their part.

Reactions of the regular personnel to specific questions on the program.--1. Do the regular personnel feel that the junior executive trainee is as well qualified for such a program as the older employee?

Top management, the department heads, and the operative employees feel that the trainee is as well qualified for the training as the older employee.

2. Are the companies turning solely to college graduates for future executives?

The three groups of regular personnel agree that the trend is very definitely that way.

3. Do the regular personnel feel that the trainees who complete such a program are able to excel other junior executives who did not have the benefit of the training program?

All three groups of personnel agree that in most cases the trainee would have a broader understanding of company policies; better technical training; better over-all attitudes toward leadership, their work, and their relations with others; and turnover would be reduced by more accurate placement.

4. Do the regular personnel feel that the trainee has a superior attitude and find it difficult to mix well with the other employees?

Top management and the department heads believe that the trainee is as good a mixer as the older employee. The operative employees feel that in some cases the trainee does have a "know-it-all" attitude, but in the majority he is about the same as the older employee.

5. Do the older employees feel that the trainees have a capacity to advance higher than the older employee?

The three groups of personnel agree that in some cases the trainee does have the capacity to advance higher than the older employee. A lot depends upon the individual trainee, in determining whether he has the capacity to advance higher than the older employee.

6. How do the regular personnel feel as to the importance of a college degree for executive positions?

Top management feels that it will be essential in all cases for future executive positions within this company. The other two groups of regular personnel feel that in some instances the college degree may be necessary and in others it is not. They feel that basic intelligence and a good personality are equally as important in qualifying a person for an executive position.

7. Do the regular personnel feel that the new trainee is as conscientious a worker as the older employee?

The three groups of personnel agree that the trainee shows about the same degree of conscientiousness in his work.

8. Has there been any noticeable effect upon turnover, reduction in productivity, or any other evidence of resentment on the part of the older employee?

Top management, the department heads, and the operative employees all agree that for a short period there is possibly resentment, but if the trainee is really conscientious this will disappear.

9. How do the regular personnel accept the over-all training program within the company?

The three groups of regular personnel accept the program without any serious complaints. They do admit that there is some slight discontent among the older employees.

10. How do the regular personnel feel as to the length of time given for the training program?

The three groups of personnel feel that the time given for the training is adequate.

--toward the training procedure used?

They also approve the "voluntary" rotational scheme used.

11. How are the trainees received into the individual departments upon completion to training?

The three groups of personnel agree that the older employees accept them.

12. Do the regular personnel feel that the training program has interfered with the welfare of anyone?

All three again agree in that they do not feel that the welfare of any one person has been harmed seriously by the training program.

13. Is the advancement for the trainee made too certain or automatic?

The three groups of personnel feel that it is about like it should be.

14. Do the regular personnel know the status of the trainee at all times?

Top management makes no formal step to let the employees know, but the three groups of personnel agree that the workers know the status of the trainee.



15. Do the regular personnel feel that most of the trainees are as well qualified for promotion upon completion of training as the older employees?

The three groups of regular personnel agree that it depends upon the individual, but in most cases the trainee needs more work experience.

16. Do the regular personnel feel that any improvements might be made to the present junior executive training setup?

Top management feels that a little more selectivity should be used in placement of the trainee in the rotational scheme. The department heads and the operative employees have no suggestions for improvements.

17. Do the regular personnel feel that the junior executive training program might be handled in a way which would result in a friendlier feeling of the regular employees toward the program?

The three groups of regular personnel agree that management should stress upon the trainee the importance of the right attitude among the older employees. The operative employees feel that the trainee should have to work a while before completion of his training.

#### Company "D"

Training program setup.--The training setup in this company is quite different from the three companies already

mentioned. The young college graduate is placed only in the department for which he is to work. The management of the company feels that it is too small to warrant a rotational system. The company takes an inventory of its needs every year, and then goes to the college campuses with this in mind.

The trainee is given a two-week indoctrination class in which he becomes acquainted with company policies, procedures, et cetera. He is then placed in the department for which he is to work permanently. The first three months in the department is used as the training period. The department head and the older employees show and explain to the trainee the various work assignments in the department. These first three months are non-productive in nature.

The company employment is 500, and the number of trainees at present is eight. The assistant personnel manager and training head is responsible for the training program. Only the college graduate is eligible for the training program. When the trainees complete the brief training period they go to work in the department in which they have been training.

Reactions of regular personnel to specific questions on the training program.--1. Do the regular personnel feel that the junior executive trainee is as well qualified for such a program as the older employee?

Top management, the department heads, and the operative employees feel that the trainee is as well qualified as the older employee.

2. Are the companies turning solely to college graduates for future executives?

At the present the three groups of personnel feel that this has not been the case in this particular company, but they do feel that the company will start turning that way.

3. Do the regular personnel feel that the trainees who complete such a program are able to excel other junior executives who did not have the benefit of the training program?

Because of the limited scope of the training program, the three groups of personnel agree that the trainees do not excel the other junior executives to any marked degree in any one thing.

4. Do the regular personnel feel that the trainee has a superior attitude and find it difficult to mix well with the other employees?

Top management feels that the trainee is as good a mixer as the older employee. The department heads and the operative employees feel that in some cases the trainees do come into the department with the wrong attitude.

5. Do the older employees feel that the trainees have a capacity to advance higher than the older employee?

The three groups of personnel agree that in some cases the trainee does have the capacity, but by no means in all cases.

6. How do the regular personnel feel as to the importance of a college degree for executive positions?

Top management feels that it will soon be essential in this company. The department heads and the operative employees do not feel that it is so essential. All three groups agree that basic intelligence and a good personality are very important as qualifications for executives.

7. Do the regular personnel feel that the new trainee is as conscientious a worker as the older employee?

The three groups of regular personnel feel that the trainee tackles the job with about the same degree of conscientiousness.

8. Has there been any noticeable effect upon turnover, reduction in productivity, or any other evidence of resentment on the part of the older employee?

The three groups of personnel agree that in some instances where a trainee with the wrong attitude got into a department, resentment was very evident.

9. How do the regular personnel accept the over-all training program within the company?

All three groups express the belief that the regular personnel accepts the program, but that in some cases where trainees had the wrong attitude some slight resentment did exist on the part of the regular personnel.

10. How do the regular personnel feel as to the length of time given for the training program?

The three groups of personnel feel that the time period for training is much too short.

--toward the training procedure used?

Because of the size of the company, the three groups feel that the training procedure is adequate.

11. How are the trainees received into the individual departments upon completion of training?

The three groups of regular personnel agree that in most cases the employees accept them on a permanent basis. There is some jealousy on the department head level. It seems that the older department head feels that the young college graduate may take over a position that he should be occupying.

12. Do the regular personnel feel that the training program has interfered with the welfare of anyone?

In the majority of cases all three groups of regular personnel agree that no one's welfare has been injured seriously.

13. Is the advancement for the trainee made too certain or automatic?

Top management feels in this setup that it is not certain enough. The trainee has no guarantee of any advancement in the near future after completion of training.

The department heads and the operative employees feel that the advancement is about like it should be.

14. Do the regular personnel know the status of the trainee at all times?

Top management introduces the trainee when he is brought into a department, so they all know what his status is.

15. Do the regular personnel feel that most of the trainees are as well qualified for promotion upon completion of training as the older employees?

In most cases the three groups have the opinion that the trainee is not as well qualified and needs more seasoning.

16. Do the regular personnel feel that any improvements might be made to the present junior executive training setup?

Top management feels that until the company grows larger the present type of training program is sufficient. When the company grows they suggest that some type of rotational scheme be set up among the various departments. The department heads and the operative employees are in agreement with management on the question.

17. Do the regular personnel feel that the junior executive training program might be handled in a way which would result in a friendlier feeling of the regular employee toward the program?

The three groups agree that more stress need be placed on proper attitude on the part of the young trainee in working along side the older employee. The trainee should be made to feel that even the janitor could teach him something if he is willing to listen.

#### Comparison of the Four Companies' Training Programs

Company "A".--Company "A" has a very formalized training program. The time periods for rotation, et cetera, are very closely followed. The company very definitely shys away from calling their training program anything that indicates in any way that their training program for the young college graduate is an "executive" training program. They feel that they cut down on resentment a great deal by calling their training program a "technical" training program.

The resentment that is evident on the part of the regular personnel is not violent, but it is there.

Company "B".--In this company the training program is not quite as formal and strict as in Company "A", but it is more so than Company "C" or Company "D". The rotation time in the departments in this plant is much more flexible than in Company "A". This company also calls its training program a "technical" training program.

The resentment that is evident in Company "A" exists in about the same degree in this company.

Company "C".--The training setup in this company for the junior executive is a little less formalized than the two mentioned above. The training period is very flexible and the departments through which the trainee are rotated are chosen by the trainee with the aid of top management. This company stresses the "voluntary" aspect of training.

As was found in connection with the two companies described above, the resentment on the part of the regular personnel in this company is very real.

Company "D".--This company has the least formal training program setup of the four companies studied. Probably the reason for this is because of the comparatively small size of this company with the others mentioned. The trainee is not on any rotational plan in this company. His training is in the department for which he is hired, and he remains there on a permanent basis.

The reason the status of the trainee is made known in this company seems to be the relatively small size and the absence of any rotational scheme in the training program. No formal step is taken in the larger companies to make known the status of the trainee to the older employee.

The resentment on the part of the regular personnel in this company toward the junior executive training program seems to exist in about the same degree as in the larger companies. In none of the four companies is resentment violent, but in each case it is there.



Summary.--The answers to the questions among the four companies were very similar in all cases. The only differences in answers among the companies were in slight degrees. Top management, the department heads, and the operative employees, likewise, were rather highly consistent in their answers in all four companies.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

From the findings of the preceding chapters, certain general conclusions may be made. First, junior executive training programs were in effect at the four companies studied but in two of the companies the use of the word "executive" was omitted from the title of the training program. This indicates that top management does realize to a certain extent the influence that such a training program may have upon the feelings of the older employees and tries to hide its true identity in some cases.

The answers to question number 8 on the questionnaire indicate that some measure of resentment does exist in each case--both at the operative level and at the supervisory level.

The regular personnel also agree in most cases that the trainee's promotion should not be made too automatic upon completion of training. All three groups feel that the trainee should have to work longer and prove himself before receiving any type of promotion.

There is also a wide-spread feeling among the operative employees that the training program should be open to regular employees, and that a college degree should not be an absolute prerequisite even though it is generally expected. The regular personnel feel that the companies are turning mostly to the college graduates for their future executives.

The regular personnel feel that in most cases the trainee will be accepted without any resentment on the part of the older employees if his attitude is right. The regular personnel recognize the fact that the trainee is qualified for such a training program; it is the individual trainee who comes into the program with the wrong attitude which they resent.

In general the three groups of regular personnel agree that the trainees have the capacity to advance higher than the older employee in some instances but not always. They also feel that in most cases the trainee who has completed the training program is better than the junior executive who did not have the benefit of such a program in that he has a broader understanding of company policy; better overall attitudes toward leadership, his work, and his relations with others; and better technical training; and that turnover will be reduced by more accurate job placement.

The characteristics of the junior executive training programs in these four petroleum companies studied fall right in line with the survey made by Bernard J. Koehler

on petroleum companies which was described briefly in the second chapter of this paper.

In considering the three general objectives of the junior executive training program--orientation, technical training, and attitude--the companies studied all seem to fall short of complete success mainly in the "attitude" objective. Top management feels that in most cases it is this factor which causes resentment on the part of the older employees, but has done very little to meet the problem. The department head and the operative employee also feel that it is in this "attitude" factor that most of the resentment which exists toward the junior executive training program by the regular personnel is caused. All three groups agree that the trainees should be schooled more in the proper attitude to have among the older employees.

Resentment on the part of the regular personnel toward the junior executive training programs existed in about the same degree in all of the four training setups studied. This indicates that it is not the type of junior executive training program that causes the resentment in most cases but is the trainees themselves who cause the bad feeling.

On the basis of these findings the following recommendations seem to be justified.

### Recommendations

Because of the importance of training junior executives for future leadership positions within a company, top management should give much more attention to seeing that every phase of the training program functions like it should. If the training programs are going to function with a high degree of success, consideration for the feelings of the regular personnel must be reflected.

To further the success of the junior executive training programs in the companies studied, the following recommendations are offered:

1. Top management should place more stress on the importance of the proper attitude on the part of the young trainees toward his work relationships with the other regular personnel. Where possible, films and talks might be used to show what can happen when the trainee does not approach the training program with the right attitude among the older employees. The trainee should be made to feel that the worker in the lowest echelon of work has a contribution to make to the company.

2. More emphasis need be placed by management on training by the operative employee rather than relying so heavily on the foreman or people on the supervisory level. The trainee should be allowed to work along side the operative employee. If he did so, and if he displayed the proper attitude, this would go a long way toward cutting down on the resentment offered the training programs.

3. Where possible the companies should explain the workings of the junior executive training program to all of their employees. In a great number of cases resentment probably could be reduced if the employees thoroughly understood how the training program functioned in its entirety. When the trainee is sent into a new department he should be introduced to all of the personnel of that department.

4. Whenever possible the trainee should work instead of standing around taking notes and merely observing. The work assignments given him should be such as not to displace any of the regular personnel from their jobs.

5. One way of attacking the problem of better regular personnel reaction to the junior executive training programs might be at the supervisory level--through more careful training, et cetera, conferring in regard to the need for the program and techniques to be followed. The resentment at this level is very real and could be done away with to a certain extent by properly educating the supervisory personnel.

6. The junior executive training programs should be opened to all regular personnel if they have the ability to advance to the higher echelons of the company. This would cut down on some of the resentment if the employees were made to feel that they all had some chance at executive training if they merited it.

7. The universities and colleges themselves should shoulder more responsibility for the "attitude" factor of future executive trainees. These institutions could use various means to be sure graduates have their "feet on the ground," and expect no favors. Some of the colleges and universities are starting to do this thing and are doing industry an invaluable service.

8. Other studies of this type should be made in other fields of industry, and results compared for any significant differences. Other studies might very well deal with other methods of measuring regular employee reaction to training programs in specific companies.

The junior executive training programs are comparatively new and certain shortcomings are expected. With the constant effort toward the future solution of some of their present difficulties by scientific management, all of the junior executive training programs studied could prove to be increasingly beneficial in the improvement of management-labor relations.

APPENDIX

Management Questionnaire

1. Do you have a junior executive training program? Yes or No. If so, who is eligible for it and how are they chosen? (Comment) \_\_\_\_\_  
\_\_\_\_\_
2. How many junior executive trainees do you have in your company at the present? No. \_\_\_\_\_
3. What is the size of your total company employment at the present? No. \_\_\_\_\_
4. Have you made any follow-up studies with reference to the effectiveness of the program as a whole? Yes or No. If so, what were the results? (Comment also on the findings of employee morale in regard to the study.) \_\_\_\_\_  
\_\_\_\_\_
5. Do the other employees know the status of the junior executive trainees? Yes or No
6. Does your training program include systematic rotation among different types of work? Yes or No. If so, what is the approximate time breakdown and the scope of the various work assignments? (Comment) \_\_\_\_\_  
\_\_\_\_\_



7. Are the trainees given regular work assignments that are no different from those performed by the old employee? Yes or No
8. If the trainees are given special work assignments where training values are the major consideration, what are the specific types? (Comment) \_\_\_\_\_  
 \_\_\_\_\_
9. To what types of employees have you extended junior executive training? (Comment) (Example: sales, factory, office) \_\_\_\_\_  
 \_\_\_\_\_
10. How do the older employees feel as to the length of the training program?
- \_\_\_ a. too long  
 \_\_\_ b. sufficient  
 \_\_\_ c. not nearly long enough to qualify a person for a job  
 \_\_\_ d. indifferent
- to the type of training given?
- \_\_\_ a. not adequate  
 \_\_\_ b. good in some instances  
 \_\_\_ c. very good
- to the promotional aspects of the program upon completion?
- (Do they feel that their own chances for promotion have been hurt any or that the trainee is as qualified for the promotion as they are?) (Comment) \_\_\_\_\_  
 \_\_\_\_\_

11. Who is responsible for the training program? (Comment)

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12. How do the junior executive trainees feel as to the length of the training program?

- a. adequate  
 b. too long  
 c. not nearly long enough to qualify a person for a job

--to the rotational scheme used?

- a. not adequate  
 b. sufficient  
 c. good scheme

--to the placement procedure used upon completion of their training?

- a. feel it is inadequate  
 b. accept it  
 c. strong approval

--toward the training program as a whole?

- a. approve it  
 b. sufficient  
 c. disapprove it

13. Has there been any noticeable effect of the training program in turnover, reduction in productivity, or any other evidence of any resentment on the part of the old employees? Yes or No. If so, what was it? (Comment)

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14. Rank according to your judgment the following qualifications for executive positions in order of importance:

- a. college degree
  - b. extended experience on the job
  - c. basic intelligence
  - d. well balanced viewpoints
  - e. agreeable personality
15. How would you rate college background for most executive positions in this organization?
- a. essential in all cases
  - b. essential in some instances
  - c. desirable but not essential
  - d. of little real value
16. Do you feel that the trainees work as conscientiously as the regular employees when they are assigned to various departments?
- a. more conscientious than regular employee
  - b. about the same degree of conscientiousness
  - c. less conscientious
17. Do you feel that the trainees have a superior attitude and are not as good mixers as the older employees?
- a. better mixers
  - b. about the same
  - c. not as good
18. Do you feel that the new trainee from outside is as capable of a broad understanding of company policies as the old employee?
- a. more capable
  - b. about the same
  - c. less capable
19. Do you feel that advancement for the trainee is made too automatic or too certain?
- a. not certain enough
  - b. about like it should be
  - c. too certain

--and do you feel that they should have to prove themselves more before being promoted? Yes or No

20. In which, if any, of the following respects do you feel that the trainees who complete the program are able to excel other junior executives who did not have the benefit of the training program?

- a. broader understanding of company policies, etc.
- b. more tact in dealing with other executives and employees
- c. better over-all attitudes toward leadership, their work, and their relations with others
- d. technical training
- e. reduced turnover by accurate placement

21. Is the company turning mostly to college graduates for future executives? Yes or No

22. Are the trainees sent back into any certain departments upon completion of their training? yes or no. If so, what is their status upon completion? (Comment)

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--how do the old employees receive the new employee (trainee) on a permanent basis?

- a. resent him
- b. accept him
- c. indifferent

23. Do you feel that most of the trainees are as qualified for promotion upon completion of training as the old employee who has been with the company longer?

Yes or No

24. Can you suggest any improvements which might be made to the present junior executive training program?

(Comment) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

25. Give any suggestions to ways which you think the junior executive training program might be handled which would result in a friendlier feeling of the regular employees toward the program. (Comment)

\_\_\_\_\_  
 \_\_\_\_\_

#### Department Head Questionnaire

1. Do you feel that most of these people are as well qualified for promotion at the end of training period as the older employee. Yes or No

2. How long do the trainees remain in your department? \_\_\_\_\_

3. How do you feel as to the length of time given the trainee in your department?

- \_\_\_ a. too long  
 \_\_\_ b. sufficient  
 \_\_\_ c. not nearly long enough to qualify a person for the job

--toward the training procedure used?

- \_\_\_ a. good in some instances  
 \_\_\_ b. not adequate  
 \_\_\_ c. very good procedure

--as to his promotional possibilities upon completion of the training?

- a. well qualified for promotion
- b. possible in some cases
- c. very seldom qualified

4. How long have you been employed with this company?

No. of years \_\_\_\_

5. Are you a college graduate? Yes or No

6. Do you feel that the company is turning solely to college graduates for their future executives? Yes or No

7. Do any of the trainees come back into this department to work upon completion of their training? Yes or No  
--if so, what is their status at this time? (Comment)

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--how do the older employees receive the new employee (trainee) on a permanent basis?

- a. resent him
- b. accept him
- c. indifferent

8. Did you take the same type of training offered the junior executive? Yes or No

9. How do the trainees seem to feel about the over-all training program?

- a. approve it
- b. indifference
- c. disapprove it

--how do you feel? (Comment) \_\_\_\_\_

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10. Do you feel that the training program has interfered with you personally in any way--promotion, etc.?

- a. very little if at all
- b. to a small degree
- c. a great deal

11. Are the trainees given regular work assignments that are no different from those performed by the old employee? Yes or No--if so, how do you feel about it?

(Comment) \_\_\_\_\_

\_\_\_\_\_

12. Are the trainees given any special work assignments?

Yes or No. If so, how do you feel about this? (Comment)

\_\_\_\_\_

\_\_\_\_\_

13. Rank according to your judgment the following qualifications for executive positions in order of importance:

- a. college degree
- b. extended experience on the job
- c. basic intelligence
- d. well balanced viewpoints
- e. agreeable personality

14. How would you rate college background for most executive positions in this organization?

- a. essential in all cases
- b. essential in some instances
- c. desirable but not actually essential
- d. of little real value

15. Do you feel that most of the trainees who are assigned to this department work as conscientiously as regular employees?

- a. more conscientious than regular employee
- b. about the same degree of conscientiousness
- c. less conscientious

16. Do you think the trainees have capacity to advance higher than the old employee?

- a. in some cases
- b. very seldom
- c. almost always

17. Do you feel that the trainees have a superior attitude and find it difficult to mix well with other employees?

- a. better mixers
- b. about the same
- c. not as good a mixer as the older employee

18. Do you feel that the advancement for the trainee is too automatic or too certain?

- a. not certain enough
- b. about like it should be
- c. too certain

--and do you feel that they should have to prove themselves more before being promoted? Yes or No

19. Has there been any noticeable effect of the program in turnover, reduction in productivity, or any other evidence of any resentment on the part of the old employees? Yes or No. If so, what was it? (Comment)

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20. In which, if any, of the following respects do you feel that trainees who complete the program are able to excel other junior executives who did not have the benefit of the training program?



- \_\_\_ a. broader understanding of company policies, philosophies, procedures, practices, and objectives
- \_\_\_ b. more tact in dealing with other executives and employees
- \_\_\_ c. better over-all attitudes toward leadership, their work, and relations with others
- \_\_\_ d. technical training
- \_\_\_ e. reduced turnover by accurate placement

21. Give any suggestions to ways which you think the junior executive training program might be handled which would result in a friendlier feeling of the regular employees toward the program. (Comment) \_\_\_\_\_

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#### Operative Employee Questionnaire

1. How long have you been employed by the company? No. of years \_\_\_\_\_
2. Upon completion of the training do any of the trainees come back into your department to work? Yes or No.  
If so, what is their status at this time? (Comment) \_\_\_\_\_
3. Do you feel that most of those people are as qualified for promotion at the end of the training period as the older employee who has been with the company longer?  
Yes or No
4. Does the training given the junior executives differ from the training given you? Yes or No. If so, in what ways? (Comment) \_\_\_\_\_

5. How do you feel about the length of time given in training the junior executives?

- a. too long  
 b. sufficient  
 c. not nearly long enough to qualify a person for the job

--the rotational scheme used?

- a. not adequate  
 b. good  
 c. sufficient

--the type of training given?

- a. not adequate  
 b. good insome cases  
 c. very good

6. Do you feel that the management is hiring strictly college people to fill their future executive ranks?

Yes or No

7. How do the trainees seem to feel about the over-all training program?

- a. approve it  
 b. sufficient  
 c. disapprove it

8. Do the trainees perform the same type of work that you do? Yes or No. If so, how do they usually do?

(Comment) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. Are the trainees given any special work assignments?

Yes or No. If so, how do you feel about this? (Comment)

\_\_\_\_\_  
 \_\_\_\_\_

10. Do you know which employees are junior executive trainees? Yes or No
11. Rank according to your judgment the following qualifications for executive positions in order of importance:
- a. college degree
  - b. extended experience on the job
  - c. basic intelligence
  - d. well balanced viewpoints
  - e. agreeable personality
12. How would you rate college background for most executive positions in this organization?
- a. essential in all cases
  - b. essential in some instances
  - c. desirable but not essential
  - d. of little real value
13. Do you feel that most of the trainees who are assigned to this department work as conscientiously as regular employees?
- a. more conscientious than regular employee
  - b. about the same degree of conscientiousness
  - c. less conscientious
14. Do you think the trainees have capacity to advance higher than the old employee?
- a. in some cases
  - b. very seldom
  - c. almost always
15. Do you feel that the trainees have a superior attitude and find it difficult to mix well with other employees?
- a. better mixers
  - b. about the same
  - c. not as good a mixer as the older employee
16. Do you feel that the advancement for the trainee is too automatic or too certain?

- a. not certain enough
- b. about like it should be
- c. too certain

--and do you feel that they should have to prove themselves more before being promoted? Yes or No

14. Has there been any noticeable effect of the program in turnover, reduction in productivity, or any other evidence of any resentment on the part of the old employees? Yes or No. If so, what was it? (Comment)
- 
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18. Has the present junior executive training program interfered with you personally in any way--promotion, etc.?

- a. very little if at all
- b. to some degree
- c. a great deal

19. In which, if any, of the following respects do you feel that trainees who complete the program are able to excel other junior executives who did not have the benefit of the training program?

- a. broader understanding of company policies, philosophies, procedures, practices, and objectives
- b. more tact in their dealing with other executives and employees
- c. better over-all attitudes toward leadership, their work, and relations with others
- d. technical training
- e. reduced turnover by accurate placement

20. Give any suggestions to ways which you think the junior executive training program might be handled which would

result in a friendlier feeling of the regular employees  
toward the program. (Comment) \_\_\_\_\_

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