

BEHAVIORAL CHARACTERISTICS OF PROFESSIONAL
HUMAN RESOURCES MANAGERS

By

JOSEPH C. MITCHO

Bachelor of Science in Education
Slippery Rock state College
Slippery Rock, Pennsylvania
1963

Master of Education
Georgia state University
Atlanta, Georgia
1972

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 1985

Thesis
1985D
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Thesis Approved:

Wayne B. James

John T. Baird

Henry L. Davis

W. M. Smith

Norman N. Kuehman

Dean of the Graduate College



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Joseph C. Mitcho

July, 1985

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ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to Dr. Wayne James, Committee Chair and Dissertation Adviser, for her patience, understanding, and encouragement. She always seemed to know when I needed positive reinforcement or a strong nudge to keep me on the right track. To the committee members, Dr. John Baird, Dr. Jerry Davis, and Dr. Jim Seals, I also wish to express my sincere appreciation. Their expert critique of my work proved to be invaluable.

Appreciation goes to my sons, Douglas and Bradley, for the times when I could not be with them over the past four and one-half years because of the demands of graduate study. To my wife, Marilyn, goes my appreciation for her understanding of the demands placed on my time throughout the duration of this study.

I would like to acknowledge my father, the late Joseph Mitcho. Even though he is no longer on this earth, it is he who gave me the strength to endure and the determination to follow through with and complete long-term projects.

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CHAPTER I

INTRODUCTION

The management approach in American businesses is currently in transition. The auto industry, which comprises a major share of the economy, is rebuilding itself after being shaken by the onslaught of Japanese imports. Other industries are being affected by competition from Japanese companies. While Japanese firms are enjoying record productivity, American companies are suffering from high employee turnover, low morale and falling productivity.

Two recent studies sought some answers. Ouchi (1982) studied both Japanese and American companies and found that techniques used in Japan can be and are being applied in some American companies. In his book "Theory Z," Ouchi describes how the techniques used in Japan can be applied in the American culture. Peters and Waterman (1982) studied successful American companies and found eight basic practices common among them. Many of those practices are considered part of management's conventional wisdom in highly profitable Japanese corporations, but few are commonly practiced in the majority of American corporations. In both studies, it was learned that the different between successful and

and unsuccessful companies was in the way they managed human resources. The successful companies involved people at all levels in decision making and problem solving.

The trend toward a more participative style of management in companies is placing new demands on human resources managers. These new demands require a change in professional behaviors, in many cases.

Need for the Study

Compared to other career fields, Human Resources Management (HRM) is a relatively young and still developing profession. The human resource manager or personnel manager (an older, but still common title), once concerned primarily with record keeping, is being forced into a more active role in organizations. In addition, the United States Department of Labor predicts that HRM positions will increase by 168 percent between 1980 and 1985, faster than any other professional field (Hoyt and Lewis, 1980). To meet this need, large numbers of inexperienced people will enter the field. These people will have a wealth of information available to them on what they need to know in order to carry out their responsibilities, however, they will have little or no information available to them on how they should act or behave as professionals. What behavior earns the human resources manager the right to be called professional? What does it mean when one is said to be a

"professional" manager? The answer to these questions provide developing human resources managers with a list of desired behaviors after which to pattern themselves. Seasoned managers would have, at their disposal, guidelines with which to instruct novice human resources managers.

Statement of the Problem

The problem with which this study dealt was that behaviors describing professional human resources managers were not available.

Purpose of the Study

The purpose of this study was to develop an outline of essential behaviors for the professional human resources manager by reaching a consensus among participants on the desired behavioral characteristics one should exhibit. The main question addressed in the study was the identification of behaviors displayed by the human resources manager who is considered to be professional.

Research Questions

The questions which this study attempted to answer were: (1) What are the behaviors demonstrated by the professional human resources manager? (2) How do these behaviors rank in order of importance? (3) How often are

these behaviors observed in professional human resources managers? (4) What would be the essential behaviors for human resources managers to emulate?

Limitations

The study had the following limitations:

1. Study was limited to human resources managers in organizations with a profit orientation.
2. This study was limited to human resources managers practicing in a generalist role.
3. This study was limited to participants in the states of Oklahoma and Texas.

Assumptions of the Study

The study made the following assumptions:

1. All participants had a good understanding of the human resources manager's position in organizations today.
2. All participants have had the opportunity to observe different types of behavior in human resources managers.
3. All participants understood the intent and purpose of each of the survey questions.

Definition of Terms

The following terms have been defined for use in this study:

Accreditation - The process of certifying that human resources practitioners have met specified experience and knowledge standards.

American Society of Personnel Administration - The national professional organization for individuals employed in the field of personnel or human resources management.

Dimension - One of the elements or factors categorizing observable behaviors of professional human resources managers.

Human Resources Development (HRD) - That specialty within the field of human resources management which is dedicated to the training and development of individuals.

Human Resources Manager - An executive responsible for a broad range of functions within the field of human resources management in an organization. Functional areas include: employee benefits and compensation; employee relations; affirmative action and equal employment opportunity; recruitment; placement; labor relations; employee safety; security; and training and development.

Human Resources Manager, Senior Level - The top human resources manager in an organization, holding the title of Director or Vice President of human resources/personnel, who is responsible for developing personnel policies and directing the human resources/personnel function for the company.

Human Resources Practitioner - A professional in the practice of human resources management.

Personnel Generalist - An executive responsible for a broad range of human resources functions.

Personnel Manager - An older, but still common, title for the same position occupied by the human resources manager.

Professional - For purposes of this study, the adjective used to describe the human resources manager who has earned the right to be called a "professional" by his peers.

Organization of the Study

Chapter I introduces the study, presenting the problem, purpose, research questions, limitations, definitions and organization of the study. Chapter II includes a review of related literature focusing on: (1) the need for professionalism, which discusses the demands being placed on human resources managers and why professionalism is necessary; (2) human resources managers as professionals, which discusses the degree to which human resources managers are considered professionals; (3) pitfalls of professionalism, which discusses problems that might be encountered in attempting to be professional; (4) similar studies, which review related studies; and (5) a summary. Chapter III contains a statement of the research question, a description of the panel of participants, a description

of the procedures for collecting the data, and a description of the procedures for analyzing the data. Chapter IV includes a presentation and discussion of the findings of the study. Chapter V includes the summary, findings and conclusions, recommendations for practice, and recommendations for future research.

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II is organized as follows: (1) the need for professionalism, which discusses the demands being placed on human resources managers and why professionalism is necessary in meeting these demands; (2) human resources managers as professionals, which reviews the degree to which human resources managers are currently considered professionals; (3) the pitfalls of professionalism, which discusses some of the problems human resources managers might encounter in attempting to be professional; (4) similar studies, which reviews related studies; and (5) a summary.

The Need for Professionalism

Speaking at the 36th Annual Conference of the American Society for Personnel Administration, Lippitt (1984) stressed that human resources management should be one of the most creative and influential functions in today's business organization. According to Lippitt, today's organizations will look different in the future. They will be more flexible, make better use of limited resources, and encourage new ideas and innovations. This will require human resources professionals to become

technical specialists, internal consultants, systems planners, and organization leaders. Lippitt says the personnel manager of the future will not be a "head counter" or a "record keeper," but a change manager, highly tolerant of ambiguity and complexity, with a strong sense of self-identity, the ability to cope with conflict and stress, and the ability to think as a strategist and strive for high achievement.

In a recent study, Gorlin and Schein (1984) found that in 52 "pace-setting" companies, virtually all programs aimed at increasing productivity and boosting product quality were based on allowing workers to participate more directly in the management of their work and the overall goals of the companies. They also found this movement led by "change managers" who are typically human resources and organizational development specialists as well as engineers and quality control managers.

Pilenz (1984), speaking to the Tulsa Personnel Association, told the audience that in the 1980's and 1990's human resources managers must be "change agents," knowing the change process and assisting others in implementing changes. Organizations are under pressure to change because of the shifting economic conditions and the desire for more involvement by employees.

Based on the work of these experts, practitioners in the field can expect that only the human resources

managers who conduct themselves in a professional manner will succeed in this changing environment. Those who wish to succeed, must prepare themselves to be successful.

Human Resources Managers as Professionals

In a study of 70 jurors who had served in Jefferson County Texas, Wooten and Godwin (1983) found that 91.4 percent of the respondents believed that professionals should be held liable for their actions. A majority of these same jurors viewed personnel managers as professionals.

According to Cooper (1979), human resources development is still a developing field. It is, however, rapidly becoming a profession in its own right with an increasing demand for professionals who can solve the people-related problems facing contemporary organizations.

In a study of the personnel directors in Alabama and Iowa state agencies, Fottler and Norrell (1979) found a high degree of professionalism in public personnel managers. They possessed professional training, career permanency, and held a common body of knowledge.

According to Locker (1977), progressive improvements and innovations have enhanced the growth of professionalism in the personnel field in the past two decades. The major contributing factors to growth were the increased use of temporary help as a management tool, improved communications among personnel people through associations and

professional journals, and an increased recognition of the human factor.

In 1975, the Personnel Accreditation Institution was founded to develop and administer a program to certify or accredit personnel professionals. Through a series of interviews, Haigley (1984) found that both members of the American Society for Personnel Administration and the Personnel Accreditation Institute concur that accreditation offers personal satisfaction and professional recognition.

Pitfalls of Professionalism

Watson (1976) found that because personnel managers are, at the same time, specialists and members of general management, the professional label can have both positive and negative connotations. In a positive sense, the label implies a special competence; in a negative sense, it implies a status outside the management group of which the personnel manager is a member.

Litterer (1982) noted several problems to consider in the professionalization of the personnel management field. While professional jargon is necessary, it should not be used to bar communications with outsiders. Professional polish sometimes causes the professional to emphasize selected aspects while neglecting other important parts of the whole job. The submission of unnecessary work in the guise of professionalism is a

related problem. Taking a limited view of a problem by confining it to one's area of specialization is another pitfall. Failing to explain the nature of requests can cause faulty communications along the lines of authority and make those below feel threatened. By congregating only with other members of the same specialty, friction can be created with other groups within an organization.

Similar Studies

Hubben (1983) examined human resources management from the perspective of line management. He found that line managers expect human resources managers to: (1) be professional in attitudes, view points, and behavior; (2) learn as much about the business as possible; (3) initiate new ideas and programs; (4) think and act like a member of the management team; (5) manage and control the department in an exemplary manner; (6) be loyal to the organization; (7) keep the appropriate people informed of the news, events, and numbers; (8) believe in something and fight for it; and (9) maintain physical and emotional health. The line managers believe it is their responsibility to plan people needs, recruit, train, utilize, motivate, compensate fairly, and discipline wisely. It is the human resources manager's job to assist line managers and others in doing these things.

The Specifications for the Human Resources Officer
--- A Personnel Symposium (1978) reports on the

characteristics the head of the human resources function must have according to executives currently holding such positions. With a moderator, eight top human resources officers discussed, analyzed, and reviewed responsibilities and priorities related to human resources management. Maintaining professionalism, line experience, and personal courage were characteristics identified as those that top human resources managers must have. The group also agreed that interpersonal skills and an understanding of the behavioral sciences were important.

In this study of a specific personnel department in the United Kingdom, Honey (1976) concluded that the extent to which the personnel department can be "professional" depends primarily on the following items:

1. How enlightened line managers are concerning the need to involve the personnel manager in discussions about matters likely to have a significant impact on people.
2. The phase of development in which the organization finds itself.
3. The level of funding for the personnel function.
4. The demands of the trade unions.
5. The degree of professionalism exhibited by the top personnel officer.
6. The personal credibility which group and divisional-level personnel managers have established with their client line managers.

7. The personal credibility possessed by the corporate personnel department with managing director, group personnel managers, and demanding line managers.

After studying the daily activities and dilemmas faced by personnel managers, Honey met with the personnel director to pinpoint that manager's conception of "professional personnel management." Using this information, Honey established nine performance standards for personnel managers within the organization he was studying. These nine standards are outlined briefly below.

1. A personnel manager should be able to set priorities and relate them to long and short-term needs of the organization.

2. A personnel manager should be able to schedule his activities so that they are consistent with his priorities.

3. A personnel manager should have a good comprehension of all facets of the business aspects of the organization.

4. A personnel manager should be accepted by line management to the point where he is invited to participate in all discussions concerning the management of human resources.

5. A personnel manager should understand the importance of doing things well, especially those seen by individuals outside the organization.

6. A personnel manager should be able to explain clearly the criteria used to determine or differentiate between line and staff responsibilities.

7. A personnel manager should have the ability to gain the cooperation or help of line management.

8. A personnel manager should be able to explain the difference between goals, objectives, and plans to line personnel.

9. A personnel manager should be able to talk authoritatively about 75 percent of the subject areas within the function of personnel management.

In a study at the General Electric Company, Klemp and McClelland (1976) attempted to identify, measure, and validate characteristics that were possessed by superior human resources managers. The study design included in-depth interviews of 17 managers having either superior or average performance ratings according to company standards. Each manager was asked to recall and discuss at least six critical incidents or behavioral episodes. Over 120 critical incidents were discussed, some of which were considered successful experiences while others were considered disappointments. By analyzing the episodes as discussed in the interviews, Klemp and McClelland identified characteristics and personal qualities which marked the difference between the superior and the average managers. The conclusions of this study were that human resources ^{11/8/67} who had received superior performance ratings possessed the following:

1. Good negotiating skills, especially in one-on-one situations.
2. Power exerted through interpersonal influence based on their carefully constructed expert status.
3. An interest in finding better ways to cut loses, reduce waste, and improve the efficiency of the services they provide.
4. A high degree of openness and approachability.
5. An open-minded approach to different points of view.
6. Emotional stability, seldom becoming upset and normally objective.
7. The ability to accurately diagnose the feelings and needs of others.
8. The ability to discern the significance of raw data and to organize it into plans used to help others do their work.
9. A desire to keep abreast of important developments in the human resources field.

Are personnel managers in fact managers in the same sense as other business managers, operating within the confines of managerial roles and committed to the pursuit of profit, growth, and productivity? Does personnel management, as practiced within administrative organizations, fall within the managerial subsystem? In an effort to answer these questions, Miner and Miner (1976) utilized two measures which have been shown to have a consistent positive

relationship to managerial success within administrative organizations. These two measures were the Miner sentence Completion Scale Index of motivation to manage and the Ghiselli Self Description Inventory Index of managerial talent. These measurement tools were administered to 101 personnel executives, who had previously been identified as successful when compared to a set of criteria.

The criteria used were: Vice-Presidential title, reporting to the President, ascribed top management status, annual income, number of managerial levels below the position, and the position level as a percent of the total managerial levels in the company. Both measures yielded numerous significant relationships with the success criteria. Miner and Miner, therefore, concluded that the managerial model did apply to personnel occupations. The primary commitments of personnel managers were to the more traditional managerial role.

Summary

The current emphasis on productivity and product quality is causing changes in organizations that are not only placing new demands on human resources managers, but are also giving them additional recognition and attention. According to cited opinions of experts and recent studies, professionalism is a must in this work environment.

The field of human resources management is rapidly becoming recognized as a profession because of the increasing demand for professionals to solve people-related problems in organizations. In fact, there is some evidence that the public believes that human resources managers should be held liable for their actions when they have an adverse affect on individuals. By establishing the Personnel Accreditation Institute, which has created professional standards, the American Society for Personnel Administration has attempted to ensure that qualified professionals are available to meet the challenges of the changing business environment. As evidenced by follow-up studies conducted by the Institute, human resources professionals themselves agree that accreditation has and will continue to achieve its purpose. In being professional, there are some pitfalls or traps that one must realize can cause problems. These are related primarily to communications barriers created by failing to recognize that certain behavior in the name of professionalism, can thwart open communications with others. For example, the use of professional jargon with outsiders can create a barrier to communications. By failure to explore outside one's own area of expertise, a limited view of a problem can be the result, having a negative impact on selecting a solution.

Similar studies have looked at human resources management from the perspectives of the line manager and the top human resources executive. From both

perspectives, professionalism is mentioned as being necessary. Only one of these studies, however, attempted to determine how one must act in order to be considered professional. That study was confined to the needs of one human resources executive in a specific organization. Two other studies examined the behavior of human resources managers. One attempted to determine the characteristics of superior human resources managers within a single organization, while the other concluded that the managerial model was applicable to the human resources field.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to develop an outline of essential behaviors for the professional human resources manager. This chapter outlines the procedures utilized for collecting data. Included are: (1) a statement of the research questions; (2) a description of the sample and population; (3) a description of the data collection procedures; and (4) a description of the procedures used for analyzing the data.

Statement of the Research Questions

The questions which the study attempted to answer were: (1) What are the behaviors demonstrated by the professional human resources manager? (2) How do these behaviors rank in order of importance? (3) How often are these behaviors observed in professional human resources managers? (4) What would be the model for human resources managers to emulate?

Delphi Technique

The Delphi Technique was chosen as the method for this study because it allowed the researcher to obtain convergent opinion from participants without bringing them

together physically. This method was used to approximate a concensus by a panel of individuals involved with the management of human resources. The convergent opinion of the participants was accomplished by a series of successive questionnaires each of which built upon the preceding one. Each questionnaire provided feedback from the previous questionnaire and gave participants the opportunity to change their opinions. Each round of questions was designed to produce more carefully considered group opinions.

The Delphi Technique was developed by Helmer and his colleagues at the Land Corporation in the early 1950's to obtain group opinions about urgent defense problems (Pheiffer, 1968.) It has subsequently been used to predict future developments, to obtain expert consensus, and to establish long-range planning priorities. The Delphi Techniques:

. . . eliminates committee activity and replaces it with a carefully designed program of individual interrogations (usually best conducted by questionnaire) interspersed with information input and opinion feedback (Helmer, 1967, p. 76).

Participants remained anonymous to each other in past studies. According to Helmer (1967), this has been proven to be an essential part of the process, because it protected the participants' ideas from being suppressed due to psychological or hierarchical influences. It also gave each participant the opportunity to evaluate peer opinions and to privately change his or her mind (Helmer, 1967).

Selection of the Panel

A Delphi study requires that the participants possess knowledge or expertise in the subject area being considered. To ensure that the panel met these requirements, the researcher selected only senior-level human resources executives who were regular members of the American Society for Personnel Administration.

A senior-level human resources executive holds the top position, in an organization, responsible for the human resources/personnel functions. Typically, this individual carries the title of Director, Human Resources/Personnel or Vice President, Human Resources/Personnel (Yoder and Heneman, 1979). To qualify for these top positions, an individual must have had at least 10 years of experience in the field of human resources management with five of those years being in a managerial role (Gifford, 1985). The vice president/director of personnel is normally included in the top echelon of management (Murray, 1975). By selecting the top human resources manager in the organization, the researcher expected these individuals to have a wide range of responsibility. According to Hansen (1984), 10 specialty areas of responsibility have been identified as making up the human resources field. These are:

1. Staffing - interviewing, recruitment, testing, record keeping, job analysis, job description, staffing tables, promotion, and transfers.
2. Personnel maintenance - counseling, turnover,

accident prevention, health services, and employee benefits.

3. Labor Relations - group relationships with union or non-union employees, negotiations, contract administration, grievances and arbitration.

4. Training and Development - job training, supervisor training, management development, and re-training.

5. Compensation - wage and salary surveys, incentive pay plans, profit-sharing, stock ownership, financial and non-financial rewards, job enrichment and wage/salary controls.

6. Employment Communications - house organ, employee handbook, rumor control, attitude surveys and feedback analysis.

7. Organization - structural design, conflict resolution, and overcoming resistance to change.

8. Administration - interpretation of policy, consultation and assistance in the change process.

9. Personnel Policy and Planning - defining organizational goals, policy guidelines, compliance with public manpower policy, forecasting man power needs, and selecting optional courses.

10. Review, Audit and Research - program reporting, policy/program evaluation, theory testing, experimentation, and cost/benefit studies.

To manage these areas of responsibility, the top human resources executive would have a staff of subordinate

managers. The number of staff members is dependent on the size of the organization (Yoder and Heneman, 1979).

According to the American Society for Personnel Administration (1984), it is the world's largest professional association devoted exclusively to field of human resources management. The by-laws of the society (Who's Who in ASPA, 1984) contain requirements for membership and define the types of membership. Regular members are:

Persons responsibly engaged in the practice of personnel administration who possess at least three (3) years of responsible experience in personnel work or the equivalent thereof
. . . . (Who's Who in ASPA, 1984, p. 29).

Each member also is expected to adhere to the Code of Ethics adopted by the society.

With knowledge of this information, the researcher concluded that the panel of experts should be composed of regular members of the American Society for Personnel Administration who held senior-level positions in medium to large-sized companies. One additional criterion was that the panel members' company must have been in business to make a profit. The rationale for this criterion was that non-profit organizations do not always have a full-time human resources manager. In most cases, the selection process was facilitated by the fact that the researcher was familiar with the individuals and/or companies selected. The panel members were selected by using the 1984

membership directory for the American Society for Personnel Administration which listed members by name, title, organization, and address. The directory was searched until 30 individuals meeting the criteria and residing in the states of Oklahoma and Texas were identified. While searching the directory, the names of potential panel members were eliminated when their title indicated a position subordinate to the top human resources manager, the size of the organization was in question, and when the company could not be positively identified as one whose purpose was to to make a profit. In order to encourage participation, the researcher assured the panel members that their names would be treated as confidential.

Sample and Population

The sample included senior-level human resource managers from Region 15 of the American Society for Personnel Administration which encompasses the states of Oklahoma and Texas. Using the 1984 membership directory for the American Society for Personnel Administration, a purposive sample of 30 was selected. The individuals selected held the title of Director or Vice President, indicating an experience level that would have given them opportunities to observe numerous other human resources managers in a work environment. In addition, participants were selected from organizations that were in business to make a profit.

Collection of Data

The Delphi Technique was used to collect data for this study. In the first round, each participant was mailed a letter explaining the study and a questionnaire which asked him/her to list the behaviors which he/she believed are demonstrated by truly "professional" human resources managers. See Appendix A for a copy of the letter and Appendix B for a copy of the questionnaire. A demographic questionnaire was also included in the first round (See Appendix C). The results were returned to the participants in the second round by a questionnaire which contained the behaviors listed by all of the participants on the first questionnaire. See Appendix D for a copy of the second questionnaire. They were asked to rate each behavior on a five-point scale as to perceived importance. The ratings for each behavior were averaged and compared to the ratings of all other behaviors. In a third correspondence, the rankings were returned to the participants who were asked to indicate on a five-point scale how often they observed these behaviors in professional human resources managers with whom they are acquainted (See Appendix E). Through this process, a consensus was reached on which behaviors are characteristic of professional human resources managers, which are more important, and how often these behaviors are observed.

Analysis of the Data

The data collected were analyzed according to the frequency each behavioral characteristic appeared in the study, according to the order of mean importance and according to how often participants observed these characteristics. The responses from the first questionnaire were considered and recorded in order of the frequency they appeared, with the most frequently mentioned behavior listed first. The ratings received in responses to the second questionnaire were averaged for each behavior and listed in order of mean importance with the behavior having the lowest mean rating listed first as being the most important. The ratings received in responses to the third questionnaire were averaged for each behavior and listed in order by mean degree observed with the behavior receiving the lowest mean rating listed first as being observed most frequently. The results of all three questionnaires were then compared by matching the importance means of the behaviors with the observed mean and the frequency mentioned.

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this study was to develop a behaviors characteristic of the professional human resources manager by reaching a consensus among participants on the desired behavioral characteristics a professional should exhibit. This was accomplished through the use of three questionnaires: the first was used to identify desired behaviors, the second to rank the desired behaviors as to importance, and the third to determine the extent that these behaviors are observed in human resources managers. This chapter discusses the response rate, profiles the respondents, and presents the identified behaviors according to the frequency mentioned, their importance ranking, and the extent to which the behaviors are observed in human resource managers.

Response Rate

The three questionnaires were mailed to 30 senior-level human resources managers in the states of Oklahoma and Texas. A total of 22 of the selected individuals elected to participate in the study for an overall response rate of 73.33 percent. Of the individuals

selected from the state of Oklahoma, 16 elected to participate for a response rate of 94.11 percent while six of 13 individuals selected from the state of Texas elected to participate for a response rate of 46.20 percent.

Demographic Data

A short demographic questionnaire was included in the first round of the study in which respondents were asked to provide information about themselves and their organizations. One respondent failed to provide demographic data. The data on the individual respondents are summarized in Table I.

Of the 21 respondents providing demographic data, 19 or 90.47 percent were males. Only two, or 9.52 percent, of the respondents reported having less than 11 years of experience in human resources management. All of the respondents held the title of Director or Vice President with the majority (61.90 percent) being directors. A large proportion (76.29 percent) of the respondents did not hold any form of accreditation.

The data collected on the respondent's organizations are profiled in Table II. Seven organizations, or 33.33 percent, had 500 or fewer employees, while two organizations reported having in excess of 5,000 employees. In the annual sales volume category, two clusters were formed. One cluster was in the \$.50 to \$150 million range while the other was in the over \$300 million range.

TABLE I
DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Characteristic	N	%
Sex:		
Male	19	90.47
Female	2	9.52
Experience:		
5-10	2	9.52
11-15	5	23.80
16-20	8	38.09
21-25	5	23.80
26-30	0	0
31-35	1	4.76
Title:		
Director	13	61.90
Vice President	8	38.09
Accreditation:		
AEP	3	14.38
APM	1	4.76
SPHR	1	4.76
NONE	16	76.29

Total N = 21

Accreditation:

AEP = Accredited Executive in Personnel
 APM = Accredited Personnel Manager
 SPHR = Senior Professional in Human Resources

TABLE II
DESCRIPTIVE CHARACTERISTICS OF
RESPONDENTS' ORGANIZATIONS

Item	*N	%
Employees:		
0-500	7	33.33
501-1000	3	14.28
1001-2000	6	28.57
2001-3000	1	4.76
3001-4000	2	9.52
4001-5000	0	0
5000 +	2	9.52 ^a
Total	21	100.00 ^a
(Millions) Annual Sales:		
.50-50	4	23.52
51-100	7	41.17
101-150	2	11.76
151-200	0	0
201-250	0	0
251-300	0	0
301-350	1	5.88
351-400	1	5.88
401 +	2	11.76
Total	**17	100.00 ^a
Type of Business:		
Manufacturing	13	61.90
Retail	1	4.76
Service	2	9.52
Construction	2	9.52
Insurance	1	4.76
Medical	1	4.76
Energy	1	4.76
Total	21	100.00 ^a

* Total N of organizations = 21.

** Four respondents withheld information on annual sales.

^a May not total 100 due to rounding.

The majority of the organizations (61.90 percent) were in the manufacturing business category.

Round One

In the first round of the study, the participants received a questionnaire with instructions to list the behaviors which, in their opinions, are displayed by human resources managers who are considered to be professional by their peers. A total of 19 individuals returned the first-round questionnaire for a response rate of 63.33 percent. The responses included 39 different behaviors. These behaviors are listed in Table III in order by the frequency listed by the respondents.

Applied technical competence was the most frequently mentioned behavior. It was mentioned 15 times. The second most frequently mentioned behavior was the practicing of leadership skills, mentioned 14 times. The behaviors in decision-making and effective listening were both mentioned nine times. Honest, straight forward and trustworthy in dealing with others was mentioned seven times as was communicating well orally and in writing.

Round Two

In the second round, participants were sent a list of the 39 behaviors which were identified in the first round and asked to rate each behavior as to importance on a five-point scale (1 = extremely important and 5 = not

TABLE III
ORDER OF BEHAVIORS BY
FREQUENCY MENTIONED

Behavior	Frequency Mentioned
1. They are technically competent and are able to apply the principles and techniques.	15
2. They are superior leaders, practicing the skills of delegating, decision-making, evaluating, guidance, motivating and accepting responsibility.	14
3. They understand human behavior in organizations and consider it when making decisions on programs or problems.	9
4. They are effective listeners.	9
5. They are honest, straightforward and trustworthy in dealing with others.	7
6. They communicate well orally and in writing.	7
7. They are objective in their decision-making.	6
8. They treat all employees with dignity and respect.	6
9. They are open-minded and receptive to change.	5
10. They balance the needs and goals of individuals with the needs and goals of the organization.	5
11. They know when to compromise and will admit it when they are wrong on an issue.	4
12. They adhere to high standards of personal behavior (Code of Ethics) that set an example.	4
13. They relate well to people at all levels of the organization and outside the organization.	4
14. They display a genuine interest in and caring for the people side of the business.	4
15. They define problems accurately and solve them creatively.	3
16. They mentor others who are trying to grow in the field of Human Resources.	3
17. They take a proactive approach to their responsibilities instead of a reactive one.	3

TABLE III (Continued)

	Behavior	Frequency Mentioned
18.	They are success oriented and have a track record of accomplishments.	3
19.	They understand the business in which their company operates.	2
20.	They are active in civic and professional organizations.	2
21.	They are constantly seeking new knowledge and methods to improve on what they are doing.	2
22.	They always seek to be fair and just.	2
23.	They understand economic conditions and direct the human resources function toward contributing to the bottom line of the financial statements.	2
24.	They always seek to develop individuals.	2
25.	They provide top management with input to be used in making business decisions.	2
26.	They demonstrate the ability to synthesize the ideas of many people.	1
27.	They have a clear vision of the future and translate it into specific work for people.	1
28.	They concern themselves more with the intrinsic aspects of their job than the extrinsic aspects.	1
29.	They have established strong, meaningful personnel policies and procedures.	1
30.	They can manage several projects at the same time without getting frustrated.	1
31.	They are effective in dealing with conflict.	1
32.	They think as entrepreneurs.	1
33.	They demonstrate good administrative skills.	1
34.	They do not disclose information discussed with a client in a counseling situation.	1
35.	They are knowledgeable about and become involved in all functional areas of the organization.	1

TABLE III (Continued)

	Behavior	Frequency Mentioned
36.	They find positive and constructive ways to comply with government regulations.	1
37.	They establish high standards of excellence.	1
38.	They are willing to share with others, their experiences and programs they have developed.	1
39.	They display infinite patience.	1

important.) Again, 19 individuals returned questionnaires for a response rate of 63.33 percent. In Table IV, the behaviors are listed in order of mean importance.

The behavior with the lowest mean rating was listed first as being the most important. Being honest, straight forward and trustworthy in dealing with others was rated as the most important behavior by respondents ($\bar{x} = 1.42$). The next two behaviors received equal ratings. These were the behaviors of taking a proactive approach to responsibilities instead of a reactive one ($\bar{x} = 1.58$) and treating all employees with dignity and respect ($\bar{x} = 1.58$). The fourth most important behavior was adhering to high standards of personal behavior ($\bar{x} = 1.68$). The next two behaviors in order of importance were establishing high standards of excellence ($\bar{x} = 1.74$) and understanding the business in which the company operates ($\bar{x} = 1.74$). The next most important behavior was being effective listener ($\bar{x} = 1.84$). Four behaviors had an importance mean of 1.89. These were: communicating well orally and in writing, providing top management with input to be used in making business decisions, not disclosing information discussed with a client in a counseling situation, and balancing the goals and needs of individuals with the goals and needs of the organization. Being open-minded and receptive to change ($\bar{x} = 1.95$) ranked twelfth and number thirteen was being objective in decision-making ($\bar{x} = 2.000$). Two behaviors received equal

TABLE IV
 MEAN ORDER OF BEHAVIORS
 BY IMPORTANCE

Behavior	Importance Mean
They are honest, straightforward and trustworthy in dealing with others.	1.42
They take a proactive approach to their responsibilities instead of a reactive one.	1.58
They treat all employees with dignity and respect.	1.58
They adhere to high standards of personal behavior (Code of Ethics) that sets an example.	1.68
They establish high standards of excellence.	1.74
They understand the business in which their company operates.	1.74
They are effective listeners.	1.84
They communicate well orally and in writing.	1.89
They provide top management with input to be used in making business decisions.	1.89
They do not discuss information discussed with a client in a counseling situation.	1.89
They balance the needs and goals of individuals with the needs and goals of the organization.	1.89
They are open-minded and receptive to change.	1.95
They are objective in their decision-making.	2.00
They display a genuine interest in and caring for the people side of the business.	2.16
They are effective in dealing with conflict.	2.16
They understand human behavior in organizations and consider it when making decisions on programs or problems.	2.16
They are superior leaders, practicing the skills of delegating, decision-making, evaluating, guidance, motivating and accepting responsibility.	2.21

TABLE IV (Continued)

Behavior	Importance Mean
They understand economic conditions and direct the human resources function toward contributing to the bottom line of the financial statements.	2.28
They always seek to be fair and just.	2.32
They relate well to people at all levels of the organization and outside the organization.	2.32
They are technically competent and are able to apply the principles and techniques.	2.37
They can manage several projects at the same time without getting frustrated.	2.42
They are constantly seeking new knowledge and methods to improve on what they are doing.	2.42
They are success oriented and have a track record of accomplishments.	2.44
They always seek to develop individuals.	2.47
They define problems accurately and solve them creatively.	2.47
They have a clear vision of the future and translate it into specific work for people.	2.53
They demonstrate the ability to synthesize the ideas of many people.	2.53
They know when to compromise and will admit it when they are wrong on an issue.	2.63
They are willing to share with others, their experiences and programs they have developed.	2.63
They are knowledgeable about and become involved in all functional areas of the organization.	2.68
They mentor others who are trying to grow in the field of Human Resources.	2.68
They demonstrate good administration skills.	2.74
They have established strong, meaningful personnel policies and procedures.	2.74

TABLE IV (Continued)

Behavior	Importance Mean
They find positive and constructive ways to comply with government regulations.	2.84
They display infinite patience.	3.00
They are active in civic and professional organizations.	3.47
They concern themselves more with the intrinsic aspects of their job than the extrinsic aspects.	3.53
They think as entrepreneurs.	3.53

ratings as the least important. These were thinking an entrepreneurs and being more concerned with the intrinsic aspects of the job than the extrinsic aspects ($\bar{x} = 3.53$).

Round Three

In the third round, participants were asked to indicate how often they observed the listed behaviors in professional human resources managers whom they know. This was accomplished with a questionnaire which listed the behaviors in order of mean importance and a five-point scale with which participants indicated how often they observed each behavior. The behaviors in order by mean degree observed by the respondents are listed in Table V.

The behavior with the lowest observed mean was listed first as being the most frequently observed by the respondents. The behavior of not disclosing information discussed with a client in a counseling situation was the most frequently observed ($\bar{x} = 2.05$). The second most frequently observed behavior was communicating well orally and in writing ($\bar{x} = 2.21$). Four behaviors had an observed mean of 2.35. These were: being honest, straight forward and trustworthy in dealing with others, being an effective listener, always seeking to be fair and just, and displaying a genuine interest in and caring for the people side of the business. The next most frequently observed behavior was that of constantly seeking new knowledge and methods to improve on what they are doing ($\bar{x} = 2.37$). Five behaviors had an observed

TABLE V
MEAN ORDER OF BEHAVIORS BY
DEGREE OBSERVED

Behavior	Observed Mean
They do not disclose information discussed with a client in a counseling situation.	2.05
They communicate well orally and in writing.	2.21
They are honest, straightforward and trustworthy in dealing with others.	2.35
They are effective listeners.	2.35
They always seek to be fair and just.	2.35
They display a genuine interest in and caring for the people side of the business.	2.35
They are constantly seeking new knowledge and methods to improve on what they are doing.	2.37
They relate well to people at all levels of the organization and outside the organization.	2.42
They adhere to high standards of personal behavior (Code of Ethics) that set an example.	2.42
They understand human behavior in organization and consider it when making decisions on programs or problems.	2.42
They demonstrate good administrative skills.	2.42
They are willing to share with others, their experiences and programs they have developed.	2.42
They find positive and constructive ways to comply with government regulations.	2.47
They are active in civic and professional organizations.	2.53
They can manage several projects at the same time without getting frustrated.	2.53
They are effective in dealing with conflict.	2.58
They treat all employees with dignity and respect.	2.58

TABLE V (Continued)

Behavior	Observed Mean
They understand the business in which their company operates.	2.58
They are technically competent and are able to apply the principles and techniques.	2.63
They establish high standards of excellence.	2.63
They are objective in their decision-making.	2.63
They balance the needs and goals of individuals with the needs and goals of the organization.	2.63
They are open-minded and receptive to change.	2.63
They mentor others who are trying to grow in the field of Human Resources.	2.68
They have established strong, meaningful personnel policies and procedures.	2.68
They are success oriented and have a track record of accomplishments.	2.74
They concern themselves more with the intrinsic aspects of their job than the extrinsic aspects.	2.74
They understand economic conditions and direct the human resources function toward contributed to the bottom line of the financial statements.	2.84
They are superior leaders, practicing the skills of delegating, decision-making, evaluating, guidance, motivating and accepting responsibility.	2.84
They take a proactive approach to their responsibilities instead of a reactive one.	2.95
They display infinite patience.	2.95
They know when to compromise and will admit it when they are wrong on an issue.	2.95
They demonstrate the ability to synthesize the ideas of many people.	2.95
They always seek to develop individuals.	2.95

TABLE V (Continued)

Behavior	Observed Mean
They define problems accurately and solve creatively.	3.00
They are knowledgeable about and become involved in all functional areas of the organization.	3.00
They provide top management with input to be used in making business decisions.	3.11
They have a clear vision of the future and translate it into specific work for people.	3.21
They think as entrepreneurs.	3.53

TABLE VI
 COMPARISON OF BEHAVIORS BY IMPORTANCE
 MEANS FREQUENCY MENTIONED
 AND OBSERVED MEANS

Behavior	Frequency Mentioned	Importance Mean	Observed Mean
They are honest, straightforward and trust-worthy in dealing with others.	7	1.42	2.35
They take a proactive approach to their responsibilities instead of a reactive one.	3	1.58	2.95
They treat all employees with dignity and respect.	6	1.58	2.58
They adhere to high standards of personal behavior (Code of Ethics) that set an example.	4	1.68	2.42
They establish high standards of excellence.	1	1.74	2.63
They understand the business in which their company operates.	2	1.74	2.58
They are effective listeners.	9	1.84	2.35
They communicate well orally and in writing.	7	1.89	2.21
They provide top management with input to be used in making business decisions.	2	1.89	3.11
They do not disclose information discussed with a client in a counseling situation.	1	1.89	2.05
They balance the needs and goals of individuals with the needs and goals of the organization.	5	1.89	2.63
They are open-minded and receptive to change.	5	1.95	2.63
They are objective in their decision-making.	6	2.00	2.63
They display a genuine interest in and caring for the people side of the business.	4	2.16	2.35
They are effective in dealing with conflict.	1	2.16	2.58
They understand human behavior in organizations and consider it when making decisions on programs or problems.	9	2.16	2.42
They are superior leaders, practicing the skills of delegating, decision-making, evaluating, guidance, motivating and accepting responsibility.	14	2.21	2.84

TABLE IV (Continued)

Behavior	Frequency Mentioned	Importance Mean	Observed Mean
They understand economic conditions and direct the human resources function toward contributing to the bottom line of the financial statements.	2	2.28	2.84
They always seek to be fair and just.	2	2.32	2.35
They relate well to people at all levels of the organization and outside the organization.	2	2.32	2.42
They are technically competent and are able to apply the principles and techniques.	15	2.37	2.63
They can manage several projects at the same time without getting frustrated.	1	2.42	2.53
They are constantly seeking new knowledge and methods to improve on what they are doing.	2	2.42	2.37
They are success oriented and have a track record of accomplishments.	3	2.44	2.74
They always seek to develop individuals.	2	2.47	2.95
They define problems accurately and solve them creatively.	3	2.53	3.21
They have a clear vision of the future and translate it into specific work for people.	1	2.53	3.21
They demonstrate the ability to synthesize the ideas of many people.	1	2.53	2.95
They know when to compromise and will admit it when they are wrong on an issue.	4	2.63	2.95
They are willing to share with others, their experiences and programs they have developed.	1	2.63	2.42
They are knowledgeable about and become involved in all functional areas of the organization.	1	2.68	3.00
They mentor others who are trying to grow in the field of Human Resources.	3	2.68	2.68
They demonstrate good administrative skills.	1	2.74	2.42
They have established strong, meaningful personnel policies and procedures.	1	2.74	2.68

TABLE IV (Continued)

Behavior	Frequency Mentioned	Importance Mean	Observed Mean
They find positive and constructive ways to comply with government regulations.	1	2.84	2.47
They display infinite patience.	1	3.00	2.95
They are active in civic and professional organizations.	2	3.47	2.53
They concern themselves more with the intrinsic aspects of their job than the extrinsic aspects.	1	3.53	2.74
They think as entrepreneurs.	1	3.53	3.53

Further analysis revealed that six behaviors rated by participants as being very important had a wide point spread between the importance mean and the observed mean, indicating that while participants believed these behaviors to be very important, they did not observe them as frequently as one might expect. The behavior of providing top management with input to be used in making business decisions had an importance mean of 1.89 but had an observed mean of 3.11. Treating all employees with dignity and respect had an importance mean of 1.58 and an observed mean of 2.58. Establishing high standards of excellence, with an importance of 1.74, had an observed mean of 2.63. Understanding the business in which their company operates with an importance mean of 1.74 had an observed mean of 2.58. Adhering to high standards of personal behavior with an importance mean of 1.68 had an observed mean of 2.42, and balancing the needs and goals of individuals with the needs and goals of the organization had an importance mean of 1.89 and an observed mean of 2.63.

Outline of Essential Behaviors

In outlining the essential behaviors for the professional human resources manager, those behaviors with an importance mean of 2.00 or lower were considered most essential. A total of 13 behaviors were in this category. The rationale for considering these behaviors as most essential was based on the fact that they fell in the top

one-third in the importance ranking and the importance means for these behaviors classified them as very or extremely important on the importance rating scale.

An analysis of the most essential behaviors was conducted to determine if there was commonality among them. It was found that each behavior fell into one of four categories describing the manner in which the professional human resources manager conducts him or herself on the job. These categories focused on personal conduct, approach to work responsibilities, relating to other people, and communications skills. The researcher then concluded that the outline should be formed by placing behaviors into categories based on their commonalities, the categories becoming the main elements or dimensions of the outline. These dimensions were defined as follows:

1. Personal Behavior - a classification of behaviors describing the manner in which the professional human resources manager conducts him or herself personally.

2. Relating to Others - a classification of behaviors describing the manner in which the professional human resources manager relates to and deals with other people.

3. Orientation to work - a classification of behaviors describing the professional human resources manager's approach to the responsibilities of his or her position.

4. Mastery of Communications - a classification of behaviors describing the communications skills of the professional human resources manager.

Once the dimensions of the outline were defined, the most essential behaviors were identified by dimension. Table VII is a chart of the most essential behaviors identified by dimension. This facilitated the formulation of the outline of essential behaviors for the professional human resources manager. This was accomplished by placing the essential behaviors in the appropriate dimension in order consistent with their importance ranking. The outline is as follows:

I. Personal Behavior.

- A. Adheres to high standards of personal conduct (Code of Ethics).
- B. Does not disclose information discussed with a client in counseling situation.
- C. Is open-minded and receptive to change.

II. Relating to Others

- A. Is honest, straightforward and trustworthy in dealing with others.
- B. Treats all employees with dignity and respect.

III. Orientation to Work

- A. Takes a proactive instead of a reactive approach to responsibilities.
- B. Establishes high standards of excellence.
- C. Understands the business in which his or her company operates.

TABLE VII
 ESSENTIAL BEHAVIORS IDENTIFIED
 BY DIMENSION

<u>Essential Behavior</u>	<u>Dimension</u>
Being honest, straightforward and trust-worthy in dealing with others.	R
Taking a proactive approach to responsibilities instead of a reactive one.	O
Treating all employees with dignity and respect.	R
Adhering to high standards of personal behavior.	P
Establishing high standards of excellence.	O
Understanding the business in which their company operates.	O
Being an effective listener.	M
Communicating well orally and in writing.	M
Providing top management with input to be used in making business decisions.	O
Not disclosing information discussed with a client in a counseling situation.	P
Balancing the needs and goals of individuals with the needs and goals of the organization.	O
Being open-minded and receptive to change.	P
Being objective in decision making.	O

<u>Code</u>	<u>Dimension</u>
P	Personal Behavior
R	Relating to Others
O	Orientation to Work
M	Mastery of Communications

- D. Provides top management with input to be used in making business decisions.
- E. Balances the needs and goals of individuals with the needs and goals of the organization.
- F. Is objective in decision-making.

IV. Mastery of Communications

- A. Is an effective listener
- B. Communicates well orally and in writing.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The discussion in this chapter is presented in three sections. The first section presents a summary of the study. The conclusions based on findings are presented in the second section. Recommendations for future research and practice are presented in the final section of the chapter.

Summary

The purpose of this study was to develop an outline of essential behaviors for the professional human resources manager. The main question addressed in the study was the identification of behaviors displayed by the human resources manager who is considered professional.

The research questions which this study attempted to answer were: (1) What are the behaviors demonstrated by the professional human resources manager? (2) How do these behaviors rank in order of importance? (3) How frequent are these behaviors observed in professional human resources managers? (4) What would be the essential behaviors for human resources managers to emulate?

The method chosen for this study was the Delphi Technique which allowed the researcher to obtain divergent opinions from participants without bringing them together physically. To collect data, a series of three questionnaires were sent to participants. The second and third round questionnaires provided feedback from the previous questionnaire.

The first of the three questionnaires was mailed to 30 senior-level human resources managers in the states of Oklahoma and Texas. The participants were asked to list the behaviors which, in their opinions, were displayed by professional human resources managers. By analyzing the data received, 39 behaviors were identified. These behaviors were analyzed to determine the frequency each was mentioned.

In the second round, participants were mailed a questionnaire which listed the 39 behaviors and instructed them to rate each behavior as to its importance on a five-point scale. The mean importance rating for each behavior was calculated, enabling the researcher to arrange the behaviors in order of importance.

In the third round, participants were mailed a questionnaire which listed the 39 behaviors in the previously identified order of importance. They were asked to indicate how often they observed each behavior in professional human resources managers.

The outline was developed by taking the most essential behaviors (those having an importance mean of 2.00 or lower) and placing them in one of the four dimensions.

Conclusions

The conclusions of this study are as follows:

1. Senior-level human resources managers were able to identify behaviors that are considered characteristic of professionals.

2. It was possible to achieve or at least approximate consensus opinion on how the behaviors ranked in order of importance.

3. The frequency with which the behaviors were observed was not always consistent with the importance ranking or the frequency mentioned for each behavior.

4. The Delphi Technique appeared to be a sound methodology for identifying the behaviors of professional human resources managers.

Recommendations for Practice

The results of this study can be utilized in the following ways:

1. Human resources managers who desire to be professional should emulate the essential behaviors identified by this study.

2. The results of this study should be considered by training specialists who design and conduct seminars or workshops for human resources managers.

3. The results of this study should be used by those who appraise the performance of human resources managers.

4. Human resources managers should evaluate themselves in relation to the behaviors indentified as very important but not frequently observed by the participants.

Recommendations for Future Research

The results of this study suggest future research is appropriate as follows:

1. Because this study was conducted on a regional basis, a similar one should be conducted on a national basis to obtain a broader prospective.

2. After the results of this study have been utilized in practice, a follow-up study should be conducted to determine if the level of professionalism has been raised among human resources managers.

3. A study should be conducted to determine if the four dimensions which make up the outline include all of the behaviors in the personality of the professional human resources manager.

4. A similar study should be conducted whereby employees are asked to give opinions of the behaviors expected from human resources managers.

5. A comparative study should be conducted to determine how the essential behaviors compared to those desirable for line managers.

6. A study should be conducted to determine why certain behaviors rated as very important were not observed more frequently.

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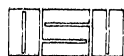
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APPENDIXES

APPENDIX A
CORRESPONDENCE SOLICITING
PARTICIPATION



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA 74078
CLASSROOM BUILDING 406
(405) 624-6275

January 29, 1985

Dear

Because of your senior level position in the field of human resources management, I am asking you to be a member of a panel of experts to help me with a little research study that I am conducting.

For some time now I have been wondering what one does that earns he or she the reputation of being a truly professional human resources manager. When the time came for me to do my doctoral dissertation, it seemed appropriate to study and attempt to answer this question. I am hoping that the outcome of this study will warrant publishing and that it will produce a model that we can use in the counseling and training of people entering our chosen profession.

This study is a three step process. The first involves a one page questionnaire containing one open-ended question which asks for your opinion. As soon as I have everyone's answers to this question, I will feed them back to you in the second step. In this step, you will see the responses of all the participants and will be asked to rank them on a 5-point scale as to their importance. In the third step, you will receive the results of the ranking exercise. From this it should be clear what behaviors are expected of a professional human resources manager.

I hope that you can find the time to participate in this study and provide your valued input to a project which just might enhance our profession. If so, please begin by completing the enclosed questionnaire and demographic data sheet and returning them to me by February 8, 1985. Of course, the names of the panel members will be kept confidential.

Thank you for your help.

Joseph C. Mitcho, SPHR
Doctoral Candidate

APPENDIX B

SURVEY QUESTIONNAIRE NO. 1

SURVEY QUESTIONNAIRE NO. 1

Within the field of human resource management, we have individuals who are considered by their peers as true professionals. In your opinion, what are the behaviors displayed by these people that earn them the reputation of being a professional? Please list your ideas in the space provided below:

Example: One possible behavior might be: They show respect for others by allowing them to have differing opinions.

YOUR IDEAS

1.

2.

3.

4.

5.

6.

7.

8.

Thank you and please return to:

Joe Mitcho
2407 W. Pine Place
Tulsa, OK 74127

APPENDIX C

DEMOGRAPHIC QUESTIONNAIRE

DEMOGRAPHIC DATA

YOUR TITLE:

NUMBER OF YEARS EXPERIENCE IN PERSONNEL:

YOUR SEX: M F

ACCREDITATION DESIGNATION, IF ANY:

SIZE OF YOUR COMPANY:

NUMBER OF EMPLOYEES: _____

ANNUAL SALES VOLUME: _____

TYPE OF BUSINESS:

_____ MANUFACTURING

_____ FINANCE

_____ RETAIL

_____ SERVICE

_____ OTHER

Thank you. Please return to Joe Mitcho
2407 West Pine Pl.
Tulsa, Ok. 74127

APPENDIX D

SURVEY QUESTIONNAIRE NO. 2

SURVEY QUESTIONNAIRE NO. 2

Below is a list of the behaviors you and others suggested were displayed by professional human resource managers. In order to help determine which ones are the most important, please rank each behavior on the 5 point scale, with number 1 being extremely important and number 5 not important.

Example: Circle appropriate value

Shows respect for others by allowing
them differing opinions.

	<i>Extremely Important</i>	<i>Very Important</i>	<i>Important</i>	<i>Somewhat Important</i>	<i>Not Important</i>
	1	2	3	4	5

 YOUR RATINGS

- | | | | | | |
|--|---|---|---|---|---|
| 1. They take a proactive approach to their responsibilities instead of a reactive one. | 1 | 2 | 3 | 4 | 5 |
| 2. They are objective in their decision making. | 1 | 2 | 3 | 4 | 5 |
| 3. They are open-minded and receptive to change. | 1 | 2 | 3 | 4 | 5 |
| 4. They treat all employees with dignity and respect. | 1 | 2 | 3 | 4 | 5 |
| 5. They are active in civic and professional organizations. | 1 | 2 | 3 | 4 | 5 |
| 6. They mentor others who are trying to grow in the field of Human Resources. | 1 | 2 | 3 | 4 | 5 |
| 7. They understand the business in which their company operates. | 1 | 2 | 3 | 4 | 5 |
| 8. They display infinite patience. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 9. | They are honest, straightforward and trustworthy in dealing with others. | 1 | 2 | 3 | 4 | 5 |
| 10. | They are success oriented and have a track record of accomplishments. | 1 | 2 | 3 | 4 | 5 |
| 11. | They are knowledgeable about and become involved in all functional areas of the organization. | 1 | 2 | 3 | 4 | 5 |
| 12. | They find positive and constructive ways to comply with government regulations. | 1 | 2 | 3 | 4 | 5 |
| 13. | They are effective listeners. | 1 | 2 | 3 | 4 | 5 |
| 14. | They establish high standards of excellence. | 1 | 2 | 3 | 4 | 5 |
| 15. | They communicate well orally and in writing. | 1 | 2 | 3 | 4 | 5 |
| 16. | They adhere to high standards of personal behavior (Code of Ethics) that sets an example. | 1 | 2 | 3 | 4 | 5 |
| 17. | They relate well to people at all levels of the organization and outside the organization. | 1 | 2 | 3 | 4 | 5 |
| 18. | They are effective in dealing with conflict. | 1 | 2 | 3 | 4 | 5 |
| 19. | They are constantly seeking new knowledge and methods to improve on what they are doing. | 1 | 2 | 3 | 4 | 5 |
| 20. | They are willing to share with others, their experiences and programs they have developed. | 1 | 2 | 3 | 4 | 5 |
| 21. | They display a genuine interest in and caring for the people side of the business. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 22. | They understand human behavior in organizations and consider it when making decisions on programs or problems. | 1 | 2 | 3 | 4 | 5 |
| 23. | They balance the needs and goals of individuals with the needs and goals of the organization. | 1 | 2 | 3 | 4 | 5 |
| 24. | They have established strong, meaningful personnel policies and procedures. | 1 | 2 | 3 | 4 | 5 |
| 25. | They can manage several projects at the same time without getting frustrated. | 1 | 2 | 3 | 4 | 5 |
| 26. | They define problems accurately and solve them creatively. | 1 | 2 | 3 | 4 | 5 |
| 27. | They are technically competent and are able to apply the principles and techniques. | 1 | 2 | 3 | 4 | 5 |
| 28. | They think as entrepreneurs. | 1 | 2 | 3 | 4 | 5 |
| 29. | They know when to compromise and will admit it when they are wrong on a issue. | 1 | 2 | 3 | 4 | 5 |
| 30. | They are superior leaders, practicing the skills of delegating, decision making, evaluating, guidance, motivating and accepting responsibility. | 1 | 2 | 3 | 4 | 5 |
| 31. | They always seek to be fair and just. | 1 | 2 | 3 | 4 | 5 |
| 32. | They understand economic conditions and direct the human resources function toward contributing to the bottom line of the financial statements. | 1 | 2 | 3 | 4 | 5 |
| 33. | They always seek to develop individuals. | 1 | 2 | 3 | 4 | 5 |
| 34. | They demonstrate good administrative skills. | 1 | 2 | 3 | 4 | 5 |
| 35. | They do not disclose information discussed with a client in a counseling situation. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 36. They provide top management with input to be used in making business decisions. | 1 | 2 | 3 | 4 | 5 |
| 37. They demonstrate the ability to synthesize the ideas of many people. | 1 | 2 | 3 | 4 | 5 |
| 38. They have a clear vision of the future and translate it into specific work for people. | 1 | 2 | 3 | 4 | 5 |
| 39. They concern themselves more with the intrinsic aspects of their job than the extrinsic aspects. | 1 | 2 | 3 | 4 | 5 |

Thank you for your help.

Please return this questionnaire to:

Joe Mitcho
2407 W. Pine Place
Tulsa, OK 74127

APPENDIX E

SURVEY QUESTIONNAIRE NO. 3

SURVEY QUESTIONNAIRE NO. 3

Listed below are the rankings you and others assigned to behaviors displayed by professional human resource managers. Those behaviors with the lowest average ranking are considered most important and appear first in the ranked order. In order to determine the extent of these behaviors, please indicate how often you observe these behaviors in professional human resource managers whom you know.

EXAMPLE: Circle appropriate value:		Always	Frequently	Sometimes	Rarely	Never
	They show respect for others by allowing them different opinions.	1	2	3	4	5
1.4210	They are honest, straightforward and trustworthy in dealing with others.	1	2	3	4	5
1.5789	They take a proactive approach to their responsibilities instead of a reactive one.	1	2	3	4	5
1.5789	They treat all employees with dignity and respect	1	2	3	4	5
1.6842	They adhere to high standards of personal behavior (Code of Ethics) that sets an example.	1	2	3	4	5
1.7368	They establish high standards of excellence.	1	2	3	4	5
1.7368	They understand the business in which their company operates	1	2	3	4	5
1.8421	They are effective listeners.	1	2	3	4	5
1.8947	They communicate well orally and in writing.	1	2	3	4	5
1.8947	They provide top management with input to be used in making business decisions.	1	2	3	4	5
1.8947	They do not discuss information discussed with a client in a counseling situation.	1	2	3	4	5
1.8947	They balance the needs and goals of individuals with the needs and goals of the organization.	1	2	3	4	5
1.9473	They are open-minded and receptive to change.	1	2	3	4	5
2.0000	They are objective in their decision-making.	1	2	3	4	5
2.1578	They display a genuine interest in and caring for the people side of the business.	1	2	3	4	5
2.1578	They are effective in dealing with conflict.	1	2	3	4	5

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2.1578	They understand human behavior in organizations and consider it when making decisions on programs or problems.	1	2	3	4	5
2.2105	They are superior leaders, practicing the skills of delegating, decision-making, evaluating, guidance, motivating and accepting responsibility.	1	2	3	4	5
2.2777	They understand economic conditions and direct the human resources function toward contributing to the bottom line of the financial statements.	1	2	3	4	5
2.3157	They always seek to be fair and just.	1	2	3	4	5
2.3157	They relate well to people at all levels of the organization and outside the organization.	1	2	3	4	5
2.3684	They are technically competent and are able to apply the principles and techniques.	1	2	3	4	5
2.4210	They can manage several projects at the same time without getting frustrated.	1	2	3	4	5
2.4210	They are constantly seeking new knowledge and methods to improve on what they are doing.	1	2	3	4	5
2.4444	They are success oriented and have a track record of accomplishments.	1	2	3	4	5
2.4736	They always seek to develop individuals.	1	2	3	4	5
2.4736	They define problems accurately and solve them creatively.	1	2	3	4	5
2.5263	They have a clear vision of the future and translate it into specific work for people.	1	2	3	4	5
2.5263	They demonstrate the ability to synthesize the ideas of many people.	1	2	3	4	5
2.6315	They know when to compromise and will admit it when they are wrong on an issue.	1	2	3	4	5
2.6315	They are willing to share with others, their experiences and programs they have developed.	1	2	3	4	5
2.6842	They are knowledgeable about and become involved in all functional areas of the organization.					
2.6842	They mentor others who are trying to grow in the field of Human Resources.	1	2	3	4	5
2.7368	They demonstrate good administration skills.	1	2	3	4	5
2.7368	They have established strong, meaningful personnel policies and procedures.	1	2	3	4	5

QUESTIONNAIRE NO. 3
Page 3

2.8421	They find positive and constructive ways to comply with government regulations.	1	2	3	4	5
3.0000	They display infinite patience	1	2	3	4	5
3.4736	They are active in civic and professional organizations.	1	2	3	4	5
3.5263	They concern themselves more with the intrinsic aspects of their job than the extrinsic aspects.	1	2	3	4	5
3.5263	They think as entrepreneurs.					

Thank you. Please return this questionnaire to:

Joe Mitcho
7407 W. Pine Place
Tulsa, Oklahoma 74127

VITA

JOSEPH C. MITCHO

Candidate for the Degree of

Doctor of Education

Thesis: BEHAVIORAL CHARACTERISTICS OF PROFESSIONAL HUMAN
RESOURCES MANAGERS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Erie Pennsylvania, November 11,
1941, the son of Joseph Mitcho and Helene J.
Macosko Mitcho.

Education: Graduated from Rice Avenue Union High
School, Girard, Pennsylvania, in May, 1959;
received Bachelor of Science in Education
degree from Slipper Rock state College in 1963;
received Master of Education degree from
Georgia State University in 1972; completed
requirements for the Doctor of Education degree at
Oklahoma state University in July, 1985.

Professional Experience: Aerospace Munitions
Officer, U.S. Air Force, 1964-1968; Production
Supervisor, Brunswick Corporation, 1968-1972;
Personnel Supervisor, 1972-1975; Training
Coordinator, 1975-1976; Industrial Relations
Manager, 1976-1978; Personnel Director, Cooper
Manufacturing Corporation, 1978-1981; Director
of Personnel, John Zink Company, 1981-1982;
Director, Human Resources, Yuba Heat Transfer
Corporation, 1982 to Present.