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A QUALITATIVE CASE STUDY:
HOW AN ORGANIZATION IMPLEMENTS MANAGEMENT PRACTICES THAT
ENABLES MINORITY EMPLOYEES TO BECOME MANAGERS

A Dissertation Presented

by

BARBARA ADDISON REID

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1992

School of Education

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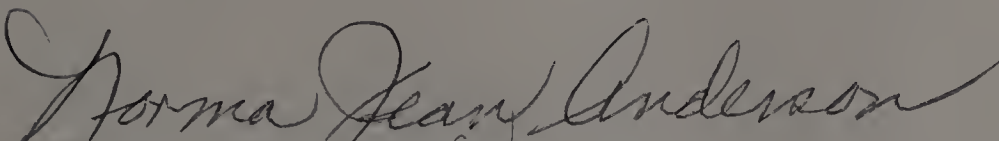
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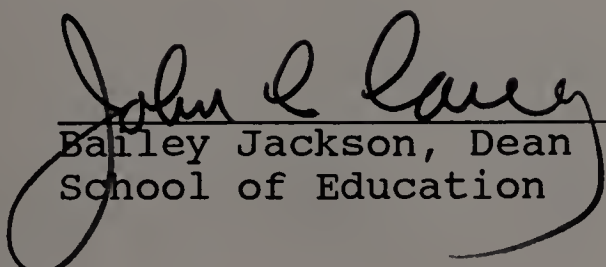
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I wish to acknowledge and thank my children Phil and Sonia Brathwaite for their support; Dan Lewis for sharing my joy and excitement about this work; my women friends -- Jemetta Hunt, Rebecca Flewelling, Dr. Marlene Roderiques, Teri Lewis, and Sheila Kabat -- for listening; and especially my Mom and Dad, Mary Addison Reid and Isaac Norman Reid for believing in me. I love you all! BAR.

ABSTRACT

A QUALITATIVE CASE STUDY:

HOW AN ORGANIZATION IMPLEMENTS MANAGEMENT PRACTICES TO
ENABLE MINORITY EMPLOYEES TO BECOME MANAGERS

MAY 1992

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The interview method was used to conduct a qualitative case study in a large business corporation to discover the organizational culture that supports moving minority employees into management positions, the management practices that enables the phenomena to occur, and the experiences of minority employees who have become managers. The literature was reviewed to explore studies that presented data from African American's perspective about corporate life in America and the specific themes that emerged during this research project. Those themes are culture, learning organization, motivation, leadership, goals, reward, group development, and mentoring. This researcher found little empirical work existing on mentoring and few adequate models that utilize mentoring as a

legitimate management development strategy. Therefore the researcher created theoretical constructs and the MENTOR model to improve practice in this area.

The findings of this investigation are that organizational culture is based on the assumptions, values, and norms shared by organizational members, that a company can create a culture that values all employees including minorities, and that the company can implement management practices that results in positive work experiences for minority employees which enables them to become managers. The minority managers interviewed have the ability to "fit" into the IBM organization and they have gained acceptance. An invisible barrier or "glass ceiling" does not prevent minorities from advancing beyond lower or middle management positions. Today, there are already minorities at the executive level and the current focus is on moving minorities into the Corporate Officer positions that manage the business.

The study creates new knowledge about the value and legitimacy of mentoring as a management development strategy and it produces knowledge directly relevant to managing a diverse work force. Suggestions are offered for future research.

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CHAPTER 1
INTRODUCTION

Statement of the Problem

This qualitative case study was undertaken to assess how an organization implements management practices to enable its minority employees to become managers.

Many social science researchers have written about the minority managers inability to "fit" into an organization (Jones, 1973), black managers' disappointment and frustration because they have not gained acceptance (Jones, 1986), and the presence of an invisible barrier or "glass ceiling" that prevents blacks from advancing beyond lower or middle management positions (Davis & Watson, 1982; Dickens & Dickens, 1982; Greenhaus, Parasuraman and Wormley, 1990).

Despite ethnicity, socio-cultural norms, and organizational barriers, some minorities are gaining greater access to managerial jobs. The proportion of minority managers doubled during the ten year period 1977 to 1988. According to the Bureau of Labor Statistics, in 1977, managers who were minority group members comprised 3.6 percent of the national total. By 1988, black managers represented 7.3 percent of all managers. This growth is significant and it raises a question: How does an

organization implement management practices to produce this phenomena? This research effort addresses this question.

The study begins with several assumptions. The first assumption is that the world has already become a global economy; the United States must become more competitive to maintain and increase its market share (Naisbitt and Aburdene, 1990).

The second assumption is that to be successful in competing in a global economy, companies must attract and retain the best talent they can find. More than half the U.S. work force now consists of minorities, immigrants and women (Johnston, 1987; Kotchen and Loveman, 1990).

The third assumption is that minority employees frequently have less favorable work experiences than non-minority employees and that these experiences have negative consequences on the minorities career success (Kanter, quoted in Greenhaus, 1990).

The fourth assumption is that companies want to strengthen their competitive advantage by developing all their talent, including minorities, and will therefore address the socio-organizational issues that impede minority career success (Thomas, 1990).

The aim of this study was to examine the phenomenological process that enables minority employees to become managers.

Statement of Purpose

The purpose of this qualitative case study was to discover how an organization implements management practices that enables minority employees to become managers.

General Research Questions

The questions guiding the study were:

1. What is the organizational culture that supports moving minority employees into management positions?
2. How does an organization implement management practices to enable the phenomena to occur?
3. How do the minority managers experience the process?

While these preliminary questions guided the study, it was impossible to identify all the emergent themes ahead of time (Merriam, 1988). As issues and/or conditions arose, flexibility was needed to confront these situations. Therefore, the researcher reserved the right to modify the design of the study during data collection.

There are several modifications to the original research questions. The first modification is in the order of the questions. The company initially provided information about company history and culture. Therefore

the company culture became the first frame of reference for the researcher and thus that is the first research question addressed. As a result of changing the order of the sentences, the adverbs and prepositional phrases were moved accordingly.

The second modification are adjustments in the wording within the general research questions. The word "culture" was substituted for "context" in the original research question, to more explicitly define and describe what the researcher heard during the interviews. The choice of the word "culture" is also supported by the physical evidence that was reviewed.

The word "implement" was substituted for "change" in the original research question because the researcher discovered (1) the company in which the research project was conducted has a forty year history of supporting minorities moving into management, (2) all managers are treated the same without regard to race, for purposes of management development, and (3) given the history and the manner in which all managers are treated, there was no substantive change effort, as implied by the word "change".

These minor adjustments are intended to bring clarity to the research questions. There were no changes in the design of the study.

Definition of Terms

Beginning with the definition of frequently used terms will assist the reader in understanding the meaning of my thoughts, methods, interpretations, and analysis.

A qualitative case study can be defined as a holistic description and analysis of a phenomenon. A case study describes the real life context in which a phenomenon occurs. It is derived from immersion in the setting and close contact with the targets of study; it values participants' perspectives on their worlds and it seeks to discover those perspectives (Patton, 1980; Marshall & Rossman, 1989). "Case studies focus," Merriam writes,

on a particular phenomenon. The end product of a case study is a rich, "thick" description of the phenomenon under study, which is intended to illuminate the reader's understanding of the phenomenon. And, for the most part, case studies rely on inductive reasoning. [Merriam, 1988, p. 11.].

Discovery is used within the framework of exploring the meaning of an experience. The researcher endeavors to understand the nature of the setting -- what the world looks like in a particular setting, what it means for participants -- and in the analysis, to communicate that faithfully to others who are interested in that setting (Patton, quoted in Merriam, 1988).

Process can be defined several ways: learning how certain things happen and discovering why the process had

the particular effect. Learning how certain things happen is accomplished by monitoring, describing the context of the phenomenon and providing feedback to the environment. Discovering why the process had the effect that it did involves analysis, interpretation and inductive reasoning (Merriam, 1988). A third dimension of process is exploring the linkages and subtleties between how and why events occur. This dimension is fundamental in qualitative evaluation methods and requires the researcher to get close, physically and psychologically, to the phenomenon under study. In essence, the researcher becomes the instrument through which assessment and critical evaluation is accomplished (Patton, 1980).

An organization is defined as a single bounded system (Merriam, 1988) that can be investigated through field research. In the initial review of the literature, the researcher located an article titled "The 50 Best Places for Blacks To Work" (Graves, 1989). Those companies were approached and asked if the research project could be conducted at their site. One company was the locus of the study.

Implement, according to Webster's dictionary, is defined as carrying out a definite plan or procedure, to ensure the actual fulfillment by concrete measures. In this instance the purpose of the research effort was to discover how management practices were implemented.

Management practices are loosely defined as decision making, processes, roles, and outcomes. The researcher was sensitive to emergent themes particularly in this domain since it was not possible to know how the organization defined its management practices, without first conducting an investigation.

Defining enable is analogous to understanding the concepts of prohibiting discrimination and taking affirmative action. Prohibiting discrimination implies that one does not take action on the basis of prejudice founded on individual characteristics. On the other hand, taking affirmative action implies being proactive and creating opportunity for individuals. Continuing the analogy, the concept enable implicitly implies first, the removal of organizational barriers, and second, empowering individuals who move into the management positions by educating, developing, supporting, and nurturing them.

Minority employees are traditionally defined as non whites; persons of color; African Americans, Hispanics, Asians, and Native Americans. The researcher does not intend to include gender in the definition although in reality there will be one group that is majority and hence a second group that will be minority.

Managers are those individuals who, in the broadest definition, accomplish work through other people. They are responsible for hiring, assigning work, managing work flow,

solving problems, motivating, appraising performance, granting rewards, promoting and terminating employees. Managerial positions can begin at a level just above professional/individual contributor and range up to the top of the organization. These parameters will be used to classify individuals as managers.

Rationale and Significance of the Study

Research exists on institutional racism, equal opportunity, and affirmative action. Little has been published about how an organization has implemented management practices to enable minority employees moving into management. This study will contribute to our knowledge about a real-life account of this phenomenon and it can affect and perhaps improve practice (Merriam, 1988). The study will build upon existing literature about human behavior in general, and specifically, it will explore how minority employees experience an organization's efforts to support their growth. The study will provide insight and help structure future research.

Limitations of the Study

There are several limitations to this study. First, the research is primarily a study of one organization. The

organization has demonstrated its commitment to addressing complex social issues through its actions and the results belong to this organization. Since every organization is unique, it cannot be assumed that similar actions will mirror this organization's results, in another environment. The reader should assume that utilizing the findings of the study in another environment may require adaptation and therefore it would be appropriate to consider engaging in an organizational development (OD) change process.

A second limitation is the design of the study. Something is gained and something is sacrificed in conducting qualitative research. A qualitative case study approach has been selected for this study in an effort to discover, gain insight, understand and describe the complex social phenomenon of organizational change as well as the human experience of those who participate in the change process (Marshall and Rossman, 1989). It would be almost impossible to achieve this insight through any other method. The study trades off the more traditional positivistic approach of conducting research through objective, neutral observations and outcomes, where the reliability of measurement is stressed (Borg and Gall, 1989).

Work, family, economic, and travel considerations limited the amount of time I spent in the organization. The data collected must therefore be viewed as providing a limited, incomplete picture. Frequent visits during a four

month period and discussions with Human Resources Executives assisted me in identifying and addressing relevant issues.

The fourth limitation of the study is any personal bias I may have with regard to these issues. Qualitative case studies are limited by the sensitivity and integrity of the investigator who is the primary instrument of data collection and analysis (Patton, 1980; Locke, 1987; Merriam, 1988; Marshall and Rossman, 1989). I believe I am particularly well suited to conduct the research because of the University of Massachusetts at Amherst courses I have taken: Consulting Skills, Applied Group Dynamics, Situational Leadership, Introduction to Human Resources Development, Innovations in Organizations, Staff Development, Educational Research Methods, and Qualitative Research Methods. I have served on the faculty at Northeastern University since 1980 and I teach Organizational Behavior and Applied Human Resources Management. I am currently a Human Resources Executive with an international data processing company. I have twenty-four years experience in interviewing, assessing and solving organizational problems, implementing change strategies and teaching in the business setting. I have a Masters degree in Counseling and a Bachelors degree in Business Administration.

The strengths I offer are further enhanced by my perspective of the world which is seen through the lens of a

black, female researcher. My own ethnic origin may be helpful in becoming familiar with the social context, communicating, understanding the behaviors, and facilitating the research effort.

I recognize that the researcher must be open to other people's view of their world without imposing one's own perceptions (Locke, 1987). My ethnic origin, life experiences, subconscious and conscious biases may make it difficult for me to be totally objective. Nevertheless, I am committed to the belief that I am the instrument through which this work must be undertaken. I reduced the possibility of personal bias and openly confronted any limitation by utilizing triangulation methodologies for collecting data, dealing with ethical considerations as discussed later in this dissertation, writing field notes, examining my interpretations throughout the study, and by checking my perceptions with the Human Resources Executives in the organization.

CHAPTER 2
LITERATURE REVIEW

Role of Theory

The role of theory and the role of the literature review are closely aligned in conducting qualitative case study research. Patton (1980) argues convincingly for theoretical issues being important in three ways.

First, theory emanates from the researchers theoretical orientation; every researcher holds assumptions, concepts or theories (Patton, 1980; Merriam, 1988). The research process begins with at least an image of the phenomenon to be investigated. The selection of facts and the search for order among them is guided by some prior notions or theories about the nature of the social phenomenon under study (Reily, quoted by Merriam, 1988). Therefore, the researcher must take responsibility to make explicit her own theoretical pre-dispositions and to examine how those pre-dispositions may have affected her observations and analyses.

In this instance, the phenomenon investigated was a business organization. The researcher's theoretical pre-disposition was that motivation, leadership, goal, reward, and learning theories would be present and operant in the environment.

According to Patton (1980), the second way theory is important is that the researcher has a responsibility to report and explain whatever causes and consequences emerge during data analysis, clearly recognizing and stating that such theoretical linkages are speculative and taking care to ground theoretical propositions in the empirical world, thus letting the theory emerge from the data. Patton (1980, p. 278) writes:

"The cardinal principle of qualitative analysis is that causal relationships and theoretical statements be clearly emergent from and grounded in the phenomena studied. The theory emerges from the data; it is not imposed on the data."

As the researcher conducted the data analysis, these theoretical topics emerged from the data: culture, learning organization, motivation, leadership, goal setting, reward, group development, and mentoring.

Patton (1980) continues by saying the third way in which theory is important is that the researcher can use qualitative data to help decision makers reality-test their own theories of action about the linkages between processes and outcomes.

The researcher has agreed to share the results of this research effort with decision makers to support strategic planning efforts for future management development programs.

Role of Literature

A review of the literature involves locating, reading and synthesizing reports of research. The reader casts a wide net to catch many fish and in the process, one develops understanding and insight into previous research. A literature review can provide a framework for the planned study and provide a foundation for contributing to knowledge. Since the goal of qualitative case studies is the discovery of emergent themes and building of theory, a comprehensive review of the literature must also be emergent. Further exploration of the literature occurs as the study progresses and themes emerge from the ongoing research effort.

The initial literature search revealed no documentation on how an organization implements management practices that enables minority employees to become managers. However, studies have been conducted and data presented from a black participant's perspective about corporate life in America.

Jones (1973) contends that most companies fail to recognize the crucial difference between recruiting blacks with executive potential and providing the much needed organizational support to help them realize their potential. He cites his own experience in a large company to illustrate the type of lonely struggle that faces a black man in the absence of such support. He draws lessons from this

experience that should help management overcome the subtle ramifications of racial difference within organizations. It is interesting to note that Jones (1986) writes again thirteen years later about the plight of black executives. The high achievers, those blacks who are most integrated into the fabric our country's white-oriented culture, have not gained nor are they accepted on par with their white peers. Careers are stymied and blacks are increasingly disillusioned. He draws a picture of frustration and pain that is the reality and predominant condition for many blacks. Jones challenges corporations to aggressively accept deep rooted feelings about race and color, rather than ignoring these issues. He challenges all managers to focus on competence and performance, rather than comfort, fit, and perpetuation of the majority culture. And Jones challenges senior corporate executives to help decide whether America will be the land of opportunity for all Americans, based on individual dignity and respect. Since the publication of Jones' second article, the literature does not substantiate that these challenges have been accepted or addressed.

Davis and Watson (1982) conducted a research effort to view the process of the adaptation of black culture to white culture and white culture to black, in corporate America. They interviewed and verbalized the feelings of 160 black and white managers, corporate professionals, consultants and

public officials. Their work argues for the necessary mutually respectful, multicultural formulation of a national life. Their work is about an attempt to integrate the American dream and change the power relationships between non minorities and minorities; men and women. This research study's objective was to assess cultural adaptation through the lens of black participants; it did not have the objective of formulating and articulating a successful corporate model that could be the basis for future research.

Dickens and Dickens (1982) conducted their research and published findings based on the premise that blacks can and must maintain racial awareness, deal head-on with racism, learn how to adapt themselves to the sometimes hostile environment of corporate America without sacrificing their black pride. The authors developed a model of the black manager's career and they discuss attitudes, emotions, behaviors and job skills. The focus of this research is to show blacks how to devise their own personal plans for success.

Black managers and potential managers are advised that they can compete more effectively by maintaining a competitive advantage that is grounded in knowing when to use management and leadership skills. According to Aldrich (1987), A. Barry Rand of Xerox is held in high regard as an example of a black executive having what it takes to succeed. Rand is experienced and aggressive. His personal

philosophy is that planning, organizing, controlling, problem-solving and decision-making skills are critical. These activities result in achieving objectives and it gives managers high visibility and promotions. However, according to Rand, corporate warriors and leaders must be problem identifiers. They must have a sense of vision, they are strategists, and they identify corporate growth issues. These are the skills that set the truly successful manager apart from the ordinary.

A career survey was conducted by Black Enterprise, in February 1988. The total number of respondents was 679; nearly 70% had a bachelors degree and 40% had gone on to postgraduate work. The average respondent's age was 35 and the average family income was \$44,000. Given the level of education, experience, length of time on the job, and compensation, one would assume that the respondents would indicate that they were receiving career opportunities. However, they were generally very discouraged. Forty-eight percent of all respondents said they thought the chances for black managers to advance up the corporate ladder were poor. Sixty-six percent of all respondents said they hadn't had a mentor who helped to advance their careers.

It is clear from the work of many researchers, minority professionals must have their own plans for success.

Recent work (Greenhaus, 1990), focuses on the organization and the relationship between race,

organizational experiences, job performance evaluations, and career outcomes. The researchers suggest the organization be vigilant in its attempt to assure equal opportunity.

"The observed race difference" Greenhaus writes,

in perceived job autonomy and acceptance suggest that supervisors should be sensitive to the potential for disparate treatment of minority subordinates and should examine their own behavior for possible bias. The present results also suggest that organizations should periodically examine managers' job performance evaluations, advancement experience and career attitudes for possible differences based on race. The importance of establishing an unbiased performance rating system cannot be overemphasized, given the dominant role of ratings in shaping future advancement opportunities [Greenhaus, 1990, p.65.]

Each of the studies cited confirmed this researcher's experiences and opinions. However, they did not present state of the art data with regard to the purpose of this study. Therefore the initial literature review was viewed as exploratory, an introduction to, and a foundation for the study to be undertaken.

As themes emerged during data analysis, the researcher conducted a more indepth literature review. The specific themes that emerged and the theories reviewed in the literature were: culture, learning organization, motivation, leadership, goals, reward, group development, and mentoring.

Culture was the first theme to emerge. Culture is concerned with the basic assumptions, values, and norms

shared by organizational members. "Culture is," Burack writes,

the organization's customary way of doing things and the philosophies and assumptions underlying these. Corporate culture is a part of the more intangible but equally important organizational milieu. It's shared philosophy, assumptions, beliefs, and values define behavioral norms and expectations; this is the glue that holds the corporate community together." [Burack, 1991, pg. 89.]

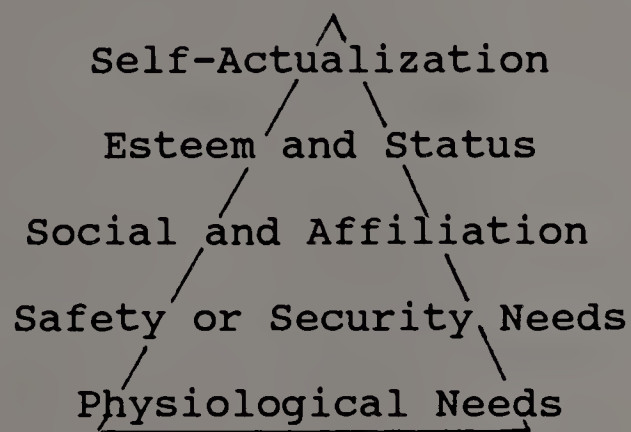
The culture represents the company founder's assumptions regarding people, desirable business practices, and the reasons for corporate being. The corporate culture is, in essence, the fabric of the organization and it serves to guide people's perceptions, thoughts, and actions. Culture is the backdrop against which the drama of organizational effectiveness is played out.

The second theme to emerge during the study was that the organization is a learning-enriched environment. In this instance, learning is defined as the ability to produce the results desired (Senge, 1990). "A learning organization", according to Ready,

is one that is continually expanding its capacity to create its future. Today, companies are realizing that the ability to integrate critical organizational competencies and to cultivate a learning-enriched culture are the new keys to sustainable competitive advantage and business success. Learning has become integral to the execution many international firms' strategic vision.[Ready, 1991, p 2.]

The third theme to emerge was motivation. The researcher did expect to find motivational theory operant in the environment. However, it was discovered that motivational theory is also taught to managers in a variety of ways. Motivation theory was examined in terms of personal motivation as well as motivation in the work place.

Abraham Maslow proposed (Gray & Starke 1984) a widely known motivation theory based on needs. It is depicted as a hierarchy which is an interesting framework that helps to explain the strength of certain needs which motivate and dominate human behavior.



Physiological needs are defined as those needs concerned with the basic biological functions of the human body, such as the need for food, air, water, sex, clothing and shelter.

Safety and security needs are those concerned with protecting the person from physical and psychological harm. These needs manifest themselves in the form of self-preservation, and concern for the present and the future.

Social and affiliation needs are the need to associate with one's own kind, for social interaction, love, acceptance, group membership, and being accepted by others.

Esteem (status) needs are defined as the individuals' feelings of self-worth and self-importance and the need to differentiate one's status from others. Satisfaction of esteem needs produces feelings of control, self-confidence, prestige and power.

Self-actualization needs are the need to maximize one's potential and reach one's ultimate goals in life; the need to fulfill one's own destiny (Gray & Starke, 1984; Hersey & Blanchard, 1988.)

Maslow postulated that unsatisfied needs motivate behavior; and when a particular need becomes largely satiated, it is less of a motivator and the next level of need becomes a greater motivator.

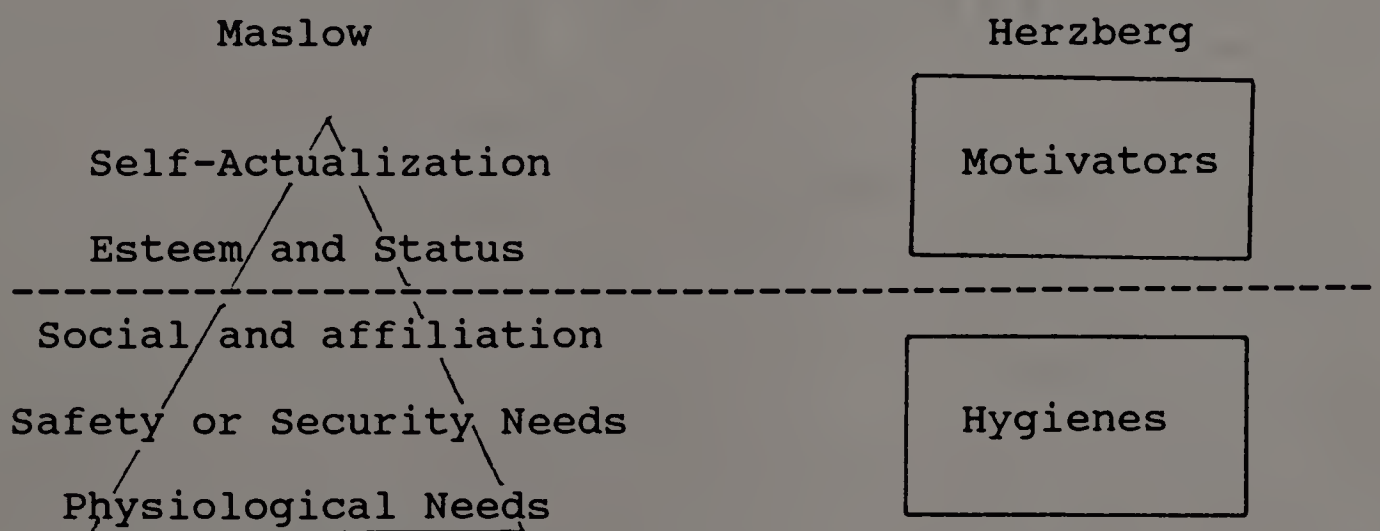
Herzberg (1966) studied motivation in the work place. He postulated that the only way to motivate employees is to give them challenging work in which they can assume responsibility. Herzberg's research identified a two-factor theory.

The first set of factors, called "hygiene" factors, are company policies and administration, supervision, relationship with supervisor, work conditions, salary, relationships with peers, personal life, relationship with subordinates, status, and job security. The absence of

these factors can make workers unhappy, but the presence of these factors will not make employees want to work harder.

The second set of factors, called motivational factors, provide individuals the greatest job satisfaction. These factors are achievement, recognition, work itself, responsibility, advancement, and growth. If present, these factors are effective in motivating people to superior performance. The concept of motivation-maintenance theory is clearly part of the repertoire of managers and it must find expression in the day-to-day behavior and decisions of managers (Scott, 1964).

The company's culture provides the stimulus for comparing Maslow's need hierarchy theory and Herzberg's two-factor theory to better understand how managers are developed. A comparison model appears below (Gray & Starke, 1984, pg. 81):



It is important to understand that esteem, status, and self-actualization are directly related to achievement, recognition, work itself, responsibility, advancement, and

growth. These are the factors that motivate individuals to higher levels of performance.

The fourth emergent theme was leadership. Leadership is explored through McGregor's Theory X - Theory Y (Hersey & Blanchard, 1988; Gray & Starke, 1984; Tannenbaum & Schmidt, 1973), which deals with the assumptions leaders make. The set of assumptions which McGregor labels Theory X are that most people prefer to be directed, are not interested in assuming responsibility, and they are motivated only by physiological and safety needs.

Accompanying this philosophy is the belief that people are motivated by money, fringe benefits, and the threat of punishment. Theory X managers attempt to structure, control, and closely supervise their employees.

The set of assumptions that McGregor labels Theory Y are that people can be basically self-directed and creative at work, if properly motivated, and that work is natural and can be as satisfying as play. Theory Y managers are supportive and facilitate employees reaching the higher-order needs of esteem and self-actualization. Tannenbaum and Schmidt (1973) are referenced to present leadership behavior on a continuum and managers are encouraged to select a leadership pattern that is situational (Hersey & Blanchard, 1988) for individual employees and the circumstances at hand.

The fifth theme to emerge from the data was goal setting. Sustainable competitive advantage and business success is the result of productivity. Productivity is achieved, in part, through goal setting. Therefore goal setting and evaluating business/individual performance is the locus of managerial activity.

Goal setting is a top down/bottom up process (Belcher, 1987; Schuler & Huber, 1990) which begins with the organization's objectives cascading down through the organization. Once a set of clearly defined goals are established for the organization, they are distributed to functional groups and eventually to individual employees. Both managers and employees participate in setting individual goals that consider the employee's desires, skills and abilities and are at the same time congruent with the organization's objectives. Managers coach and develop employees. Ideally, performance is appraised by the employee and the manager in a joint meeting, where both assess how well individual goals and organizational objectives were met.

Productivity must be rewarded to be sustained and increased. Hence reward theory was the sixth emergent theme. Compensation theory examines three domains: pay levels, pay structure, and pay system. The pay level determines how much the average pay will be by assessing the external market. The pay structure ascertains the

relationship between jobs and arranges jobs in a hierarchy. The pay system determines the pay for individual employees in the same job. Decisions in these three domains results in a pay rate for each employee in the organization (Belcher, 1987). While the performance appraisal process results in an assessment of goal achievement, reward theory provides an incentive for continuing to produce results.

The seventh emergent theme was group development. The Tuckman (1965) model is referenced to convey the constructs. The four stages of group development are forming, storming, norming, and performing. Tuckman's model can serve as a useful guide in the management development process as the company moves towards creating autonomous businesses (Cary & Coy, 1991), task teams and T-group activity.

Tuckman's forming stage begins with the group process focusing on orientation and dependence. Within a Task Team, the emphasis is on problems of orientation. That is, why does the group exist, and what is the group chartered to accomplish? Within a T-Group, members are attempting to develop a structure, they are dependent on the trainer and they are learning how to learn.

During the storming stage the group process is characterized by conflict, polarization around issues and emotional responding to tasks. Within a Task Team, this stage results in unrest, friction and disharmony with little response to the task because the nature of the task is non-

threatening. Within a T-group, members can be dependent and hostile. There is an emotional response to task demands. Members are learning how to give help.

The next stage of group development is the norming stage during which the group overcomes resistance, cohesiveness develops, new standards evolve and new roles are adopted. Within a Task Team, this stage is characterized by conditional dependence, concern with integration, mutuality, and maintenance of relationships. Group members express their opinion. Within a T-Group, there is a reduction of conflict and group harmony, norms, and values emerge.

The performing stage of group development is depicted as the stage where roles become flexible and the group's energy is channeled into the task. Group structure is supportive of task performance. Within a Task Team, members operate in any combination or as a unit. Suggestions and solutions to problems abound. Within a T-Group, there is support for behavior experimenting and members gain insight into the interpersonal process.

The eighth theme to emerge during data analysis was mentoring. Mentoring (Cummings & Huse, 1989; Davis & Newstrom, 1989; Greenhaus, 1990; Schuler & Huber, 1990) is defined as a process for establishing a close relationship between someone who is more experienced and an employee who is less experienced. The relationship can result in the

experienced mentor providing psychosocial support while guiding the employee and sharing valuable advice about the organization. The mentor helps to insure that the employee's hard work and skills are translated into actual opportunities for promotion and advancement. Some organizations actually assign proteges to various mentors. However, most companies simply allow employees to seek out their own role models.

A survey of 1,250 top executives showed that about two-thirds had a mentor or sponsor during their early career stages when learning, growth, and advancement were more prominent. The executives reported that effective mentors were willing to share knowledge and experience, were knowledgeable about the company and the use of power, and were good counselors. In contrast to executives who did not have mentors, those having them received slightly more compensation, had more advanced college degrees, engaged in career planning, and were more satisfied with their careers and their work (Roche, 1979, as cited by Cummings and Huse, 1989, pg 367.).

Mentoring (Thomas, 1990) is one of several "systems" for climbing the corporate ladder. In many companies it is difficult to secure a promotion above a certain level without a personal advocate or sponsor.

There is evidence which suggests that minority members are less likely than others to have access to sponsorship

because potential sponsors or mentors, most of whom are likely to be white, tend to choose proteges who are similar to themselves in social background and with whom they can more readily identify (Ilgen and Youtz 1986; Kanter 1979; as quoted by Greenhaus, 1990).

Trust is an inherent element in a mentor relationship.

"Extensive research", Scott writes,

identifies interpersonal trust as the key ingredient of cooperative relationships. In a management context, trust is a necessary element for open, accurate communications; trust influences the effectiveness of group problem-solving and decision-making; it influences people's attitudes and feelings about the organization and the jobs; and it determines the methods management will use to control employee behavior. Research has also shown that basic attitudinal differences exist between blacks and whites. These differences have been attributed to discrimination, culture, economic levels, and education. Each racial group trusts members of their own group more than members of other group [Scott, 1982, pg. 11-12.].

Mentoring is already used effectively by some groups.

However, the mentoring system must work for all groups. If business reasons are the motivation for creating a change in how a mentoring system operates (Thomas 1990), then mentoring will change and work for all groups.

The business reason for formalizing and legitimizing the mentoring system is that mentoring will increase the opportunity to have heterogeneous work groups from the shop floor to the board room which will ultimately increase corporate performance and make companies more competitive.

Heterogeneous work groups, when well managed, can outperform homogeneous groups. "Plenty of examples", Gordon writes,

can be cited of business blunders caused by too much homogeneity at top management levels. This is especially true of businesses that want to operate in international markets. A single Spanish speaker in the decision-making loop could have saved General Motors the expense to trying to market the Chevy Nova in Mexico ("No va" means "Won't go."). With a little more intercultural savvy, the Gerber baby food folks would have known that marketing their products in Africa would not be a simple matter of changing the white baby on the labels to a black baby. In one African country, it is customary for a label to picture the product, not the intended customer. In addition to recalling and relabeling a lot of jars, Gerber had to apologize to its customers for suggesting that they were cannibals. [Gordon, 1992, pg. 27.].

Robert Hayles, quoted by Gordon (1992) says mentoring is one of the organizational systems that can encourage, appreciate, and capitalize on diversity.

This researcher found little empirical work existing on mentoring, and there are few adequate models that utilize mentoring as a legitimate management development strategy. Mirroring the design of the Hersey/Goldsmith model (Hersey and Blanchard, 1988), there are six factors related to effective mentoring. Value dimensions have been devised to facilitate theory-building and to advance research in a consistent and logical fashion (Enz, Dollinger, Daily, 1990). The factors are put together in the form of an acronym using the word MENTOR. The six factors in the model are listed below:

M -- Modeling
E -- Educating
N -- Networking
T -- Trust
O -- Organization
R -- Recognition

In using the theoretical MENTOR model, organizations, managers, and individuals are guided by the basic principals that are the core components of the mentoring process. My six guidelines are:

M -- Modeling. A mentor is an individual who is a leader. They are successful and respected by their peers. The mentor is a role model and is responsible for adopting, guiding, encouraging, and supporting another less experienced person. The mentor is willing to commit time and energy to assisting the person in gaining valuable insights and data about the organization. Both sides benefit from the arrangement. The mentor receives the satisfaction of watching the less experienced person grow, and the person enjoys the benefits of the mentor's experience.

E -- Educating. There is a natural flow and sharing of information about the organization and people. The mentor often teaches knowledge, skills, problem solving, and strategies for success. The mentor functions as a sounding board, gives honest feedback, and provides penalty free advice. The mentor helps to insure that the less experienced person's talent and hard work are recognized and respected, shares constructive information about how the

person may move their career ahead, and at various times, may provide challenging and visible job assignments for the person.

N -- Networking. The term networking refers to proactively making contact with people, with the expressed purpose of sharing one's ideas, thoughts, and experiences. Networking is accomplished by taking the initiative to create opportunities to meet, call, or write to people inside and outside the organization. The value of networking is that in return for sharing one's self, the network can provide visibility, information, problem-solving, opportunity, encouragement, support, and a spirit of mutuality.

T -- Trust. In a close relationship between a mentor and a less experienced person, there must be mutual trust and confidence. Each must respect the other's individual differences regardless of whether those differences are ethnicity, gender, race, national origin, age, background, education, job function, or personality differences. A trusting relationship requires caring, receptivity, dependability, discretion, confidentiality, honesty, and open communication without fear or misgiving. Each person must earn the trust of the other.

O -- Organization. Mentoring must be sanctioned and endorsed by top executives. The business reason for formally implementing a mentoring system is mentoring will

increase the opportunity to have heterogeneous work groups which will increase corporate performance and provide a competitive advantage for the company. The organization must commit financial resources to support mentoring activities. Mentoring programs must endeavor to identify, orient, and sponsor individuals early in their careers to maximize the impact for the organization.

R -- Recognition. Mentoring must be recognized as a legitimate management development strategy that is designed to accelerate career development, expand the resources available for managerial positions, and increase corporate performance. Participants in the mentoring process must be recognized and rewarded for their investment and growth. This applies to the mentor and the person being mentored and the rewards must be in the form of career advancement and monetary compensation for both. The organization must be acknowledged and recognized for creating a competitive business advantage by developing all its human talent.

The MENTOR model provides a rationale and a framework for designing, developing, and implementing mentoring programs.

This chapter on literature review explored studies that presented data from African American's perspective about corporate life in America and it reviewed the literature for the specific themes that emerged during the data collection in this research project. Those themes are culture,

learning organization, motivation, leadership, goals, reward, group development, and mentoring. This researcher found little empirical work existing on mentoring and few adequate models exist that utilize mentoring as a legitimate management development strategy. Therefore a theoretical model for mentoring was created by the researcher.

CHAPTER 3
METHODOLOGY

Overall Approach

The primary approach for this research is a qualitative case study of an organization that implements management practices that enables minority employees to become managers. (The case study approach is the most suitable because it is a holistic description and analysis of a phenomenon (Patton, 1980).) I examined the real life context in which the phenomenon occurs and I endeavored to discover how the participants perceived and experienced the process (Marshall and Rossman, 1989).

This study had three components. The first component took place from June 1991 to October 1991. During this time I gained entre to an organization. I met with Senior Managers and discussed the feasibility of conducting the study and we reviewed the selection criteria for choosing a company site. The definition of manager was discussed and I was given statistical evidence that graphically illustrates the company's success in developing minority managers. A decision was made in October to conduct the study at a particular company.

The second component took place from October 1991 to November 1991 and it included data collection of physical

evidence such as examining written policies and procedures, statistical affirmative action results, management development program curricula, succession planning programs and the performance appraisal process used by the company. Data collection is discussed in greater detail in the data management section.

The third component took place from November 1991 to January 1992 and it involved interviews with minority managers and additional data collection.

Setting of the Study

The setting of this study is a single organization that has moved minority employees into management positions. A recent survey conducted by Black Enterprise (1988) resulted in compiling an exclusive listing of the 50 best companies for blacks to work [Table I. about here]. Companies were selected for the list based on the following criteria: companies with the most aggressive affirmative action, employee development and minority vending programs; participation in conventions, career and minority business expos; contributions to black organizations; statistics on the number of black and minority employees and managers; compensation; minority recruitment efforts; management training; the company's mission statement pertaining to affirmative action and the creation of a racially diverse

work environment. An updated survey conducted by Black Enterprise (1992) resulted in a list of the 25 best companies for blacks to work [Table II. about here].

My Dissertation Committee recommended that in selecting a site for the study (1) the actual percent of minority managers be used as the most basic selection criteria, (2) the percent should be verified, if at all possible, and (3) the definition of manager should be rigorously applied and tested for sampling purposes. Manager is defined as those individuals who, in the broadest definition, accomplish work through other people. They are responsible for hiring, assigning work, managing work flow, solving problems, motivating, appraising performance, granting rewards, promoting and terminating employees. Managerial positions can begin at a level just above professional/individual contributor and range up to the top of the organization. These parameters were used to classify individuals as managers.

Target Population

The population studied was a sample of minority employees who had moved into management positions. Minority employees are traditionally defined as non whites; persons of color, African Americans, Hispanics, Asians, and Native Americans. Managerial positions are those positions that

begin just above the professional/individual contributor level and range upward to the top of the organization. These parameters were used to classify managers.

Design of the Study

Site Selection

The first component of the study was gaining entry to an organization and interviewing Senior Managers.

After delineating a research problem and making the decision to conduct a qualitative case study, the unit of analysis -- the case -- must be selected (Merriam, 1988). The ideal site is where entry is possible and there is a high probability that a rich mix of processes and people exist (Marshall and Rossman, 1989).

A recent survey conducted by Black Enterprise (1988) resulted in compiling an exclusive listing of the 50 best companies for blacks to work. I wrote to individuals at several of these companies and presented my ideas for conducting a study. The dissertation proposal approved by my doctoral committee, became the support documentation for my letter. One company responded by writing they were delighted with my interest in the company becoming a model for my case study as it related to the preparation of my dissertation.

Next, I arranged an appointment to meet the Director of Affirmative Action and Work Force Diversity Programs. This initial interview provided me the opportunity to reality-test the environment and determine whether this particular organization was the setting in which I would choose to conduct the research. The Director and another Manager had the opportunity to ask questions, assess whether the project was an endeavor in which the company chose to engage, and they were given the opportunity to evaluate my capabilities for conducting the research effort.

Both my intuitive and business sense told me I had to be prepared to answer the question "What's in this project for the company?" I committed to reporting and explaining whatever causes, consequences, and theory emerged from data analysis. I offered to assist them in using the data to test their own theories about the linkages between processes and outcomes. I obtained permission from the company and I concurred with the decision to conduct a study on how the company implements management practices that enables minority employees to move into management positions at this company.

The organization selected for the study was International Business Machines Corporation. The IBM Company appeared on both the 1988 and 1992 Black Enterprise lists as one of the best companies for blacks to work. As recommended by my dissertation committee, the selection

criteria for site selection was the actual percent and verification of data on minority manager. For the year ending 1990 there were 26,945 managers at IBM. Of those 3,487 or 12.9% were minorities (7.5% Black; 2.7% Asian; .3% American Indian; 2.4% Hispanic.) There is also supporting evidence for the years 1986, 1987, 1988, and 1989.

[Tables III., IV., and V. about here]. As directed by my dissertation committee, the definition of manager was rigorously applied and tested for sampling purposes.

Sampling

Purposeful sampling was used as the sampling strategy. Purposeful sampling is based on the assumption that one wants to learn something and come to understand something about certain select cases without needing to generalize to all such cases (Patton, 1980). In this study, purposeful sampling was used to select minority managers for in depth interviews. These individuals were the source from whom the most could be learned about their personal experiences with regard to how the organization has implemented management practices that enabled them to become managers.

The sample is comprised of fifteen individuals. The demographics are as follows: Management level: 60% Executives, 27% Middle Managers, and 13% First Line Managers [Table VI. about here]. Functional areas: 33% Personnel,

20% Finance, 13% Sales, 13% Management Education, 7% each, Facilities, Plant Manufacturing, and Strategic Planning [Table VII. about here]. Gender: 67% male and 33% female [Table VIII. about here]. Ethnicity: 86% African American, 7% each Hispanic and Caucasian [Table IX. about here]. Geographical location: 93% the tri-state area of New York, New Jersey, and Connecticut and 7% Southern United States [Table X. about here]. IBM designation: 93% IBM United States and 7% IBM Corporate [Table XI. about here].

Data Collection of Physical Evidence

The second component of the study was collection of physical evidence. Written documents provided historical insight and substantiated decisions that have been made by the organization with regard to management development.

Items examined included A Business and its Beliefs: The Ideas That Helped Build IBM, written policies and procedures, management development program curricula, the performance appraisals process and support documents, IBM Work/Life Programs, documentation confirming IBM's commitment to equal opportunity, affirmative action statistics, and IBM Business Conduct Guidelines. Data collection is discussed in greater detail in the data management section.

Interviews With Managers

The third component of the study was one-on-one interviews with managers. The interview style was conversational, open ended, and loosely structured. The purpose of the interview was to access the perspective of the person being interviewed (Patton, 1980.)

I was clear about my role in the interview process. I endeavored to remain neutral and nonjudgemental, listened empathetically and with interest, and I probed, paraphrased and reflected back to the interviewee to check on understanding (Whyte, quoted by Merriam, 1988).

The topics discussed during these interviews ranged from the company's philosophy about the value of people to processes such as recruitment, management development training, compensation, and managing a diverse work force [Table XII. about here]. Some time was spent in an unstructured mode so that fresh insights and new information could emerge (Merriam, 1988).

Recording Interview Data

Recording the interview data was critical to the research study. Participants were asked to sign a written consent form [Table XIII. about here]. The consent form introduced the researcher; asked the managers to participate

in an interview which would focus on their experience with the company; stated the goal was to analyze the materials from their interview and compose a profile; it asked permission to audiotape the interview and indicated the tapes or interview notes would be transcribed by the researcher; it stated the researcher was committed to confidentiality; and it indicated they could withdraw from the interview process or withdraw their consent to have specific excerpts used, if they notified the researcher at the end of the interview.

The researcher also took notes during and immediately following the interviews. It was important to write descriptive notes on insights suggested by the interview, verbal and nonverbal behavior of the interviewee, the researcher's reactions during the interview and reflections immediately following the interviews (Merriam, 1988).

Observations

Observations involve scrutinizing a phenomenon. Observation is a research tool when it (1) serves a formulated research purpose, (2) is planned deliberately, (3) is recorded systematically, and (4) is subjected to checks and controls on validity and reliability (Kidder, quoted by Merriam, 1988).

The researcher functions as an observer by watching, seeing, listening, probing, writing descriptively, recording field notes, and using rigorous methods to validate observations (Patton 1980; Merriam, 1988).

There are several reasons why a researcher may want to use observations as a data collection mechanism. As an outsider an observer will notice things which may lead to understanding the context in which the phenomenon occurs. Furthermore, the researcher gets to see things firsthand, rather than relying upon accounts from interviews (Merriam, 1988).

Elements likely to be observed are: setting, participants, activities and interactions, frequency and duration of activities and interactions and more subtle factors such as nonverbal communication, i.e. dress, physical space, body language (Merriam, 1988).

Over a four month period, the researcher spent approximately ten days at six different company sites, conducting approximately twenty-six hours of interviews. During this time frame the researcher was able to observe the setting, the participants, communications with others, activities such as the New Managers School, although an actual class was not observed, interactions, and of course the more subtle factors such as nonverbal communications, physical use of space, and body language.

Ethical Considerations

"According to research experience and the literature on qualitative research," Merriam (1989, p. 169-170) writes,

there are six basic strategies a researcher can use to ensure internal validity. They are: triangulation, member checks, long-term observation or repeated observations of the same phenomenon at a research site, peer examination, participatory modes of research, and researcher's bias.

Several of these strategies were used in this study.

The theoretical framework for data collection is data triangulation. Data triangulation is the use of a variety of data sources to confirm the emerging findings in a research study (Patton, 1980). Triangulation is highly recommended because it allows the researcher to improve the accuracy of conclusions by relying on data from more than one method; it can bring more than one source to bear on a single point (Rossman and Wilson, 1985; Marshall and Rossman, 1989).

In this case study triangulation occurred by collecting data from discussions, by reviewing the documentation with Personnel Managers, by conducting interviews with minority managers, observations, and through the researcher as the instrument by which the data is interpreted.

Member checks involves taking data and interpretations back to the people from whom the data were derived and asking if the results are plausible. Validity is increased

by utilizing this strategy. In this case study, data and interpretations were taken back to the managers who were interviewed. Managers were sent copies of their transcribed interview notes and given the opportunity to review the notes and edit as appropriate. Minor changes were made for accuracy purposes, however, it should be noted that there were no major corrections to the data as recorded by the researcher. After the dissertation was written, a copy of the final draft was submitted to the company for their review and editorial comments.

Repeated observations of the same phenomenon are conducted through field observations. Field observations were used which allowed the researcher to notice things that have lead to understanding the context in which the phenomena is occurring and to see things firsthand.

Peer examination is accomplished by asking colleagues to comment on the findings as they emerge. The researcher utilized one individual, who has a terminal degree, to participate as a peer examiner and review data analysis, emerging theory, and the study findings.

Participatory modes of research require involving the participants in all phases of research from conceptualizing the study to writing up the findings. The researcher did not involve participants in the design and writing of findings. Participants were asked to review the

researcher's transcribed notes to check their perceptions and correct any distortions.

Researcher's biases involves clarifying the researcher's assumptions, world view, and theoretical orientation at the outset of the study. In conducting this research effort, the researcher took care to document her assumptions, world view, and theoretical orientation before commencing the study.

Reliability, within the context of traditional positivistic research, refers to the extent to which research findings can be replicated. However, qualitative research seeks to describe and explain the world as it is perceived. Since there are many interpretations of what is happening, there is no bench mark by which one can replicate reality, as it is perceived (Merriam, 1988). Several social science researchers (Guba and Lincoln, quoted by Merriam, 1988) link reliability and validity inextricably. They make a case for side stepping reliability in favor of internal validity since it is impossible to have internal validity without reliability. A demonstration of internal validity amounts to a simultaneous demonstration of reliability.

The researcher took care to ensure consistency of the results by (1) explaining the assumptions and theory that are the underpinnings of the study, her role in conducting the research study, the basis for selection of participants and providing a description of the participants and the

social context from which data was collected; (2) triangulation was used to strengthen internal validity as well as reliability; (3) the researcher provided an audit trail in the form of a rich, thick description of how the study was conducted, data were collected, how findings were derived from the data and how decisions were made throughout the study (Merriam, 1988).

Finally, the researcher conducted this study in a highly ethical manner. I personally value individual dignity and respect and I took care to ensure that I was sensitive to participants and the organization. As a researcher, academician, and executive, my honesty, integrity, and credibility are bound to this research and the results. I am also sensitive to the fact that the results produced will carry the name and reputation of the University of Massachusetts at Amherst, as well as my own.

Data Management

During the period of active investigation, it was anticipated that the design of the research would evolve in response to the context of the study. The data are analyzed to understand a social phenomenon. (Patton, 1980; Lock, 1987; Merriam, 1988; Marshall and Rossman, 1989). Several procedures were used for collecting and recording data.

Physical evidence was collected by reviewing written documents such as memoranda, letters, announcements, policies, procedures, performance appraisal document, and management development curriculum. Where possible, copies of these documents were obtained.

The researcher also kept a personal journal of her experiences. This allowed the researcher to reflect, probe her own reactions, feelings and biases, and reality check her perceptions with others, while the study was in process.

Interviews were audio tape recorded, with the permission of the participants, or the researcher took hand written notes during an interview. The tape recorded interviews were transcribed by playing the tape, and while listening to the tape, the researcher utilized a personal computer to type the words being said.

In those interviews where audio tape recording was not permitted, hand written notes were taken by the researcher. Later those hand written notes, which recorded important statements and ideas, were transcribed by the researcher using a personal computer. Both the tape recorded and hand written notes became what is called an interview log (Merriam, 1988) [Appendix about here].

As mentioned in the Ethical Considerations section, managers were sent copies of their transcribed interview notes and they had the opportunity to review, verify and edit the notes as appropriate.

The transcribed interview notes were next reviewed for reoccurring themes. The researcher excerpted themes and hand wrote those statements which appeared to be "significant". The "significance" came from the statements themselves and from the researcher's ability to recall the person's face, voice, appearance, mannerisms, energy, and the context in which the statement was made.

In order to verify the accuracy of the themes excerpted, the researcher first performed this task in one sitting and then replicated the process several weeks later. The themes selected were almost identical.

The researcher devised her own system for sorting the themes into research questions. The research questions are: (1) What is the organizational culture that supports moving minority employees into management positions; (2) How does the organization implement management practices to enable the phenomena to occur; and (3) How do the minority managers experience the process?

The sorting process, which the researcher has decided to label "Interview Data Mapping Matrix" involves several steps. First, each theme excerpted is typed with triple spacing between statements. Next, the lines of text are cut into strips of paper so the excerpt can be examined by itself. Third the researcher reads the theme and determines the research question to which the excerpt should be matched. Fourth, all the statements relating to one

research question are laid out on a table top. Fifth, the researcher places the statements in what seems to be a natural order so the statements tell a story. Using this methodology allows the researcher to matrix the data by "cutting across interviews" and sequencing the data according to research questions and topics discussed. The final step in the process involves adhering the sorted statements to a blank piece of paper and re-typing the story using proper grammar and syntax. In this instance, steps four, five and six of the "Interview Data Mapping Matrix" process were repeated for the remaining research questions.

The researcher discovered that the data analysis outline emerged from the sorting process. The outline appears next:

Organizational Culture:

Culture based on values
History: 1960's
 1970's
 1980's
Today's corporate culture

Management Development:

Process
Accountability
Challenges
Solutions

Manager's Experiences:

Their stories
Challenges for the 1990's

This chapter discussed the methodology for conducting research project. In the Data Management section of the chapter particular emphasis was placed on a process that was used to sort the data. The process was designed by the researcher and is labeled "Interview Data Mapping Matrix".

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

Data Analysis

Data analysis procedures include transcribing the interview audio tapes, field notes, researcher's journal, and analyzing physical evidence. Data was organized according to persons interviewed, places visited, and documents obtained. Interview notes were sorted using the "Interview Data Mapping Matrix" process described in the previous chapter. This body of information forms the case study data base (Merriam, 1988). In this chapter, the case study data base is used to present in a story format, the perspectives of the managers interviewed, while addressing the research questions.

The first research question is, What is the organizational culture that supports moving minority employees into management positions? The question is answered within the frame work of (1) the vision and experiences of the early company leadership, (2) the corporate culture that is based on values, (3) historical perspectives of the 1960's, 1970's, and the 1980's as presented by the managers interviewed, and (4) today's corporate culture.

Culture is concerned with the basic assumptions, values, and norms shared by organizational members. Culture represents the company founders assumptions regarding people, desirable business practices, and the reasons for corporate being. The corporate culture serves to guide people's perceptions, thoughts, and actions. According to Thomas (1990) a corporate culture audit can be conducted by examining the body of unspoken and unexamined assumptions, values, and mythologies that exist in the company.

In exploring the IBM corporate culture, the researcher asked the managers their perspective on a variety of questions but in particular about the early days of The IBM Company and the first General Manager. A story was told about an experience of Mr. Thomas J. Watson Sr. Prior to joining IBM, Mr. Watson worked for Mr. J.H. Patterson, the owner of the National Cash Register Company. Mr. Patterson had a reputation for managing his people by giving extravagant rewards or by pressure and fear. As an example of Mr. Patterson's behavior, it was described how Mr. Patterson decided to move an executive's office furniture onto the front lawn of the NCR company business and set the furniture on fire. Perhaps that is where the term "getting fired" from one's job originates. Over time, Mr. Watson fell into disfavor with Mr. Patterson and although his desk was never set on fire, he was simply ignored. Mr. Watson resigned shortly thereafter.

It was said that Mr. Watson's early experiences with Mr. Patterson resulted in his articulating the basic beliefs for The IBM Corporation. He believed in treating people with respect and fairness because he had not been treated in such a fashion by Mr. Patterson. The IBM Basic Beliefs are respect for the individual, the best customer service in the world, and the pursuit of excellence.

IBM has created a vision founded on the basic beliefs. The people interviewed articulated these beliefs in a variety of ways. Mr. Thomas Watson is quoted as having said, "Justice to the minority countries and to the minorities within countries." The managers talked about Mr. Watson's values being the foundation of the basic beliefs and the company culture. It was said that the basic beliefs are the basis for taking action that supports fairness and equal opportunity for everyone.

IBM is proud of its tradition and achievements in taking action that promotes fairness and equity before such actions were required by law. Several examples are illustrative. IBM hired and paid women a fair wage in the 1930's. The Equal Pay Act became law in 1963. IBM hired disabled workers as early as 1914 and the corporation had programs for the disabled in the 1940's. Section 503 of the Rehabilitation Act became law in 1973. In 1944, IBM became the first major corporation to contribute to the United Negro College Fund. IBM hired its first black professional

in 1946. Mr. Thomas Watson Jr. wrote a policy letter on equal opportunity on September 21, 1953. The letter, addressed to all managers in the United States in the IBM Company, stated:

"The purpose of this letter is restate for all the supervisory personnel of the IBM company the policy of this corporation regarding the hiring of personnel, with specific reference to race, color, or creed.

Under the American system each of the citizens of this country has an equal right to live and work in America. It is the policy of this organization to hire people who have the personality, talent, and background necessary to fill a given job, regardless of race, color or creed.

If everyone in IBM who hires new employees will observe this rule the corporation will obtain the type of people it requires and at the same time we will be affording an equal opportunity to all in accordance with American tradition."

Ten years after Mr. Watson wrote IBM's policy letter on equal opportunity, Title VII of the 1964 Civil Right Act became law. IBM has a history of being on the leading edge in addressing social issues.

From a historical perspective, during the 1960's the company leadership continued to espouse the basic beliefs and implemented initiatives that addressed an open society. Today the company culture is open and there is a diverse population. These early initiative, such as increased minority hiring, were the result of the times and business self-interest.

Several people categorized the 1960's as the time when the company began hiring minorities in volume. One person described the company as a paramilitary organization. People who had been in the military were hired because military people were conditioned to jump when they were told to jump. This is partly the reason the company had the image that it did. Another person said in the late 1960's the company was very conservative. There were unwritten rules that supported the conservative image. The company became more liberal and now it is back to being conservative.

Individuals talked about managers being treated the same by the company without regard to race or gender. The process for developing managers is the same for everyone. The culture nurtures managers, develops their philosophy, perspective, and skills. Values are leveraged. Managers must "practice what they preach and walk their talk."

The 1970's were described as more volume hiring, and building the pipeline by moving minorities into staff, professional, and first line management positions for further development. It was stated that in 1977 the company seemed to hire lots of minorities but not many young Black MBA's. There was emphasis on equal opportunity and affirmative action. The annual equal opportunity update program was implemented for all managers. Managers have responsibility for focusing on and communicating IBM's

policies and practices with regard to equal opportunity and affirmative action. Special efforts were made to help minorities get into management positions. There seemed to be good effort in this area. The company wrestled with what it should do with females and minorities and where they both fit in the company. The company also began to deal with white backlash.

Affirmative action was articulated by the top executives and it was in every manager's performance plan. However, affirmative action results received minimal weight in the overall evaluation process for managers.

During the 1980's the minority pipeline improved with hiring efforts. However, there was still a quality of hire problem in general. Minorities moved into middle management positions. The company continued to bring focus to developing minorities and women through the annual equal opportunity update program. Minority management development received attention as part of the performance planning, counseling and appraisal process.

In the late 1980's, there seemed to a lessening of focus on the core value of respect for the individual. However, the company redirected its focus back to programs that support people. Another manager said the movement of minorities into management positions seemed to peak, decline and become stagnate. This time frame was also described as a "blip" in the number of minorities going into higher level

management position. A few minorities did advance to the executive ranks, but not many. Overall this time period is described as a time when the company made a good effort, it achieved good results, and then there was stagnation. The cause for the stagnation was said to be a slowdown in hiring, fewer executives left the company which resulted in fewer positions being available, and Washington took the pressure off businesses in general.

When asked to describe the corporate culture today, the response was the culture is an egalitarian meritocracy. It is balanced and fair to everyone. A strong corporate culture is founded on a platform of the basic beliefs which are: Respect for the Individual, Customer Service and Commitment to Excellence. As depicted below, all business programs, strategies, systems, and practices are built on top of this platform.

THE IBM CORPORATION

<u>Programs</u>	<u>Strategies/Systems</u>	<u>Practices</u>
Empowerment Teams Work Life Programs Diversity Equal Opportunity Affirmative Action	Understanding the Markets Served Defect Elimination Cycle Time Reduction Market Driven Quality	Excellence

C O R P O R A T E C U L T U R E P L A T F O R M

Respect for the individual	Best Customer Service	Commitment to Excellence
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The company stands up for its values, beliefs and its commitment to people. People buy into this philosophy and vision.

It was also stated that the company is in some ways like American society. Policies are good and generally individuals carry out the intent of those policies. However, there are some subtle, misguided actions based on ethnic differences and sometimes these issues are not acknowledged or dealt with in the context of equal opportunity meetings.

Another manager said, corporations have multiple cultures that result from groups, personalities, environments, as well as traditions. The important thing is to learn how to work within these cultures. The corporate culture in IBM is in some ways better than society in general. The company was founded on several basic beliefs, one of which is respect for the individual. In this sense, the company is not like the broader society.

The IBM company is a learning enriched environment. There are multiple ways one can increase their knowledge and skills. One must take advantage of the many educational opportunities offered by the company.

In describing today's corporate culture, several individuals referenced the book written by Mr. Tom Watson Jr., IBM Chairman emeritus, A Business & Its Beliefs. He is quoted as saying,

"I firmly believe that any organization, in order to survive and achieve success, must have a sound set of beliefs on which it premises all its policies and actions. The most important single factor in corporate success is faithful adherence to those beliefs. And, if an organization is to meet the challenges of a changing world, it must be prepared to change everything about itself except those beliefs as it moves through corporate life."

"The best predictor of the future is the past. We will restructure the organization and we will reduce the layers of management and we will address performance issues. However we will hold onto the basic beliefs." [Watson, 1963 p. 5]

The changing composition of the work force does not impact the basic beliefs or the objectives of IBM. The corporate culture is always evolving. Today there are fewer job openings, there is less hiring and the opportunities to manage are diminishing. The mood of the company is the same as the country. Senior minority managers must stay the course and continue the progress. Opportunities to manage are diminishing. The environment is changing from an aggregate of specialists to teams with interdisciplinary skills. People will move to different assignments much more rapidly. Team work requires one to have the ability to communicate, influence, and persuade in addition to contributing one's knowledge and skills to the work of the team. It also requires everyone to have awareness and sensitivity to diversity issues.

Teams, team building, and team work are strategies the company nurtures. However, the corporate culture does not

nurture groups of employee meeting together. Within the present culture, it was said that there is limited support for networking and mentoring. These actions are not discouraged by management, however, they are not encouraged either.

The corporate culture has created the expectation for minorities who have grown up in the business that they are valued, they can aspire, and having demonstrated competency, they will be rewarded with the same kinds of opportunities that are awarded to majority employees. Within the IBM corporate culture this expectation has become the norm.

The second research question addressed in this research effort is, How does the organization implement management practices that enables minority employees to become managers? The question is answered by exploring (1) IBM policies, programs and practices, (2) management development processes, (2) The manager's perspective on management development, and (4) challenges and recommended solutions for the corporation as presented by the managers interviewed.

Chairman John F. Akers has written:

"IBM has a long-standing commitment to equal opportunity. Our policy on this subject is founded on sound business judgement and our basic belief in respect for the individual which embodies the spirit of equality and opportunity.

Managers are expected to hire and promote based on job-related requirements and an individual's

qualifications. All business activities which include employment-related programs, are administered without regard to personal characteristics such as race, color, religion, sex national origin, disability, or age."

IBM's commitment to equal opportunity has resulted in programs and practices that enable minorities to become managers. As examples, the researcher cites information that appears in An Ongoing Commitment, published by IBM in 1991.

Since 1962 when IBM joined the federal government's Plan for Progress, IBM has focused on, measured and published their results in increasing the percentage of minorities and women in the corporation. Additionally, IBM has given the same attention to minority and female managers.

In 1968, IBM established an equal opportunity department in order to develop specific guidelines for implementing the company's equal opportunity policy. All IBM managers receive ongoing training in equal opportunity. They are responsible for, and evaluated on, the implementation of equal opportunity program objectives. Each IBM employee attends at least one meeting each year for a review of the company's equal opportunity and affirmative action programs.

IBM has a highly diverse work force which is the result of its outreach and recruiting programs. Of the nearly

3,500 new employees hired by IBM in 1990, approximately 27% were minorities and 31% were women. The 1990 hiring results mirror IBM's past performance in this area.

IBM has a history of accommodating employees with disabilities. Several examples of accommodations for people with disabilities are architectural modifications and computer adaptations for the mobility impaired, electronic bulletin boards to aid employees with visual or mobility impairments, and sign language interpreters, captioned videotapes and telecommunications devices for the hearing impaired.

IBM is committed to the employment and advancement of Vietnam-era and disabled veterans and their participation in the economic mainstream of America.

In 1989, a management training module was introduced to help IBM management understand the significance of the demographic changes in the work force. This training teaches the importance of using Work and Personal Life Balance Programs to manage IBM's diverse work force.

In 1990 IBM established Corporate Support Programs to develop and implement IBM's social policy to improve the quality of life in the communities where employees live and work. IBM's stated principle: "We serve our interests best when we serve the public interest." Corporate Support Program initiatives include: Community Service Assignments, Community Service Career Program, Funds for Community

Service, Support for Nonprofit Organizations, Training, Job Training for the Economically Disadvantaged, Summer Youth Work/Study Programs, Literacy, and Information Processing Training for Disabled Persons.

IBM's support for education is focused primarily on graduate programs in engineering, the physical sciences, management and education. The company extends support for minority education in these same fields to undergraduate and precollege programs. Educational initiatives include: Faculty Development, Scholarship Support, Fellowship Support, Technical Academic Career Program, Matching Grants, and K-12 Matching Grants Programs.

IBM provides support to businesses. It is IBM's policy to actively provide opportunities for minority and women owned businesses to participate in all areas of IBM's contracting, procurement and marketing activities. IBM is an active participant in the U.S. Government's Minority Bank Deposit Program and currently, minority owned insurance firms underwrite about \$265 million dollars worth of IBM's group life insurance.

These are but a few of the programs mentioned in An Ongoing Commitment. The researcher felt it is important to give the reader a sense of the policies, programs, practices, and initiatives that results in creating an environment that enables minorities to move into management positions within IBM.

The researcher had the opportunity to visit IBM's Management Development Center. The model presented herein captures the curriculum introduced at the IBM New Managers School.

The afternoon of the first day of New Managers School is spent on company policy applications.

Leadership is examined from the perspective of a number of motivational theorists including: Maslow, Herzberg, and McGregor. The question is asked "Why motivate employees?" Managers are told that productivity is directly linked to motivation.

Maslow's theory of motivation model is explored. Maslow's model is linked to Herzberg's theory of motivation that operates in the work place. Both models are then linked to the application of IBM policy. The company is interested in learning how to provide more "stuff that turns people on".

Next, the attributes of effective leaders are discussed. McGregor's Theory X and Y are explored to help new managers understand their style of management. Participants are also given the Blake Moulton Grid, an instrument like the Meyers Briggs, to help them assess and evaluate their own management style.

The next phase of training involves management simulations through video case studies. A situation is presented in writing, on a video screen. The classroom

manager stops the presentation at various points to discuss what has been presented. The new managers are asked their opinions on how to most effectively handle a situation. Using technology in the classroom, the participants select a response and remotely indicate their choice through control buttons at their desks.

Next, the classroom manager may "role up" to a participant and engage them in a role playing scenario. The manager plays the role of a manager; the facilitator plays the role of an employee depicted in the case. The new managers are actually practicing what they are learning about the company culture, its' Basic Beliefs, and company policy.

Following the debriefing of each video segment and role play situation, the classroom technology allows the classroom manager to tally the responses of the new managers and provide a graphic illustration of their opinions. The results are presented in a histogram. Each set of class results are compared with all other class results of those who have participated in the management simulations.

This segment lasts four hours. New managers are taught how to handle a variety of issues that includes medical, legal, and even their senior manager. They are taught not to shoot from the hip. The results of these discussions are kept confidential within the classroom setting.

Additional situations include:

- Tardiness
- Emergency aid loans
- Smoking
- Privacy
- Alcohol
- Substance abuse
- Confidential information
- Drugs
- Upper management
- Security
- Employee Assistance Programs
- Personnel
- Request for transfers
- Gifts and gratuities
- Dress
- Second jobs (exotic dancers; private life versus the company)
- Outside employment
- Company credit cards
- Political activity
- Over Time
- Market Driven Quality
- Sexual harassment
- Your manager is the harasser
- Personal time off
- Body odor

Key to the success of this approach to training is the fact that the classroom is a safe environment for risk taking. There is no disclosure of what goes on in the classroom; information about the new manager's performance in the classroom is not shared back at the new manager's work site. This approach is in keeping with the basic belief of respect for the individual. Senior managers are invited to dine with the new managers but they are not given feedback about what goes on in the classroom.

Sometimes new managers are a test group for new policies and practices that the company is considering

implementing. New managers act as a research group and provide feedback to management.

Support structures to assist new managers exist back at the work sites. The second line manager is there to assist, coordinate, and mentor. There is a manager's manual on-line through the computer network. Support is also available from many functions including payroll, accounting, personnel and security.

The second day of New Managers School begins in the morning by focusing on Resolving Employee Concerns.

The first topic discussed is employee communications. IBM is a non-union environment and the company stresses the importance of addressing employees concerns without a formalized, negotiated grievance process. Open communication is achieved through several channels:

1. One-on-one communication: employee speaks with their first line manager. If an issue is unresolved the employee speaks to the second line manager. The Company also provides for annual "skip-a-level" management meetings which second line managers initiate with their direct report's employees.
2. Opinion Surveys: IBM has a thirty year history of conducting annual opinion surveys. Topics include salary, opportunities at IBM, the job itself, IBM,

and the employee's immediate manager. The Opinion Survey results in an average morale index. The results are rolled up to business units and to the Management Committee at the top of the organization.

3. **Speak Up! Program:** This program was started in San Jose California, in 1958. In the approach used in the Speak Up! Program, the employee writes a letter stating questions, concerns, or issues. The goal is to establish two-way communication. Anonymity of the employee is always protected. If unsigned by the employee, action is taken and the problem is solved whenever possible. If the written suggestion is signed, the issue is addressed, action is taken, the problem is solved when possible, and the employee receives a written response/answer. If the issue is of general interest the subject might be publicized. Some of the top issues in 1990 were:

- Smoking
- Manager/Employee Relations
- Management Practices
- Special Opportunity Programs (incentives to leave)
- Employee/Employee Relations

4. **Open Door Process:** This process started with Tom Watson Sr. and it continues today. Employees are encouraged to address issues with their first line manager. If the issue is not solved, the employee

can write to the Chairman of IBM. The Chairman will investigate, make a decision, and send a written response to the employee.

These four methods of problem resolution are again founded on the basic belief of respect for the individual and they ensure a positive employee relations environment. Positive communications within the company results in issue and problem resolution.

In the context of the New Manager's School, managers are taught to take a proactive role, and act and resolve problems that are raised by their employees.

The video case study and analysis approach is again used to train managers. In many instances, there are no right or wrong answers to the cases presented. However, this is an opportunity for managers to take risks in demonstrating their problem-solving skills and receive feedback on their decisions.

Late morning of the second day focuses on Performance Planning, Counseling and Evaluation (PPC&E). The company performance planning process was first implemented in 1968. This policy is one of the 38 policies issued by The IBM company. The process was refined and a revised performance evaluation form was implemented in January 1992.

One of the interviewees said this segment of the curriculum is one of the most important segments presented in the New Managers School. Managers are anxious to learn

the strategies that are presented in this segment which covers eight hours of classroom instruction.

The morning segment begins with how to prepare a performance plan.

The development of a performance plan is a joint effort between the manager and the employee. Plans are developed shortly after the employee is hired. The contents of how to prepare a performance plan are as follows.

First, identify goals for the major products/services /responsibilities of the position. Market Driven Quality is in every performance plan. Managers are expected to utilize Herzberg's theory and motivate the employee through the work itself. Conditions of employment and Business Conduct are reviewed. Employees must agree with the policy and sign a document each year relative to business conduct. Second, the expected results are identified. Third, tasks to achieve the desired results are delineated. Fourth, priorities are determined by evaluating the relative importance of the products/services/responsibilities. Fifth, the manager and the employee identify the indicators/criteria for success, such as:

- Relationships
- How much direction is needed/given/received
- Risk
- Initiative
- Leadership
- Innovation
- Flexibility
- Prioritization
- Reaction under pressure

The performance categories are:

Results far exceeded requirements - superior performance

Results consistently exceeded requirements - high contributor

Results exceeded requirements at times - contributor

Results met some or all of the requirements. However based upon total contributions, improvement may be necessary.

Immediate improvement is necessary based upon low relative contributions or failure to meet one or more key responsibilities (on notice).

Managers are evaluated on how well they carry out their "people responsibility" which includes hiring, firing, appraising, rewarding and recognizing their employees. Typically, a manager spends 70% of his/her time managing and 30% engaged in technical support. Average spans of control are:

Manager	1:10
Manufacturing	1:20
R & D	1:5
Marketing	1:10

The organizational structure is relatively flat. Team Leaders are staff members who may have input into performance appraisals for employees. There are no supervisors. The management structure is comprised of first line managers, middle managers and executives.

The afternoon continues with how to administer a performance plan. The specific do's and don'ts of the appraisal process are reviewed. Again the new managers

actively participate in the learning process by administering performance appraisals and receiving feedback from each other.

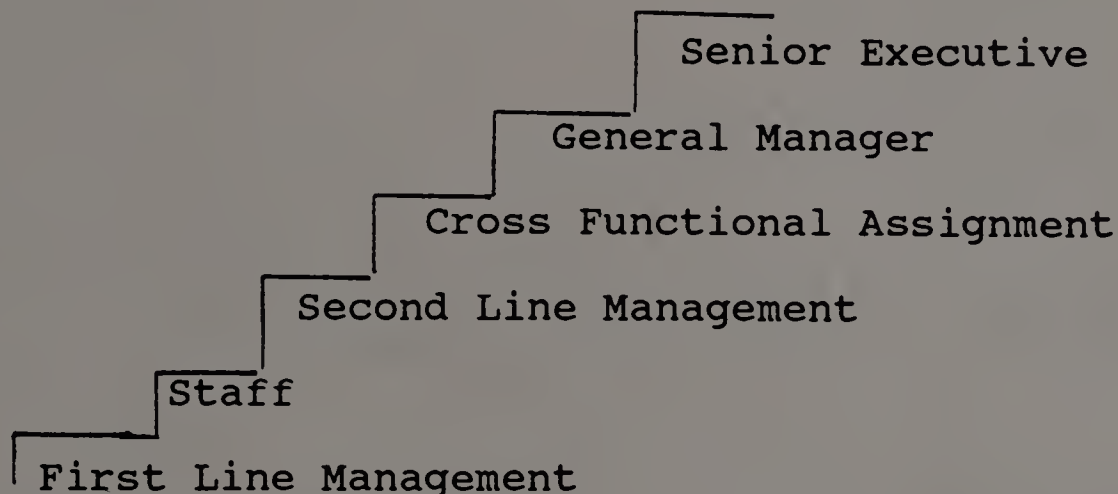
The third day of New Managers School begins in the morning by focusing on Employee Relations. Topics discussed include:

- * How to maintain a healthy employee relations environment
- * Communications
- * Sub Contractors
- * Business Partnerships and Alliances

During the late morning, the curriculum focuses on Employee Development. Every manager is responsible for employee development. IBM believes employee development is good for the person and good for the business. Development plans are prepared for employees approximately 3-6 months after hire. For new hires, the developmental plan becomes a strategy for helping them learn their job; for longer service employees the developmental plans help them prepare for the next job. IBM follows a policy of promoting from within the company. Therefore it is important to plan, development, and utilize the human resources.

The planning and developmental strategies are a shared responsibility between the employee and the manager. The results of the plans, and the development and utilization of resources are tracked as part of the affirmative action reporting process. Minorities and women who are targeted to become executives in five years may be assigned a mentor.

The business environment today is one where redeployment, remission, restructuring and retraining are common. Executive Resources is a five year program which tracks "high potential" candidates for the executive ranks. Assignments steps to various jobs provide breadth and depth:



Division Presidents for the business units must review the growth and tracking of "high potential" candidates with the Management Committee, on an annual basis. The Chairman then reviews the results with The Company Board for Directors. Among areas discussed is the development plans for women and minorities.

The afternoon of the third day is spent focusing on compensation administration. IBM uses a merit pay-for-performance system that is linked to the Performance, Planning, Counseling and Evaluation process. An IBM point factor system, similar to Hay, is used to determine the value of jobs to the company. The Company gives credence to pay equity. There is an annual module on compensation that is reviewed by the entire management team.

The fourth day of New Managers School begins in the morning by focusing on managing performance problems. The content of this part of the New Manager School is also part of a training module that is annually presented to all managers. Equal Employment Opportunity and Affirmative Action concepts discussed in the New Managers School include:

- * Equal Opportunity/Affirmative Action
- * IBM Policy
- * Protected Groups
- * Goals versus Quotas
- * Statistical Representation in IBM
- * Availability Statistics
- * Under Utilization Which Results in Hiring Opportunities for Managers
- * Manager's Accountability and Performance Measurements
- * Trends

The curriculum addresses: (1) IBM basic beliefs; (2) Equal Opportunity as a competitive business strategy; (3) Federal law which requires compliance to EEO/AA standards; and (4) IBM Corporate Citizenship responsibilities which supports employee participation in community activities.

The afternoon of the fourth day uses simulations via the video case study method which examines a variety of thorny issues. Cases study topics include:

- * Employee selection
- * Transfers within The Company
- * Substance Abuse
- * Sexual Harassment
- * Career Counseling
- * Emergency Situations

Commitment to the Basic Beliefs is again articulated and demonstrated through the use of role plays.

The interviewees referenced engaging a signer to assist a deaf manager in fully participating in the New Managers School. Accommodation stories are told. A mobile impaired person was hired on Friday. By the following Monday morning, a ramp had been installed to provide access to the facility.

The afternoon of the fourth day concludes with an IBM executive as guest speaker and a social dinner hour.

The fifth day of New Managers School begins in the morning by focusing on Work/Life Issues and Programs. Again, it is pointed out that it makes good business sense to select talent from within the company, especially when there are anticipated labor shortages in some areas and the mode of operation is survival in a competitive environment. It also make good business sense to address work/life issues and solve problems where ever possible.

Work/Life Programs are founded on IBM's basic beliefs, the company culture and values. The Company believes it has a moral and a legal obligation to insure equal opportunity.

Managers are proud to work for a leading edge company. The Black Enterprize article as well as a recent article in Money Magazine were referenced. Work/life topics discussed in the training module include:

The ever evolving IBM Company

The changing labor force

The competitive environment

Child/Elder Care

Employee Assistance Programs

Retirement

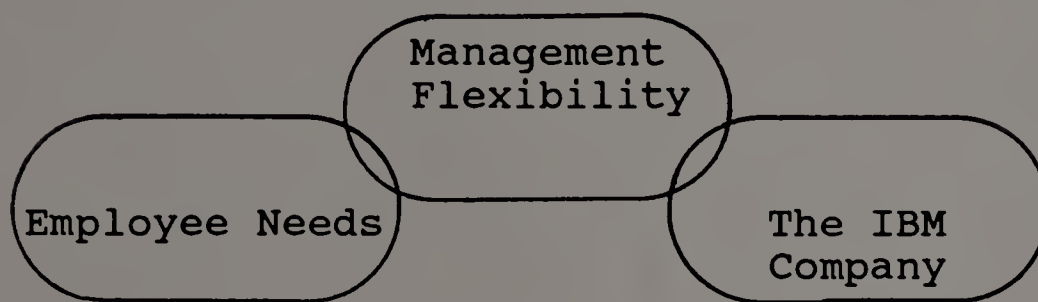
Herzberg's Hygiene/Motivation Factors

Benefits/Cost Containment

Child Care Resource/Referral Program

Pride in Working for IBM

The Partnership is explored:



New Managers School concludes with a discussion about managing the organization.

Participants are post tested and there is an on-line evaluation of the New Managers School by participants. The five day event concludes with participants receiving certificates for participation. There are class pictures. Interestingly, each class picture that I saw was balanced between females and males, and there were several minorities in each picture.

This ends the discussion of the content and curriculum of the New Managers School at the Management Development Center.

The topic of management development was also explored during interviews with managers. The term "manager" was classically defined most often as those individuals who accomplish work through other people. Managers are responsible for hiring, assigning work, managing work flow, solving problems, motivating, appraising performance, granting rewards, promoting, and terminating employees. It was also stated that the selection process for managers is most competitive.

The factors that contribute to developing managers are: length of time employed by the company, culture, management practices, formal management education, and work experience. Competence is gained from exposure and experience. A manager said one must also learn how to effectively communicate and use interpersonal skills.

Four experiential learning models were described for developing managers. The first model is formal classroom instruction at the Management Development Center. The educational programs that are taught are: New Managers School, Middle Managers School, Advanced Managers School, and International Executives School.

The second experiential leaning model mentioned was on-the-job training (OJT). OJT includes using the curriculum

that is taught in management education programs as well as job promotions and movement into various position assignments that are selected to develop the individual. These various job assignments are designed and selected to increase the individual's knowledge, skills, breadth, and depth. Some assignments provide exposure to the full range of product lines.

The third model that is sometimes used to educate and develop managers is a "shadowing" experience. Managers are assigned to work with another individual from whom the manager learns knowledge and skills by being exposed to the individual. The shadowing process was described by an individual as an opportunity to a shadow district manager to see and learn what a District Manager does, to understand how and why decisions were made, and to understand the District Manager's thinking as he made decisions. Another experience mentioned was described as a developmental step to learn a new role/job of an executive. A third example is the administrative assistant role which provides exposure to top executives and the opportunity to learn while executing responsibilities. Shadowing has the advantage of accelerating the learning process, it gives recognition to those individuals who are placed in shadowing roles, and it sends a message to others that the company is willing to make investments in these individuals.

The fourth experiential learning model that is used to educate managers is mentoring. Currently individuals who are identified as "high potentials" are assigned a mentor. These "high potentials" are the prospective executives of the future. The company is considering expanding the mentoring program.

When asked about strategies for management development outside the more formal educational models mentioned above, a number of topics were mentioned. They are role definition and responsibility, information flow, training programs for all employees, and company policies.

Presently, the company is focused on leadership, employee participation, increasing responsibility and accountability, and the team management process which includes peer and team appraisals, and team rewards.

Information that seems to flow naturally in the environment are data about (1) the company culture, (2) the Basic Beliefs, (3) the perspective that what is important is creating value for customers, stockholders, and employees while conducting business in the context of the Basic Beliefs, (4) continuing to make the selection process for new managers very competitive, and (5) supporting the experiential management education processes which is designed to frame, train, message, and develop managers.

Everyone mentioned the training programs that are used to convey the company's commitment to diversity and

affirmative action which are extensions of the Basic Belief - respect for the individual. It was stated often that it is important to treat people with respect, regardless of their ethnicity, get to know them as people, their skills, abilities and cultural experiences and they will respond positively.

Several managers discussed the advantages and disadvantages of the company policy of promoting from within. Implementation of this policy means that normally most hires are entry level. Once hired an individual's career is advanced by their manager since the company's policy is to promote from within. However, there is both a formal and informal system that supports promoting employees. Personnel operates the formal system which serves up candidates. The informal system requires a manager to look at those individuals with whom they may have worked or observed. Between these two processes, selections are made. It was said that sometimes this process works to the disadvantage of people of color.

When asked about the accountability for developing managerial talent in The IBM Company, almost everyone said measuring and evaluating performance is a key ingredient to individual and company success. The company recognizes and rewards solid performance. The decision to promote individuals to managerial positions is based on their competence and potential. It was noted that the company had

a female Vice President in the 1930's and it naturally flowed that other minorities would receive the same consideration. Top executives participate in identifying the future leaders in the company. During site visits, executives often interview "high potential" employees. It takes years to develop a person from entry level to the executive ranks. If the continuum is broken, the company will have bought a drought in the future. Therefore actions must be taken every day to insure managerial talent is available in the future.

There are developmental programs for all managers, and special programs for "high potentials" and executive resource candidates. Developmental plans for managers include assignments in education. However, educational results are not written on a manager's performance evaluation, in most instances.

Those categorized as "high potential" are placed in a pool and development plans are drawn up by their manager. Part of the process involves identifying the highest level to which the person could aspire.

Executive resource candidates have their education and work experiences tracked and recorded in their employee files. Information is documented on what skills and experiences the person has, what is needed, and the person responsible for developing the candidate is identified. The executive development program has been in existence for over

twenty years. The key to the executive development process is that an individual gets to executive level.

Measuring the success of the management development strategies occurs in three ways:

1. Opinion surveys. Each manager of eight or more people receives the results of an annual survey completed by employees. The survey is a morale index and it taps into employees opinions and feeling about the company, their manager, the employee's job, benefits, compensation, and other issues.
2. Interviews by executives with the stated purpose of inspecting the system. All employees up through first line managers are interviewed by someone above the second line managerial level, every twelve to eighteen months.
3. Round table discussions which are intended to update employees as well as address issues and topics suggested by the participants.

The researcher asked about accountability for management development. The response stated most often was that accountability for management development goes to the top echelon of The IBM Company. Accountability for first line management development rests with managers who are second line managers and above. The intent is to get new managers to the Management Development Center and into the

five day program as soon as possible. Accountability for management development occurs through the formal performance planning, counseling and appraisal process. One manager expressed the concern that in one instance there seemed to be a lack of accountability and there did not appear to be any consequences when a manager did not meet expectations.

Leadership accountability for managing diversity is pushed down into the organization to those individuals who are directly responsible for documenting the results on a newly revised performance planning, counseling, and appraisal form. There is the expectation that a manager cannot be rated higher on the entire appraisal form than the rating in the section of the appraisal form that documents one's ability to manage people.

Managers were asked their perspectives on the challenges facing The IBM Company today and into the future. The responses focused on the changing IBM environment and the economy.

IBM facts: The average age is 40. The average retiree leaves with 29 years of service, at age 59. Attrition is less than 4% which includes voluntary and involuntary termination. The issue is balancing the current economy, business growth, stalled revenue growth, customer demands, technology advancement, with the number of employees in IBM.

The company has had a practice of full employment. The question now is how many human resources does the company

need to produce solutions and at what price. It has been determined that the company has more employees than it needs. The best solution to this dilemma is to grow the business. However, should people have to leave the company, the process must be fair and equitable, carried out with dignity and in keeping with the basic belief of respect for the individual.

A middle manager must (1) manage restructuring, (2) require managers the next level down to be accountable for hiring decisions and developing minorities, and (3) keep the next level manager above focused on minority management development. Some minorities are unsuccessful candidates for promotion. Their managers must be told why they are unsuccessful so constructive action can be taken to assist them.

Another manager remarked that minorities often find it difficult to move their careers forward regardless of the company in which they work. It can be to a person's advantage to stay with a company to make career progress.

The company has a system of people pulling along with them those who help them succeed. As an example, the top twenty-five people have twenty people they have pulled along with them. That equals five hundred people who are available for the top one hundred jobs. One must be in the network to move up along with people who are running the business. This is particularly true in this company because

(1) the culture supports this action, (2) the managerial role is key in employee development, and (3) there is no job posting system.

It was said that organizational barriers that prevent management development are either economic or business based which has resulted in restructuring. These barriers are reality for many companies today.

The company may not be as successful in moving minorities into executive positions as many would like. During the late 1980's the company began to go through a transformation to be more responsive to the economic environment. There were fewer employees and managers, and business growth had slowed.

In the future there will be fewer managers but this will be balanced by greater employee participation and ownership in results. The new paradigm for the company is the customer has the power to define what they want. Under this new paradigm, the company must give power to the customer and empower employees to satisfy customer demands. An individual's value will be determined by contributions on a project by project basis, by providing customer deliverables, and by one's ability to function with diverse teams that will develop a team expertise and be judged on team competence. Individuals will be judged on their team performance rather than individual accomplishments.

The old paradigm is one of control that emanates from the top and is centralized. Individual value was determined by fit into the organization, communication skills and predictable behavior.

Many minorities had difficulty with the old paradigm; the problems are exacerbated with the changing paradigm. The transition of the organization may result in placing minorities in positions where they are allowed to fail. The major inhibitor for minorities is social acceptance. This will continue to be a problem for people who are different. Those who are suited for working within the system will rise to the top. However they must realize the paradigm has changed and adapt to change, shifts in power, and organizational transformation.

The goal today is increasing the number of minority managers, especially high level executives. The focus for the 1990's must be movement into the executive and officer ranks of the company.

Teams will require changing basic management and measurement systems. The process is an evolutionary one where you move to encouraging and rewarding team activity.

One of the toughest people challenges is balancing business concerns with respect for the individual and the diversity agenda. If people are going to be fair, they need a definition of fair. If all analogies on how to succeed are communicated in a language that only a few

understand, then that is unfair. The language could be sports or war. The conversations could take place at the racquet or country club. The language and the place where those conversations take place excludes a portion of the population. Exclusion can be by gender, race, or religion.

In the past, performance planning and counseling resulted in supportive outcomes for employees. Now if one is not performing, then over time they may leave the company.

Everyone needs training programs to understand diversity. Key issues to be addressed are:

1. Leadership is required to make diversity successful.
2. Changing the measurement systems: goals, the valuative process, and rewards.
3. Management diversity training
4. Cultural evolution

There must be sensitivity to racial, gender, and physical differences. One must anticipate and acknowledge that everyone is different.

The challenge for the company, as the work force changes, is to examine the formal and informal reward systems and the distribution of rewards. It was said those systems are fair today, but what may have been fair yesterday may not be fair tomorrow, if you have a different set of players.

Management development in the future will be a lot tougher. It will be more results oriented. The focus will

be on the customer and quality. IBM will focus on shareholder results. The company will continue to streamline and become more efficient. The company will aim to please customers with increased solutions for the buck. Advancing technology will provide the increase in solutions.

Another manager offered a perspective on challenges. There must be, (1) leadership accountability for managing diversity; (2) continuing focus on goals and time tables; and (3) rolling up the diversity issue up in the organization. The company has a thirty year of focusing on availability, under utilization, and opportunities for minorities and women within 21 specific job groups. Presently there is a task force that is discussing the concept of mentoring. A training module is being designed that will include four hours of training for mentors on mentoring.

Minorities must pull together and do something over the next ten years. There must be special efforts to (1) identify and recruit minorities; (2) identify talent early on in their careers; and (3) give advice on understanding the culture and the path to success.

The issues for the future are (1) senior management wants to continue the focus on minority and female management development; (2) addressing this issues is a business decision and a necessity; (3) eventually there will be Black, Hispanic, Asian and female officers of the

IBM company; and (4) mentoring is an "Okay" process.

It is interesting to note that the solution suggested most often for the challenges discussed was mentoring. The managers defined mentoring, they talked about the various ways in which mentoring is already practiced, and they discussed legitimizing the mentoring process.

Mentoring is defined as the ability to get inside a person's mind and learn about the culture and the organization. Mentoring provides support and help early in one's career. Mentors provide "penalty free" advice. The purpose of mentoring is to discuss trends and down to earth issues. Within The Company mentoring has been discussed but not sanctioned. Mentors can influence and control one's career moves.

One executive mentors the generation just below. They have "no harm, no fowl" conversations, there is openness, constructive information is given on how to move one's career ahead, information is shared that helps the less experienced manager understand the organizational dynamics and the informal processes that are at work in the organization. This executive insists that the managers being mentored, mentor the generation below.

Stories were told about senior executives taking an interest in several of the minority manager's careers. Minority managers who have been with the company fifteen years or more have not had the luxury of having minority

mentors. However, many of them have been mentored by majority senior executives.

Another manager mentioned they had a mentor very early in their IBM career. They received feedback about communication style and behavior. Another manager has worked for their mentor several times during their IBM career. Minority managers have conveyed to young people, the importance of not losing one's ideals while learning to work within the system.

Most managers said they mentor others on an informal basis. If there was a formal mentoring program, it would be publicized, they would know about it, and they would participate in the program. However, there is no program for minorities. There is the sense that a formal mentoring program exist for females and informally for white males.

The researcher learned that a mentoring program is being developed with a charter to:

1. Develop managerial skills necessary for communicating and managing a diverse population.
2. Provide mentoring to minorities, women, and anyone with disabilities, especially those individuals who have been hired in the last two to three years as well as all future hires.
3. Discover the early identification of "High Potentials" who have five or more years of service or who are already first line managers.
4. Identify individuals who should be tracked in the Executive Resources program. As examples, these individuals may be individual contributors who are

professionals, marketing reps, engineers, programmers, or in the finance group.

The mentor profile is as follows:

- * Leader
- * Enthusiastic, caring, and is willing to participate
- * Buy-in into the need for the mentoring program
- * Good interpersonal skills
- * High morale
- * Experienced professional
- * Respected individual
- * Good company perspective
- * Team Builder/Player
- * Active in the community

The mentoring program design focuses on partnerships that will be formed. The partnership members are the employee being mentored, the mentor, and the employee's immediate manager. There will be four hours of training for the partnerships. The topics discussed will be:

- * Roles
- * The difference between formal and informal roles.
- * Why it is comfortable associating with people who are similar to you. As examples, race and gender were mentioned.
- * Leveling the playing field.
- * The challenges of mentoring such as cross gender mentoring, peer resentment, and public scrutiny.
- * How to handle relationships that become "significant".
- * Interracial challenges.
- * Ending a mentoring relationship when it needs to end.
- * Personal assessment and action planning skills for employees who have gone through the program.

Another manager offered their perspective on mentoring

strategies:

1. Sharing between minorities in different jobs or level on a quarterly basis.
2. Peer mentoring between five to ten people of the same gender.
3. Enhance the current mentoring program that focus on first and second line managers and females to include mentoring at and above the Director level.
4. Focus on those departments that show little or no progress with regard to developing minorities.
5. Acknowledge that just because minorities walk through the company doors, nothing has changes from the broader society.

The third research question is, How do the minority managers experience the process? The question is answered within the context of (1) their observations, (2) their personal feelings, (3) challenges and solutions for the 1990's, as presented by the managers themselves.

Their observations are astute and interesting. The company is a special place because of the way people are treated.

There has been progress. Each time a first generation minority was promoted, the decision-makers agonized over the decisions. Today there are many first and second line managers of color. However, the company agonizes over appointments to the executive ranks. There are no young Blacks in the race for the top job. Being in the race requires being well connected which allows one to conduct business through personal knowledge and contacts with other executive decision-makers.

Several people had the opinion that progress in management development has been flat since the late 1980's. There are very few minorities at the top. It is a sad commentary that there just are not a lot of Blacks around that are in place or who have the right jobs to run for some of the bigger jobs in The Company. However, there are guys who break through. When there is a need anybody will break through.

Integration involves accepting the differences in both ethnicity and value systems.

One manager said, "There is the expectation that the company will and must increase minorities in the senior management ranks. The process for getting to the board room is an informal subjective decision process. We (minorities) have to be represented on all the teams in the company, with quality people. Will we get there? I don't know. The company is good at planning; execution is another question."

The company is going through a cultural transformation. The company is changing as a matter of survival. There is a much different environment and industry today. These are tough times and there are tough trade offs. As the company downsizes, many minorities may not get through the front door, let alone compete. As the company refocuses on business, the minority management development issues may lose the attention of senior management.

The company must balance downsizing and restructuring with diversity and equal opportunity. There must also be more hiring of minorities. The hiring decisions that were made 15, 20, and 25 years ago are the people who are available now.

The company is not stepping up to the diversity issue. There are no new programs to hire or develop minorities. Given the current focus on business, there is less attention on diversity.

The concern was expressed that there is lack of accountability and there does not appear to be any consequences when a manager does not meet expectations with regard to minority management development.

The 1960's first generation minorities have peaked and are getting older. They are now concerned with quality of life issues.

Another manager said "The problems for minorities are more acute today. The problems are: (1) Minorities hired today are not willing to make the investments and sacrifices the first generation made. (2) The company has somewhat of an image problem. When you walk the halls you don't see a lot of Blacks. They join the company to get computer training and experience but this is not where they are staying to make their professional mark. (3) Most whites feel they have done enough. It's time for minorities to make it on their own."

Today the number of very bright minorities in the company is disproportionate to the number of very bright white males and females. Therefore, there will be further retrenchment rather than progress.

The company hires middle class whites and lower class blacks from the inner city. Middle class blacks don't work in business. They are consultants, bankers, or investment brokers. Whites talk about this problem among themselves.

Today minorities are not being developed by the same strategies that were used in the past.

Each country has its own social issues that impacts the way corporations conduct business in those countries. Social issues cannot be compared country to country.

It is important to retain one's identity, especially racial heritage, while achieving success in the company. Some minorities believe they have to deny their heritage to be successful.

People working for the company today are the future since there will be limited hiring. This company is a great place to work. It is a leader, it has experienced rapid growth, there was lots of hiring and the company was the darling of Wall Street.

There are Blacks, Asians, and Hispanics in the company. Everybody works together. When you walk out of the company into the real world and you realize the company is far ahead of the society in which we live.

Managers expressed some of their feelings about their management development experience. Several stories are illustrative.

Two people with similar credentials started at the company on the same day, at the same time, in the same department, with basically the same credentials. One person was Black, the other was White. There was a difference in

how they were treated. The White person received more visible project assignments; the Black person received maintenance project assignments.

The White person received more information both in terms of quantity and quality, which resulted in him knowing more about the business. Knowing more about the business caused the White person to have sponsors. Sponsors gave him more visibility inside the company which resulted in more project assignments, learning new competencies, and being promoted. Sponsorship reinforced other sponsors which resulted in increased motivation for the White person. Ultimately the white person was "pulled through" the organization faster.

The Black person was placed with a person whom no one really liked but who had a reputation for being technically competent. The Black person had to learn pretty much on their own what was expected and produce the results. Because the Black person became very competent, he was utilized to recruit outside the company. His external contacts increased while his internal contacts remained within the group where he was assigned. The Black person's technical competence was used to train others who entered the company. The use of his talent was repetitive and not very challenging. Over time The Black person was promoted through the technical ranks to managerial positions but within the same group. After five years of good

performance, the Black person was selected to interview for a position that would utilize his technical competence within another work group.

The White person's development was directed; the Black person's development happened by happenstance. The result is a marked difference between the work experiences, the opportunities presented and the time frame within which they each achieved the various levels of management within the organization. The Black person experienced a five year lag time and it occurred in the first five years of employment. The time is unforgiven.

Other managers reflected on their experiences.

"In taking a position with the company and moving away from family and friends, I experienced isolation."

"I feel fortunate to be with the company. I feel valued and appreciated."

"There have been several instances where I was excluded from social gatherings. In one position I had, my manager celebrated everybody's birthday except mine."

"Being a manger is fun. Part of the pleasure comes from providing opportunities for other minorities."

"I have had the opportunity to realize my aspirations and achieve them in the company."

"Being a manager is not the ultimate success."

"I feel pleased with my success."

"I have the desire to help young people understand what it takes to succeed and survive the company culture."

"I have the desire to work in academia and help in the Black community."

"I am Black and male. I have grown to the point in my life where I work very hard to convince the majority that I am not the exception, but rather the rule. The only difference between me and others they see is I was fortunate to have had opportunity and a chance. If they like what they see in me, think how many more they could have if they were willing to provide a chance. If they don't provide the chance, it is their loss as well as mine."

"This is a good company."

"This interview has been a very emotional experience."

Challenges for the 1990's were articulated in a number of ways. As the company downsizes, the company can keep the focus on minority management development by:

1. Focus:

- A. Programs and processes already exist.
- B. Coaching and mentoring are critical.
- C. Management must be measured for demonstrating and achieving actual tangible results in growing and developing minorities and women.
- D. Management must be rewarded or be adversely affected financially and in their own

advancement and acquisition of power for not achieving the expected results with minorities and women.

2. Increased Hiring:

As with the majority group, you must have a relatively large number of minorities entering into the main stream to end up with the small percentage of people who have the skills and are willing to make the sacrifices that it takes to arrive at executive positions.

3. Acceleration Through Risk-Taking:

It takes time to grown and incubate an individual from entry level into the executive ranks. If this process is accelerated, the company will have to take risks and support individuals by:

- A. Providing the basics.
- B. Assessing talent early.
- C. Promoting the qualified, competent people even though they may not be the MOST eminently qualified.
- D. Give minorities the opportunity to be stretched, supported and protected. Protected means being educated by taking risks and making mistakes with the fore knowledge that this educational process will not be deadly.

E. Addressing the executive shortage requires sponsorships. Sponsors are people who go on the line and make sure people are successful.

4. Community Outreach:

Business must engage in community outreach to address the inequities that exist in education and housing and ensure an environment where people believe they can truly advance based on their own merit.

How to accomplish this outreach was described in business terms of developing relationships with communities and colleges, involvement with minority groups, sponsorship of scholarships, establishing one-on-one relationships with students to create a vision, provide exposure, travel, visibility, whet their appetites, and have them dream and grow.

Another manager said the challenges are: (1) American business has to solve the education problem for kids in the inner cities; (2) Each member of the top level executive committee has to have a Black reporting to him; (3) There has to be accountability at all levels of management for attaining this objective; (3) The mentoring system has to become a common practice and a way of conducting business in order for minorities to advance; (4) Minorities must be afforded the opportunity to "shadow" and learn from these executives and managers; (5) Minorities must be promoted

into command positions; and (6) A key ingredient to success in command positions is having other minorities in positions who can prevent people from undermining the command positioned minority's ability to succeed.

The future will require that the company develop the minority talent it has since there will be relatively little hiring. Successful minorities will also have to have the courage and conviction to reach back and help other minorities in the company.

The 1990's offers some serious challenges which are:

1. The company must do more than build the basic pipeline.
2. The minority population base is different than it was in the 1970's.
3. There are fewer new hires today.
4. The first generation of minorities hired in the 1960's is aging.
5. There is real concern for measurable progress 5-10 years from now. Will minorities be in positions of influence?
6. Executive of the 1990's must mentor.
7. Mentoring is risky unless sanctioned. Why?

Survival requires assimilation into the majority culture. The more you align with minority people, values, cultures, the greater chance you will be rejected by the majority culture.

As the company restructures itself, the challenge is to rationalize minority, female, and Hispanic movement into Corporate Officer and other key positions that run the corporation. Presently IBM has African Americans who are Treasurer of IBM United States, Corporate Staff Head for Information and Telecommunications, World-wide Responsibility for Industry Marketing, Two Area Vice Presidents and General Managers, and President and Chief Operating Officer of the new Federal Systems Company. There are two Hispanics who are Assistant General Managers for Systems Market Development and Computing Systems, and an Asian American who develops U.S. Investments and Alliances and is IBM Director of Business Development.

Managers articulated several challenges for the future:

"This is a changing environment. Revenue growth is flat. The company is responding the way it must. Either grow the business or reduce the number of employees."

"I have a concern. The future may bring resentment and some minorities may leave the company."

"The performance appraisal process may result in people leaving. The process must be fair and equitable."

"All managers must be held accountable for developing minorities."

"Minorities must find a way to network in the company."

"If mentoring is sanctioned then minorities will be able to help and support each other in an environment that feels safer and far more comfortable."

"Minorities must pull together and do something over the next ten years. There must be special efforts to identify and recruit minorities, identify talent early on in their careers with the company, and give advice on understanding the culture and the paths to success."

The real challenge is changing behavior. The solution most often mentioned to the challenges is mentoring. The managers said:

"Mentoring and networking can level the playing field for minorities."

"The early identification, orientation, sponsoring and directing of one's career is critical to the growing and developing of minority managers and executives."

"Within the present culture, there is a tendency to discourage networking and mentoring. These actions are not discouraged by management. However they are not encouraged either. Corporations need to set up a structure, process, and programs that encourage mentoring."

"The environment could change to allow mentoring if mentoring is endorsed and supported by the top executives."

"You start letting people know it's alright to mentor when you are willing to invest money in mentoring."

Investments are defined as expenditures for off site meetings, and travel expenses to get to those meetings. However these economic times don't support this kind of activity or expenditure."

"Blacks don't ask what is going on, they don't network, and they don't have the expectation that they will get help. There are a number of middle class Blacks who do not see the value of being connected to other Blacks and they do not know what they are up against within the system."

"Another minority advised me about how to work within the system, grow, and attain even more success."

"A minority manager helped to mold me. When they were promoted, I was 'pulled through the system' by that individual recommending me for the position they had vacated."

"Minority managers have mentored me and they offered assistance and advice. This kind of commitment must continue."

"I try to mentor but unfortunately in most companies today, if four white males get together, there is nothing wrong with it. If four blacks suddenly find themselves talking together, the assumption is made they are plotting the overthrow of the country, the company, and everything else."

"A mentor can be anyone with whom you share something in common such as both individuals growing up in the South."

I am dissatisfied with the status quo. I They feel an obligation to keep minority management development, diversity, equality, and social consciousness on the company agenda."

"One must have knowledge, experience, and street smarts to survive."

"A successful mentoring program may require some people to change their behavior."

"I self-selected a mentor."

"One can make a difference by selecting positions that allows one to help others. I get personal satisfaction from mentoring."

"Blacks do not believe fundamentally in helping each other. We need to address this issue. I am disappointed that successful minorities don't reach down and help other minorities."

"A major focus of mine is influencing and helping other minorities."

" I have the desire to reach down and help other minorities."

"We have reached a higher level than those beneath us and with our help, others will reach a higher level than we have reached."

"I mentor young people."

"I have reached down and helped others."

"We need to provide for others coming behind us."

"Each minority must help other minorities."

Discussion

The purpose of this qualitative study was to discover how an organization implements management practices that enables minority employees to become managers.

There were several assumptions made at the beginning of the study. The first assumption was that the world has already become a global economy; the United States must become more competitive to maintain and increase its market share. The second assumption was that to be successful in competing in a global economy, companies must attract and retain the best talent they can find. The third assumption was that minority employees frequently have less favorable work experiences than non minority employees and that these experiences have negative consequences on the minorities career success. The fourth assumption was that companies want to strengthen their competitive advantage by developing all their talent, including minorities, and will therefore address the socio-organizational issues that impede minority career success.

To validate these assumptions, I conducted a qualitative research effort to discover (1) the organizational culture that supports moving minority employees into management positions; (2) how an organization

implements management practices that enables minority employees to move into management positions; and (3) how the minority managers experience the process.

While conducting the research project I discovered that three of my assumptions are correct and one assumption is incorrect. The first assumption, that the world has already become a global economy and the United States must become more competitive to maintain and increase its market share, is correct. As an example, a Fortune article (July 1991) illustrated a productivity sales chart for several computer companies. Companies listed were Apple, Compaq, NEC, IBM, Hitachi, Groupe Bull, Fujitsu, Hewlett-Packard, Olivetti, Unisys, NCR, Siemens, and Digital. Approximately 50% of these companies are headquartered in the United States. A New York Times article (December 8, 1991) graphically compared the billions of dollars spent for research and development by IBM, Fujitsu, Digital, Apple, and Sun. Again the comparison is made on a global basis. A Fortune article (March 1992) evaluated U.S. competitiveness relative to Japan and Europe; thirteen industries ranging from pharmaceuticals to computers were examined and rated. A Black Enterprise article (April 1992) picks the top mutual funds and lists "socially responsible funds" that are European and Third World. So the concept of a global economy is commonly presented by the media today and companies compete in international markets.

The managers interviewed at IBM referenced their job assignments in European and Asian countries. In this discussions, they also mentioned several social issues that impact the way corporations conduct business in those countries, noting that social issues cannot be compared country to country.

The second assumption, that companies must attract and retain the best talent they can find, is also true. Business success is dependent on the ability to integrate critical human and organizational competencies in a cultivated learning-enriched environment. These three ingredients are the keys to a sustainable competitive advantage in a global economy. IBM is a prime example of a corporation that successfully integrates human and organizational competencies and it takes extraordinary measures to cultivate a learning-enriched environment. That is reason why it is successful.

The third assumption, that minority employees frequently have less favorable work experiences than non minority employees and that these experiences have negative consequences on the minorities career success, is not always true. The minority managers interviewed in this research study generally had favorable work experiences and a large percent of them had climbed the corporate ladder. As an example, 60% of the managers interviewed were executives; 27% were middle managers and 13% were first line manager.

Each person interviewed discussed their career moves, their educational experiences, and the opportunities afforded them by the company. As one would expect, anecdotal stories revealed both pleasant and unpleasant experiences. However, no one discussed having less favorable work experiences that resulted in overall negative consequences on their career success.

The fourth assumption, that companies want to strengthen their competitive advantage by developing all their talent, including minorities, and will therefore address the socio-organizational issues that impede minority career success, is true. The IBM Company is an example of a company that has a forty year history of developing all their talent and it addresses socio-organizational issues through company policies, practices, programs, and management development.

In summary, this chapter analyzed the data gathered during the research effort and the results are presented in a story format as told through the words of the managers interviewed. The data analyzed focused on the IBM organizational culture; management development, including four experiential learning models which are classroom education, on-the-job training, shadowing, and mentoring; and the manager's personal experiences in becoming managers.

CHAPTER 5

RECOMMENDATIONS AND SUMMARY

Recommendations

During the Summer of '87, I had the pleasure of meeting Jimm DeShields who was an Administrator in the Dean's Office at the School of Education at the University of Massachusetts at Amherst. Through Jimm I learned about the doctoral program with a concentration in Organizational Development. Given my background and interests, Jimm was certain that this was the program I should consider. He encouraged me to apply for admission to the University and he supported my candidacy by writing letters to Dr. Norma Jean Anderson and Dr. C. Dwayne Wilson, requesting their support.

As part of my application to the University, I wrote the following essay:

"Selecting Personnel/Human Resources as my profession was an intentional choice. Twenty years ago I realized that Personnel was the entree into job opportunities and that the ability to sustain one's self naturally followed. I am a Black female and a product of the 1960's. My activism and social consciousness found an outlet through my professional endeavor -- I opened doors for others. Now, twenty years later, I realize that it is not enough to open doors. If minorities and women are to be afforded professional job opportunities, it will occur because they have struggled and earned the right to those opportunities and because those of us who have traversed the organizational hierarchy have

used our influence to assist them. By our example, we demonstrate that intelligence and the ability to succeed are not bound by race and sex."

My motivation has remained steadfast as I have moved through my course work at the University. I feel passionately about being a divining rod for helping my people.

Dr. C. Dwayne Wilson was the Chair of my Oral Comprehensive Examination Committee. As we began to explore possible topics for my oral examination, I shared insights about myself and the initial meeting and evolving friendship with Jimm DeShields, who passed away in 1990.

Dwayne suggested that since I had the desire to assist African Americans with advancing their careers, I might consider undertaking a research project that would endeavor to continue to open doors for African Americans to obtain jobs, careers, and self-sufficiency. He struck upon the idea of using Work Force 2000: Work and Workers for the 21st Century as a theoretical frame work for analyzing the organizational development literature to determine whether issues relevant to African Americans was the focus of research efforts in the field of organizational development. Together, we selected the Journal of Applied Behavioral Science as the organizational development journal I would review.

I spent hours, days, weeks, and months in the library reviewing ten years of the journal. I compared

the reported OD research efforts with the six challenges presented in Work Force 2000 that will affect American jobs and workers between now and the year 2000. What I discovered was that very little research that was being reported in the journal was directed toward the needs of the changing work force.

The present dissertation topic was a natural outgrowth of the research conducted for my oral comprehensive examination. One of the challenges presented by Johnston (1987) in Work Force 2000 is

"Integrating Black and Hispanic Workers Fully Into the Economy: The shrinking numbers of young people, the rapid pace of industrial change, and the rising skill requirements of the emerging economy make the task of fully utilizing minority workers particularly urgent between now and 2000." [Johnston, pg. 105.]

It is my fervent belief that managers are the single most important factor in hiring, developing, promoting, and supporting the success of individuals in organizations. I have also observed and research validates that managers are generally more comfortable hiring individuals who are similar to themselves. These similarities may be grounded in ethnicity, gender, values, and life experiences.

Logically it follows that minority managers are going to play a key role in the successful integration of Black and Hispanic workers fully into the work force. Therefore any real change in organizational social structures will occur when minorities become managers. I began this

endeavor in search of an organization that has had success in developing and promoting minorities into managerial positions.

I was gratified with the response and invitation from IBM to conduct my research with them. The Company has a stated commitment to their Basic Beliefs -- Respect for the Individual, Best Customer Service, and Excellence -- and a forty year history of focusing on and developing all their human potential. Initially I was astounded to discover that within The Company there were 12.3% minority managers, in 1988. Compare this figure with the 7.3 % of minority managers in the United States in 1988 and you begin to get a sense of IBM's accomplishments. IBM minority managers had increased to 12.9% in 1990. IBM's leadership in this area is exemplary. Thus with a sense of enthusiasm and positive optimism I conducted this research study.

The findings of the study are that the minority managers interviewed have the ability to "fit" into the IBM organization and they have gained acceptance. An invisible barrier or "glass ceiling" does not prevent minorities from advancing beyond lower or middle management positions. Today, there are already minorities at the executive level and the current focus is on moving minorities into the Corporate Officer positions that manage the business.

How has IBM accomplished this positive result? By creating a corporate culture that respects and values

people, and by setting the expectation for minorities who have grown up in the business that they are valued, they can aspire, and having demonstrated competency, they will be rewarded with opportunities. IBM uses four experiential models to educate all its managers. The experiential models are: formal classroom instruction at the Management Development Center; on-the-job training; "shadowing"; and mentoring.

Why does IBM work diligently to create an openly supportive environment that enables minorities to move into management? Business self-interest is the impetus for creating a climate that utilizes all the human potential that is available. IBM focuses on competence and performance, rather than comfort and fit which perpetuates homogeneity. Simply stated, IBM through its corporate philosophy of respect for the individual recognizes that human intelligence and competency transcend ethnicity, gender, race, national origin, age, background, education, and personality differences. IBM is continually expanding its capacity to create its future and it does so by integrating human and organizational competencies in a learning-enriched culture.

In fairness to the managers interviewed, it is important to present a balanced view of the corporation. The managers artfully presented their perspective on the challenges that face the company and the solutions they felt

deserve the attention of senior management. As one would expect, each person's perspective was different. However, the researcher will succinctly state their major concerns.

In today's IBM environment, there is concern for the impact of restructuring the business on individuals and the issues related to diversity. Many managers said with certainty that IBM will continue the tradition of respect for the individual while balancing business needs.

In spite of the concerns expressed by several of the managers, this researcher believes that IBM's long term commitment, corporate culture, policies and programs, will facilitate continuing to move IBM forward in its minority representation, particularly in the executive management level. One only has to examine the past to foretell the future.

Almost every manager discussed IBM's uniqueness from other corporations and society in general. One manager said it best when he stated,

"There are Blacks, Asians, and Hispanics in the company. Everybody works together. When you walk out of the company into the real world you realize the company is far ahead of the society in which we live."

The challenge has been and will continue to be preserving the culture while evolving the business. IBM already knows the solution to this challenge is the Basic Beliefs.

Several managers said a significant challenge is to keep management development, diversity issues, and social

consciousness on the IBM Executive agenda. The solution mentioned most often for addressing this challenge was formalized mentoring. During data collection, the researcher had the opportunity to hear about IBM's proposed mentoring program. However a theoretical construct for mentoring was not revealed and a search of the literature did not uncover any additional information. Therefore the researcher created the MENTOR model so that managers and individuals could be guided by the basic principals that are the core components of the mentoring process.

This researcher is hopeful that IBM Senior Management will read the story that is written in Chapter Four of this dissertation and draw their own interpretations of the profound data presented by their successful minority managers. They have presented their views better than a researcher ever could. The voices of my people speak for themselves.

As the researcher sought additional insights about this project, three critical questions came to mind. The first is, "If the research study were to be expanded within IBM, would the results be replicated? In my opinion, the answer to this question is probably yes, but such a research effort would have to be undertaken to determine the actual results.

The first limitation is the sample group. Fifteen individuals were interviewed; the majority of them were

African Americans. Further research with a larger sample group would determine if the results apply to minorities in general.

The second limitation of the study is the geographical locations of the sample group interviewed. Fourteen of the participants are in the tri-state area of New York, New Jersey and Connecticut. Several of the individuals knew each other but most did not. However, the researcher cannot be certain the extent to which group members may have had the opportunity to influence each other during the interviewing process.

The third limitation of the study is the design of the study. Something is gained and something is sacrificed in conducting qualitative research. A qualitative case study approach was selected for this study in an effort to discover, gain insight, understand and describe the complex social phenomenon of organizational change as well as the human experience of those who participate in the change process. It would be almost impossible to achieve this insight through any other method.

The fourth limitation of the study is any personal bias I may have with regard to these issues. Qualitative case studies are limited by the sensitivity and integrity of the investigator. I believe I am particularly well suited to conduct research of this nature because my perspective of the world, which is seen through the lens of a black, female

researcher. My own ethnic origin was helpful in becoming familiar with the social context, communicating, understanding the behaviors, and facilitating the research effort.

Given the limitations of this study, the researcher recommends that IBM consider enlarging the study to determine if the results are replicated.

The second critical question that comes to mind is, "If the same research study were to be undertaken within another business organization, would the results be similar to this study? I do not know the answer to this question. The IBM Corporation has demonstrated its commitment to addressing complex social issues through its actions and the results belong to this organization. Since every organization is unique, it cannot be assumed that similar actions will mirror this organization's results, in another environment. Therefore, the implications for further research are to undertake a similar study in other business organization and compare the results.

The third critical question is, "If the same research study were to be undertaken in another company outside the United States, would the results be similar to this study?" I do not know the answer to this question. Therefore, the

implications are to conduct a similar research effort in a company outside the United States and compare the results.

To summarize, the recommendations for further research are to conduct an expanded study within IBM, to conduct similar studies in other business organizations in the United States and in other countries.

SUMMARY

The purpose of this qualitative case study was to discover how an organization implements management practices to enable minority employees to become managers. The literature was reviewed to explore studies that presented data from African American's perspective about corporate life in America and the specific themes that emerged during this research project. Those themes are culture, learning organization, motivation, leadership, goals, reward, group development, and mentoring. This researcher found little empirical work existing on mentoring and few adequate models that utilize mentoring as a legitimate management development strategy. Therefore the researcher created theoretical constructs and the MENTOR model to improve practice in this area.

This study had three components. The first component was gaining entre to a single organization that had been identified as one of the best companies for blacks to work.

The second component included data collection of physical evidence such as examining written policies and procedures and statistical data. The third component involved conducting interviews with minority managers.

Qualitative research methods were used to discover the organizational culture that supports moving minority employees into management positions, the management practices that enables the phenomena to occur, and the experiences of minority managers who have become managers.

The data analyzed focused on the IBM organizational culture; management development, including the four experiential learning models that are used in the IBM environment; and the minority manager's personal experiences in becoming managers. It should be noted that in the Data Management section of the Methodology Chapter, particular emphasis was placed on a process that was used to sort the data. The process was designed by the researcher and is labeled "Interview Data Mapping Matrix".

The findings of this investigation are that the minority managers interviewed have the ability to "fit" into the IBM organization and they have gained acceptance. The invisible barrier or "glass ceiling" does not prevent minorities from advancing beyond lower or middle management positions. Today, there are already minorities at the executive level and the current focus is on moving

minorities into the Corporate Officer positions that manage the business.

It is the opinion of this researcher that a company can implement management practices that results in positive work experiences for minority employees which enables them to become managers. The study creates new knowledge about the value and legitimacy of mentoring as a management development strategy and it delineates theoretical constructs and a model for conveying the concepts. The study addresses that gap in the literature on mentoring and it also produces knowledge directly relevant to managing a diverse work force. Suggestions are offered for future research.

TABLE 1. THE 50 BEST COMPANIES FOR BLACKS TO WORK 1989

1.	AT & T	New York N.Y.
2.	Amtrak	Washington, D.C.
3.	Anheuser-Busch	St. Louis, MO.
4.	Atlantic Richfield	Los Angeles, CA.
5.	Avon Products	New York N.Y.
6.	Chase Manhattan	New York N.Y.
7.	Chrysler	Detroit, MI.
8.	Coca-Cola	Atlanta, GA.
9.	Coors	Golden, CO.
10.	Eastman Kodak	Rochester, N.Y.
11.	Equitable	New York, N.Y.
12.	Exxon	New York, N.Y.
13.	Federal Express	Memphis, TN.
14.	Ford	Detroit, MI.
15.	Gannett	Arlington, VA.
16.	General Mills	Minneapolis, MN.
17.	General Motors	Detroit, MI.
18.	Hallmark	Kansas City, MO.
19.	IBM	Armonk, N.Y.
20.	Johnson & Johnson	New Brunswick, N.J.
21.	Kellogg	Battle Creek, MI.
22.	Kraft	Glenview, IL.
23.	McDonald's	Oak Brook, IL.
24.	Merck & Co.	Rahway, N.J.
25.	N.C. Mutual	Durham, N.C.
26.	J.C. Penney	Plano, TX.
27.	Pepsi-Cola	Somers, N.Y.
28.	Philip Morris	New York, N.Y.
29.	Port Authority	New York/New Jersey
30.	Procter & Gamble	Cincinnati, OH.
31.	Ryder	Miami, FL.
32.	J.E. Seagram & Sons	New York, N.Y.
33.	Soft Sheen Products	Chicago, IL.
34.	U.S. Armed Forces	Washington, D.C.
35.	Xerox	Stamford, CT.
36.	Aetna Life	Hartford, CT.
37.	American Airlines	Dallas/Fort Worth
38.	Apple Computers	Cupertino, CA.
39.	Bristol-Myers	New York, N.Y.
40.	Chevron	San Francisco, CA.
41.	Digital	Maynard, MA.
42.	General Electric	Fairfield, CT.
43.	Hewlett-Packard	Palo Alto, CA.
44.	Inner City Broadcasting	New York, N.Y.
45.	Mobile	New York, N.Y.
46.	H.J. Russell	Atlanta, GA.
47.	Sears	Chicago, IL.
48.	Stroh Brewery	Detroit, MI.
49.	Time	New York, N.Y.
50.	US West	Phoenix, AZ.

TABLE 2. THE 25 BEST COMPANIES FOR BLACKS TO WORK 1992

1.	Ameritech	Chicago IL.
2.	AT & T	New York N.Y.
3.	Avon Products	New York N.Y.
4.	Chrysler	Highland Park, MI.
5.	Coca-Cola	Atlanta, GA.
6.	Corning	Corning, N.Y.
7.	E.I. DuPont	Wilmington, DEL.
8.	Equitable	New York, N.Y.
9.	Federal Express	Memphis, TN.
10.	Ford	Detroit, MI.
11.	Gannett	Arlington, VA.
12.	General Mills	Minneapolis, MN.
13.	General Motors	Detroit, MI.
14.	IBM	Armonk, N.Y.
15.	Johnson & Johnson	New Brunswick, N.J.
16.	Kellogg	Battle Creek, MI.
17.	Marriott	Washington, D.C.
18.	McDonald's	Oak Brook, IL.
19.	Merck & Co.	Rahway, N.J.
20.	Nynex	New York, Y.Y.
21.	Pepsi-Cola	Somers, N.Y.
22.	Philip Morris	New York, N.Y.
23.	TIAA-CREF	New York, N.Y.
24.	United Air Lines	Chicago, IL.
25.	Xerox	Stamford, CT.

TABLE 3. IBM EMPLOYMENT DATA 1988-1990

		Total Employees	Men	Women	Minorities	Black	Asian	American Indian	Hispanic
Managers	1988	30,298	24,220	6,078	3,752	2,170	767	100	715
	1989	28,135	22,310	5,825	3,642	2,151	726	96	669
	1990	26,945	21,346	5,599	3,487	2,014	743	90	640
Professionals	1988	87,501	67,428	20,073	13,098	5,503	5,456	175	1,964
	1989	89,494	68,520	20,974	13,773	5,748	5,837	165	2,023
	1990	87,795	66,561	21,234	14,055	5,855	5,941	174	2,085
Technicians	1988	32,400	28,440	3,960	5,457	2,844	986	120	1,507
	1989	28,555	25,081	3,474	4,705	2,592	743	96	1,274
	1990	26,809	23,436	3,373	4,487	2,463	681	91	1,252
Marketing	1988	24,030	16,487	7,543	3,699	2,060	854	80	705
	1989	23,630	16,411	7,219	3,769	2,068	932	79	690
	1990	23,205	16,217	6,988	3,689	1,987	954	80	668
Office/Clerical	1988	30,501	8,946	21,555	7,618	5,260	502	128	1,728
	1989	27,264	8,047	19,217	7,012	4,916	469	110	1,517
	1990	23,098	6,511	16,587	6,101	4,279	409	96	1,317
Craft Workers	1988	8,390	6,503	1,887	1,537	863	165	27	482
	1989	9,242	7,185	2,057	1,708	965	219	28	496
	1990	10,120	7,816	2,304	2,046	1,099	311	30	606
Operatives	1988	10,476	5,548	4,928	2,925	1,460	517	33	915
	1989	9,373	5,136	4,237	2,575	1,342	522	24	687
	1990	7,898	4,166	3,732	2,232	1,118	502	18	594
Total	1988	223,596	157,572	66,024	38,086	20,160	9,247	663	8,016
	1989	215,693	152,690	63,003	37,184	19,782	9,448	598	7,356
	1990	205,870	146,053	59,817	36,097	18,813	9,541	579	7,162

Note: Table reflects U.S. population covered by federal equal opportunity/affirmative action programs. 1988 data includes ROLM Corporation.

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TABLE 4. IBM EMPLOYMENT DATA 1987-1989

		Total Employees	Men	Women	Minorities	Black	Asian	American Indian	Hispanic
Managers	1987	32,632	26,430	6,202	3,984	2,335	811	95	743
	1988	30,298	24,220	6,078	3,752	2,170	767	100	715
	1989	28,135	22,310	5,825	3,642	2,151	726	96	669
Professionals	1987	86,165	66,427	19,738	12,384	5,406	4,921	159	1,898
	1988	87,501	67,428	20,073	13,098	5,503	5,456	175	1,964
	1989	89,494	68,520	20,974	13,773	5,748	5,837	165	2,023
Technicians	1987	34,053	30,055	3,998	5,677	2,997	980	122	1,578
	1988	32,400	28,440	3,960	5,457	2,844	986	120	1,507
	1989	28,555	25,081	3,474	4,705	2,592	743	96	1,274
Marketing	1987	23,131	15,917	7,214	3,479	1,988	761	79	651
	1988	24,030	16,487	7,543	3,699	2,060	854	80	705
	1989	23,630	16,411	7,219	3,769	2,068	932	79	690
Office/Clerical	1987	32,883	9,905	22,978	8,095	5,613	534	147	1,801
	1988	30,501	8,946	21,555	7,618	5,260	502	128	1,728
	1989	27,264	8,047	19,217	7,012	4,916	469	110	1,517
Craft Workers	1987	7,477	5,904	1,573	1,311	754	115	25	417
	1988	8,390	6,503	1,887	1,537	863	165	27	482
	1989	9,242	7,185	2,057	1,708	965	219	28	496
Operatives	1987	11,834	6,240	5,594	3,343	1,688	572	35	1,048
	1988	10,476	5,548	4,928	2,925	1,460	517	33	915
	1989	9,373	5,136	4,237	2,575	1,342	522	24	687
Total	1987	228,175	160,878	67,297	38,273	20,781	8,694	662	8,136
	1988	223,596	157,572	66,024	38,086	20,160	9,247	663	8,016
	1989	215,693	152,690	63,003	37,184	19,782	9,448	598	7,356

Note: Table reflects U.S. population covered by federal equal opportunity/affirmative action programs. 1989 data exclude ROLM Corporation.

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TABLE 5. IBM EMPLOYMENT DATA 1986-1988

		Total Employees	Men	Women	Minorities	Black	Asian	American Indian	Hispanic
Managers	1986	34,353	28,340	6,013	3,875	2,265	767	100	743
	1987	32,632	26,430	6,202	3,984	2,335	811	95	743
	1988	30,298	24,220	6,078	3,752	2,170	767	100	715
Professionals	1986	88,130	69,032	19,098	11,917	5,322	4,566	174	1,855
	1987	86,165	66,427	19,738	12,384	5,406	4,921	159	1,898
	1988	87,501	67,428	20,073	13,098	5,503	5,456	175	1,964
Technicians	1986	38,883	34,189	4,694	5,918	3,191	978	137	1,612
	1987	34,053	30,055	3,998	5,677	2,997	980	122	1,578
	1988	32,400	28,440	3,960	5,457	2,844	986	120	1,507
Marketing	1986	19,291	13,427	5,864	2,827	1,659	571	63	534
	1987	23,131	15,917	7,214	3,479	1,988	761	79	651
	1988	24,030	16,487	7,543	3,699	2,060	854	80	705
Office/Clerical	1986	36,370	11,528	24,842	8,602	6,000	564	151	1,887
	1987	32,883	9,905	22,978	8,095	5,613	534	147	1,801
	1988	30,501	8,946	21,555	7,618	5,260	502	128	1,728
Craft Workers	1986	8,109	6,521	1,588	1,307	757	103	24	423
	1987	7,477	5,904	1,573	1,311	754	115	25	417
	1988	8,390	6,503	1,887	1,537	863	165	27	482
Operatives	1986	12,783	6,551	6,232	3,652	1,836	614	44	1,158
	1987	11,834	6,240	5,594	3,343	1,688	572	35	1,048
	1988	10,476	5,548	4,928	2,925	1,460	517	33	915
Total	1986	237,919	169,588	68,331	38,098	21,030	8,163	693	8,212
	1987	228,175	160,878	67,297	38,273	20,781	8,694	662	8,136
	1988	223,596	157,572	66,024	38,086	20,160	9,247	663	8,016

Note: Reflects U.S. population covered by federal equal opportunity/affirmative action programs.

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TABLE 6. MANAGEMENT LEVELS

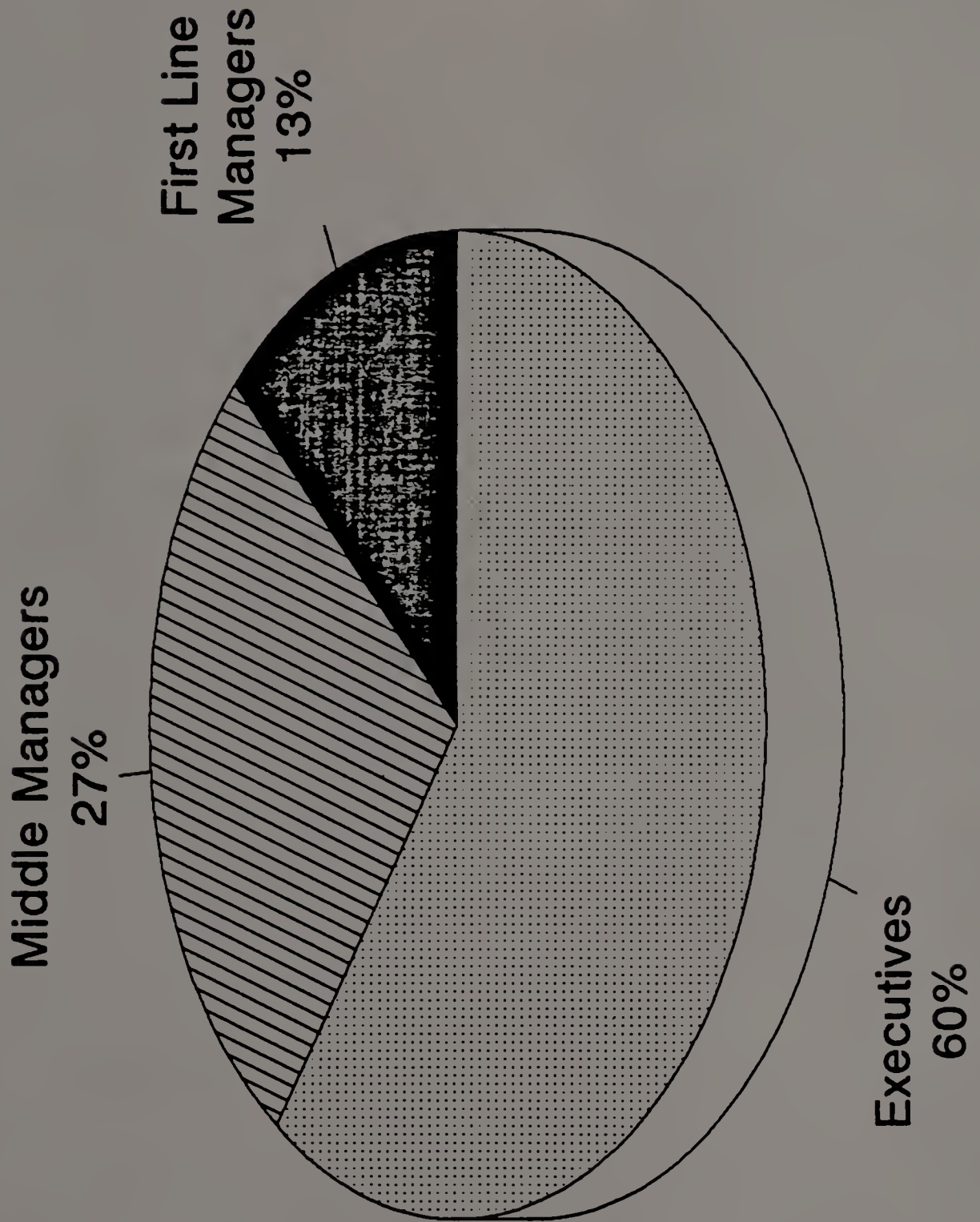


TABLE 7. FUNCTIONAL AREAS OF MANAGERS

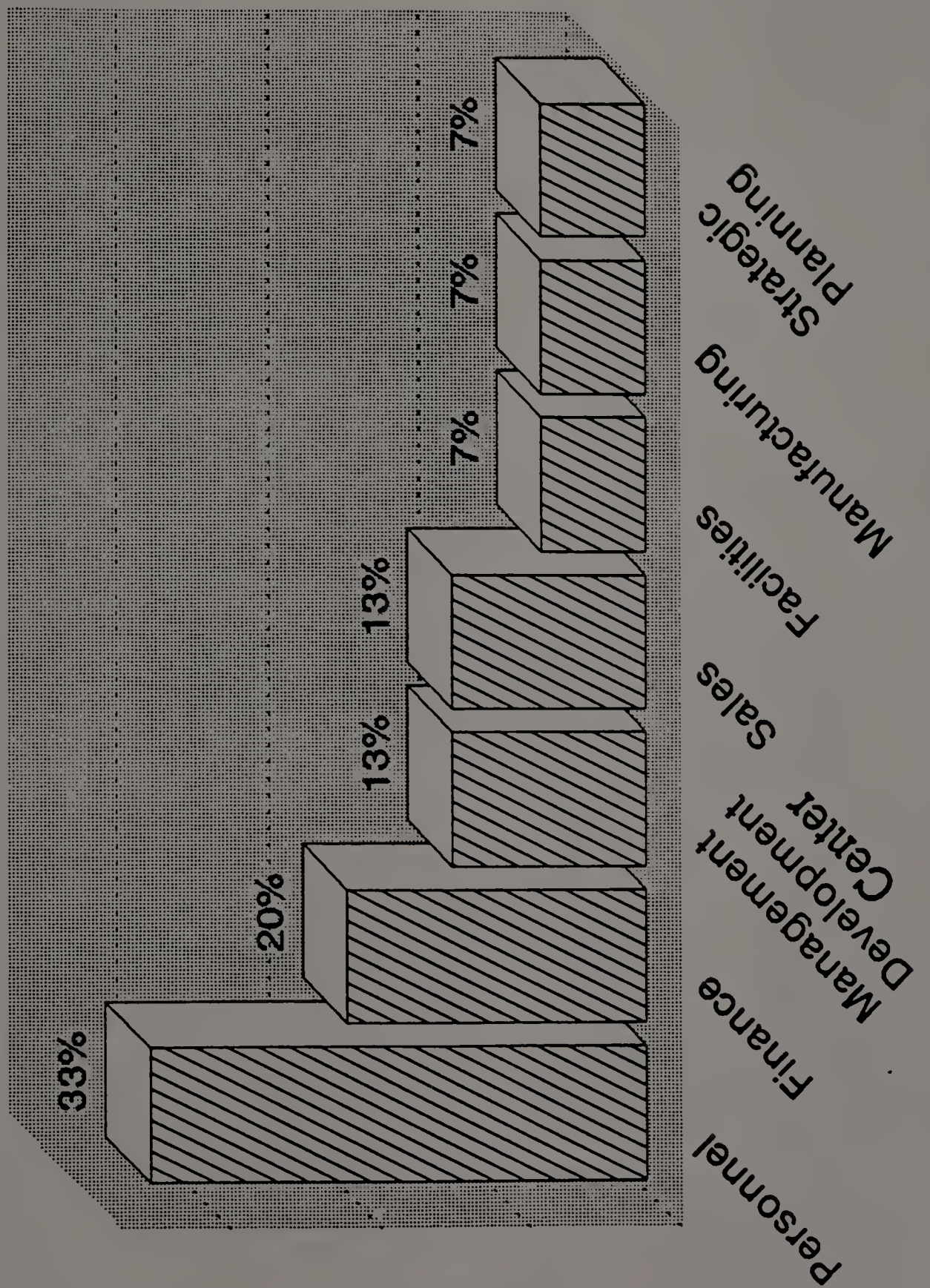


TABLE 8. GENDER OF MANAGERS

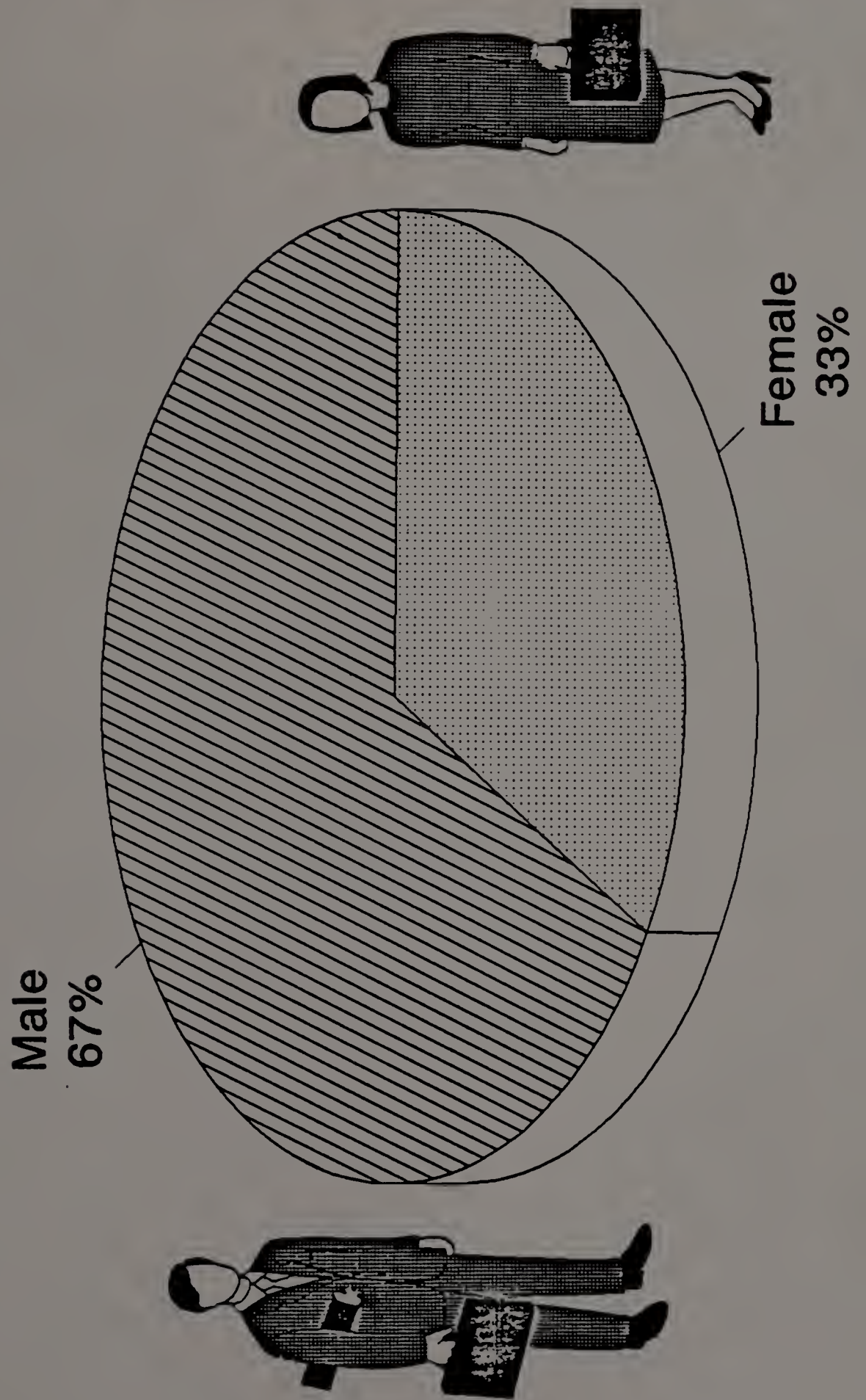


TABLE 9. ETHNIC ORIGIN OF MANAGERS

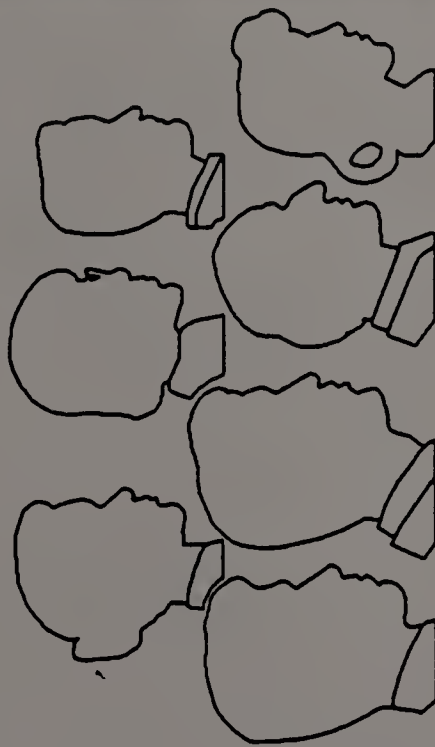
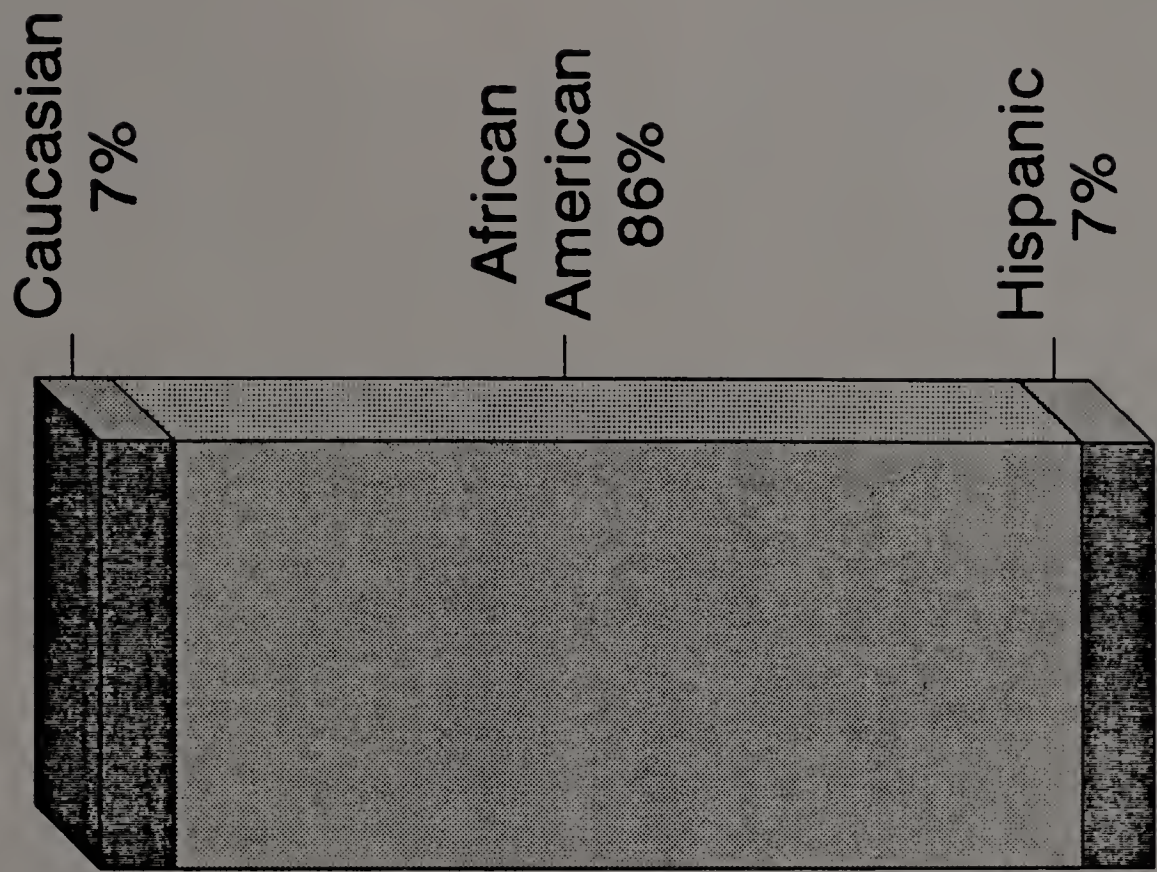


TABLE 10. LOCATION OF MANAGERS

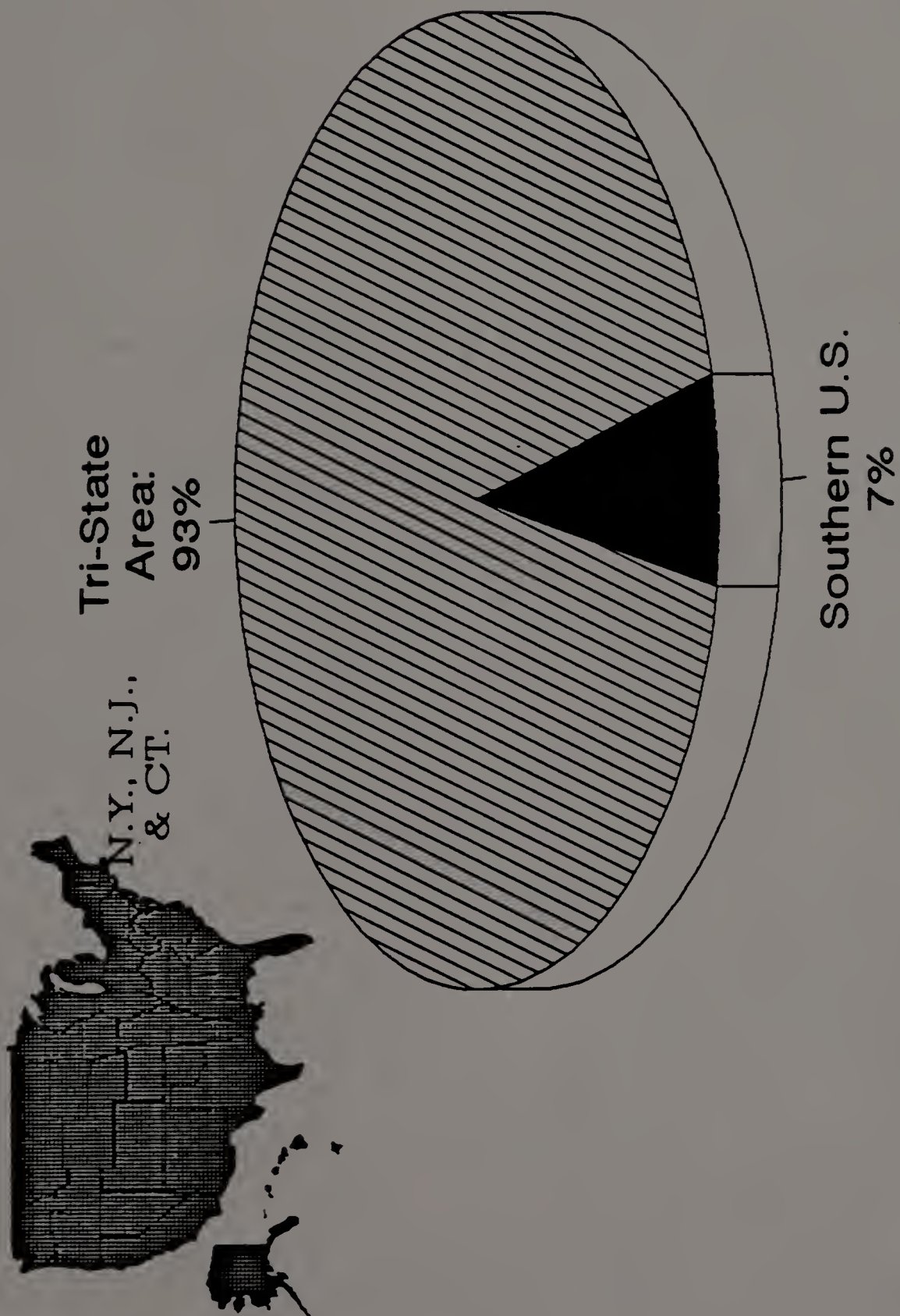


TABLE 11. COMPANY DESIGNATION OF MANAGERS

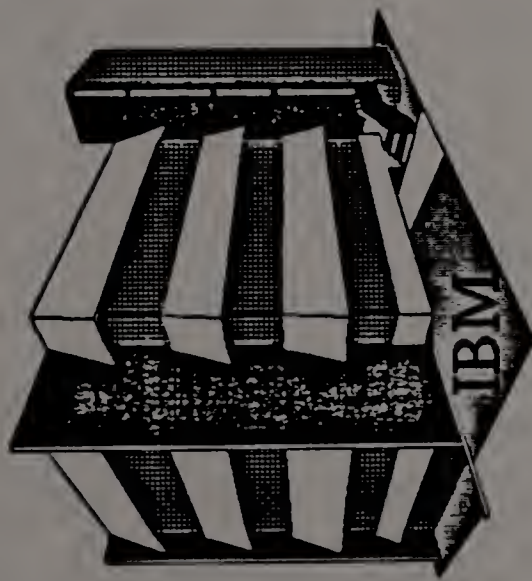
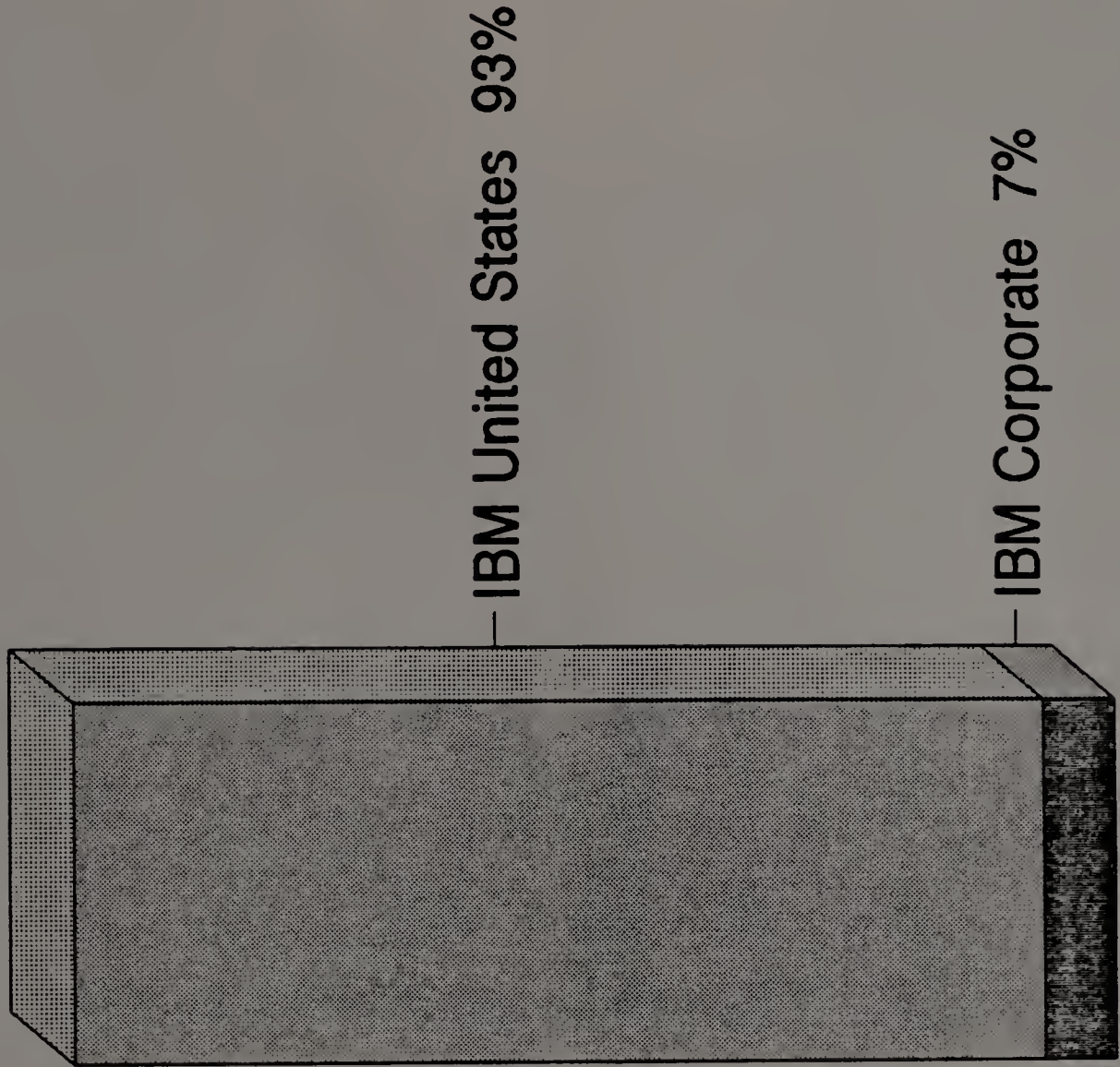


Table 12. MANAGER INTERVIEW QUESTIONS

1. What were the early visions of IBM Company leadership about managers?
2. What are some of the stories that have been told over the years about the vision?
3. How did the vision become reality?
4. Why was the vision acted on?
5. What were the benefits for the company?
6. From your perspective, what strategies were developed to carry out the vision?
7. What are the results of the strategies that were implemented?
8. How are the results measured?
9. How is the leadership held accountable for results?
10. What are the rewards/benefits for leaders who achieve the results?
11. What are the benchmark practices that were implemented to develop managers?
12. What barriers, if any, were encountered? How were the barriers removed?
12. In what ways did the organization environment change as a result of the practices implemented?
13. How are managers selected and what investments are made in their development?
14. What is your IBM history?
15. From your perspective, what was it like to go through the process to become a manager.
16. What additional actions could the company take to support the growth and development of managers?
17. Compare the early vision with the culture and values of today.
18. What is the vision for the future?

TABLE 13. WRITTEN CONSENT FORM

To: Participants In This Study

I am Barbara J. Reid, a graduate student at the University of Massachusetts, in Amherst. The subject of my doctoral research is: "How An Organization Changes Its Management Practices to Enable Minority Employees to Become Managers." I am interviewing Senior Managers and Minority Managers in this company for several reasons. You are one of approximately twenty participants.

As a part of this study, you are being asked to participate in two in-depth interviews. The first interview will focus on your experience with this company before you became a manager; the second interview will be concerned with how you experience being a manager. I will ask your knowledge about how the company has changed its management practices to enable you to become a manager. Looking into the future, I may ask you what practices management should stop, what practices they should implement, and what practices they should continue doing.

My goal is to analyze the materials from your interview, to understand your experience and that of other minority managers. I am interested in concrete details about your experience and what it means to you. As part of the dissertation, I may compose the materials from your interviews as a "profile" in your own words. I may also wish to use some of the interview materials for journal articles or presentations to interested groups. I may wish to write a book based on the dissertation.

Each interview will be audiotape and later transcribed by me. I am committed to confidentiality. In all written materials and oral presentations in which I might use materials from your interview, I will use neither your name, nor the names of people close to you. Transcripts will be typed with initials for names, and in final form, the interview material will use pseudonyms.

You may any time withdraw from the interview process. You may withdraw your consent to have specific excerpts used, if you notify me at the end of the interview series. If I were to want to use any materials in any way not consistent with what is stated above, I would ask for your additional written consent.

CONTINUED NEXT PAGE

In signing this form, you are also assuring me that you will make no financial claims for the use of the material in your interviews; you also stating that no medical treatment will be required by you from the University of Massachusetts should any physical injury result from participating in these interview.

I, _____, have read the above statement and agree to participate as an interviewee under the conditions stated above.

Participant Signature

Date

Barbara J. Reid

Date

APPENDIX

TRANSCRIBED AND EDITED INTERVIEW NOTES

#987

The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee signed the form. The interviewee agreed to be electronically taped during the interview.

Q? I would like to start with you by asking you a little bit about your history.

A: Okay. Now I thought the interview was related to my activity at IBM.

Q? It is. So you came to IBM when?

A: I came to IBM in 1985. And I have a bio and I don't know if you have seen it. It lists the things I have done. Career track position titles include Director, Assistant General Manager, and other positions that are in a career track with the current position.

Q? I am going to ask you several questions from your perspective.

A: Okay.

Q? From your perspective, what is it like for minorities to become managers?

A: First of all there is a selection process. People are identified based on one, their competence and two, their perceived potential, by their existing manager and other managers. And people who are identified as being high potential then are put into, I'll call it a pool. Executive development plans for them are developed by their existing managers. And then those are reviewed with other managers so hopefully nobody escapes the opportunity to be observed as having high potential. So once that is done, a part of that process is identifying the highest level to which that individual could possibly aspire. And then consensus is developed on the highest probable level that individual could reach. The key thing is not so much how high that ultimate level is but that it gets to at least the entry executive level. In rounded numbers, say the top thousand to fifteen hundred jobs in IBM are, in quotes, "executive level jobs". So if one is identified as having that ultimate potential, then they are included in this process.

And if that happens, then a "how to" plan is developed, that is how do they get from their current job to this ultimate executive position. And that is reviewed annually as each function such as Personnel or the like, makes its review of all individuals in the function who are deemed to possess executive potential. So then people are selected for management jobs based on that process.

There is another process that identifies high performing individuals at a given non-managerial level. Then they are brought into an assessment school. Managers and executives go and observe those classes and they try to pick out high potential individuals out of those classes. So there are at least two processes, one bottoms up and one tops down, to identify potential. Then it's based on performance and job openings and the like. So then one is put into a first level managers job, they go to a first level managers school that lasts one to two weeks and they are given a lot of courses. And then they rise to middle management and they go to middle managers school. Then they go to advanced management school. The highest one is an international executive program that more senior executives go to.

Q? There is also the annual commitment to insure that there is at least five days of training.

A: I am just shaking my head yes and I am sure that is true and that is done. It's just that I entered IBM at an executive level so I don't really know how that is practiced earlier in the normal career.

Q? In addition to the educational programs that exist, what other strategies have been implemented to develop managers?

A: I'm not sure I really understand the question. One is selecting people for management and putting them in a management job. That is based on the processes which I mentioned before. And two, the training one gets in the management school, in addition to on the job training.

Q? Are there other strategies that may be implemented besides job experience and the formal education program?

A: Those are the only ones that come to my mind. But again, I don't consider myself necessarily an expert in knowing what programs exist. Those would be the two that I would use here and those are the two predominate ones.

Q? What is your sense of the success and the results of the programs that you mentioned?

A: I believe them to be successful but I am sure some people could possibly be missed. If people in management don't perceive that someone has management potential then I am not sure this person is going to get much of a chance. The nature of leadership is showing that attribute. If you have it and people don't see it, you may need to question whether you really have it.

Q? Right. As a senior manager you are responsible for the development of people in your own organization.

A: Yes.

Q? How are you held accountable for that?

A: How am I held accountable for the development of people?

Q? Yes. In what ways is your performance measured?

A: I would say for an executive, part of it would be informal. Probably a great deal of it would be informal and some would be formal. The formal portion would relate to an opinion survey in which people all over the company look at the degree to which they believe they have potential, what they think about management, what they think about their career potential, what they think about their compensation, what they think about the company, what they think about a wide variety of things and that is tracked over time. If all of a sudden your people believe they have no potential and then it follows you from job to job, its pretty explicit. Also people develop an informal reputation as being good to work with. So if people who come to you tend to get promoted, then people will want to come to work for you. And you can't fool people.

Q? For the people that report directly to you, do you have discussions with the individuals to whom you report, about their development?

A: Oh yes.

Q? About the success they are having?

A: Right.

Q? So that is one of the ways in which you are formally measured as well as...

A: I don't know how that is formally measured but that is a part of what I do. And IBM is instituting a formal ranking process for all employees. I will be ranked among

my peers. I will also rank those who report to me. My managers will rank those reporting to him.

Q? One of the things that has been talked about over the last couple of days has been the movement from the way IBM functions today to more of a team concept.

A: The way it functions today to more of a team concept? That suggests that it is not a team concept.

Q? No, it is a team concept but when I look at the basic beliefs and market driven quality being the foundation and there being more employee participation in the success of the business, there seems to be discussion about the whole concept of developing team goals, managing the teams performance within the group, and some discussion around team rewards.

A: Okay. That may well be. I am just surprised that it is new. I have had a lot of team involvement and team building ever since I've been here. None of that sounds new and it all sounds good. (Laugh) It just does not sound new.

Q? Okay. Maybe it isn't for you in the position where you sit but these are some of the things being discussed as the basis for curriculum development in the management education center. I guess I was using that as a point of departure for talking about the thought that you just shared about your peers looking at all the people that you are responsible for and then reporting to your boss about what happens with that group. Is it your sense that it would not only be discussion among your immediate direct reports, but your peers as well, to insure that we are continuing to develop managers into the executive ranks?

A: I would say yes, but that is a minor part of it. The key focus is on how well are we doing the job. And developing people to become managers is one part of it but not necessarily the most important part of it. It is developing them to do their current job as well as developing them to go on to the next job. So I would say that at IBM, the ranking process that we are going through right now would involve development and potential as one aspect of it, but the key focus is on performance in todays job, today. And I would be misleading if I didn't emphasize that point.

Q? Understood.

A: If that were not the case that could inadvertently result in age discrimination because an individual who is, say sixty-five, who may not have the potential to go much

higher than he or she is, should not be penalized if they are doing an exceptional job compared with somebody who is twenty-seven and is doing not as good a job but has a lot more potential because they would be expected to stay with the company a lot longer. So, it's complex but I think that observation drove the business to say let's focus on ranking performance in today's job separate from potential. Now, potential is part of the management identification process. But the performance and ranking is based on today's performance.

Q? One of the things I have seen and it is captured in the form of a set of stairs where an individual is identified and moves into their first management position, then a staff position as a way of developing them over time. And so I was reflecting upon that when I asked the questions about the whole concept of team, working with your peers to ensure that the people that all of you are responsible for have been identified and yes they are still held accountable for current performance but there also some steps that are mapped out for them that is very futuristic, since IBM is a company that by-in-large promotes from within.

A: Right. Both of those things are true. And so there would be the development plan going along one track that is really looking at what is that individual's next job is going to be and the evaluation and ranking that is based on how the individual is doing in today's job.

Q? IBM is like every company that is having to respond to the economy.

A: Right.

Q? And the way business is conducted. What is your vision of the future of the company with regard to management development in response to the pressures that exist?

A: I believe that it will be a lot tougher. I believe it will be much more results oriented, in a multifaceted results frame work that would focus on customers, that would focus on quality and IBM is a world-class quality company. It will also focus on share holder results. The world is getting leaner and meaner in our industry. You either stay ahead of that world or get gobbled up by it. So we have no choice, as I see it, than to continue with the streamlining in an efficiency sense and deliver that efficiency result to our customers in terms of increased solutions for the buck. We happen to be in an industry that has been driven by technology. And not that technology is the only criteria, but it would be naive not to really recognize the importance

that technology improvement has played in better solutions for customers. And that technology has been moving, and if I can borrow from another IBM executive's estimate, technology may have advanced at a double digit annual rate compounded for the last twenty years. This rate of advancement will continue into the foreseeable future. So if you don't improve the capability of our own solution offerings on that technological curve, you get left in the dust. That solution improvement, that technology improvement also provides for more efficiency. You should be able to produce more with fewer people. The whole point to this was getting down to the people productivity aspect.

Q? Sure.

A: So if I am fat, dumb, and happy with doing my job today, with X resources I had better realize that two years from now I had better be able to do that job with fewer resources or else I am going to get left behind by the world and other people at IBM. And many industries are different from that and they can look at rates of inflation and the like. We have to look at increased performance for the same price.

Q? How does IBM meet the challenge if we are to continue to grow the business, continue to grow the revenue, be much more efficient with fewer people? How is it going to be done?

A: To get into a broad brush answer, either we grow the business fast enough that the number of people is not declining and the amount of output is increasing. That rate of increase then allows for job expansion, compensation increase, and self fulfillment for the people who are here. Or if we don't grow at that rate, if we grow at a less fast rate, then we will have to do the same with a smaller employee base. Hopefully, you can do that with just attrition. But, it's all performance based. When we look at where we are and what is the affordable resource, you just hope that the answer is a win-win answer.

Q? This company is founded on one of the basic beliefs of respect for the individual.

A: Yes.

Q? It's one of the things that makes this a fine company to work for. IBM is in many ways not like society at large. I see you smile.

A: Right.

Q? How do you achieve the objectives of growing the business, be more efficient with fewer people, and still move toward the goal of having this be a good place for all people to work? Respect for the individual with a diverse population.

A: That is one of the very toughest people challenges that IBM faces today. And I would say the answer to that is changing. IBM has had and does have a practice of full employment which has been internalized to mean that as long as an individual does their job, they will have employment with IBM. And IBM, given the reality of the number of people we have compared with the number that is affordable, and really the number that is required to produce the output for the solutions the customers are buying, we have more people than we need. And so the answer had been to have programs that will pay people, on a voluntary basis, to take a payment and decide to leave the company. And that was the way the company could keep the full employment and reduce the size of the work force. And it is very expensive to do.

Q? I know that it is very expensive and when we look at the future, the technology, and revenue, it is going to be an expensive proposition to continue to do that, to do what I call right-sizing the organization.

A: Right. The best solution is to grow the business fast enough. So we are looking at how many more people do we need rather than how many fewer people.

Q? What barriers, if any, exist for achieving that objective?

A: There are so many answers that I don't know where to start. I think what you want to do is make sure you do it in a fair way and in a way so that everybody understands the ground rules. And then you are prepared to implement it. Anything that gets in the way of that is a barrier. But the key, I think, is in making sure that you do implement it in keeping with the basic beliefs of the company. Respect for the individual demands that it be done fairly and people understand the criteria that is going to be used for their evaluation.

Q? One of the things I have seen over the last couple of days is a pyramid that talks about the basic belief and market driven quality. And then it goes on to look at the leadership challenge, the economy and work force 2000. Have you seen that?

A: I am not sure that I have. I've seen a number of charts and everything you have said sounds familiar, I could not have and cannot right now construct the chart.

Q? At the top of that chart are all the issues that are related to the changing dynamics of the work force. That is the focal point of what must be addressed. What is your sense of what all that means?

A: To be really candid with you, I'm not sure I understand the question.

Q? Okay. If we are looking at a company that has basic beliefs, market driven quality, looks at the economy, is concerned about leadership, and then at the very top of that pyramid looks at the changing dynamics of the work force, work force 2000, what is your sense of how all that fits together? I have seen it diagramed in a pyramid.

A: The reason I am having difficulty is I am not sure what significance is implied by the location on the chart and I don't have the chart in front of me so I'm not sure I can give you an educated answer. Can you rephrase what the focus is and maybe I can respond directly to the concern or the issue rather than the chart.

Q? I am looking at a company with a foundation of the basic beliefs which has been espoused since the 20's and 30's by the Watsons and at the top of that pyramid work force 2000 the whole diversity issue as we enter into the 90's and how the company wants to be positioned to address those issues.

A: Those issues being what?

Q? Work force 2000.

A: When you say work force 2000, what specifically do you mean by that?

Q? The changing dynamics of the work force, the aging population, the mix of men and women in the work place, the number of minorities versus majorities that are going to be available to work. What does that all mean for IBM as a company as it moves into the 21st century?

A: I get the feeling that there is something that you are specifically thinking of that I am unaware of. My prior answer was that all evaluations, all promotions, all ranking, all human resources decisions have to be based on fairness, on everybody understanding how they are going to be evaluated. Then regardless of the composition of the

work force, it does not relieve you from any other fundamental concepts of fairness, knowledge of how you evaluate and the like.

Q? But the composition is changing.

A: Right.

Q? Does that mean that IBM is going to have to change in a significant way that it has not changed now?

A: If the question is, is anything about the changing work force at odds with respect for the individual, the answer is no.

Q? No, I would not assume...

A: Is it at odds with market driven quality? That answer is no.

Q? Absolutely not. But, the composition of the work force is changing, and that is at the top of this pyramid. We talked about all the systems and programs that are in place that feeds into the growth of the business, and you can influence how IBM changes. Do you see the company responding to these changing dynamics?

A: Two things. One, I am convinced that I am missing the focal point of the question. Let me ask a different question because I am still trying to get at your questions and I want to be fair. If you look at the changing nature of the work force, and then say what impact does that have on the company. I would say it does not impact the basic beliefs of the company or the objectives of the company. It means that people have to be more aware of the fact that if they are going to be fair, they may need some definition of fair. They need to make sure that they are aware of just what fairness means in that circumstance. And I am still not sure I am getting at the heart of the question.

Q? I guess I was curious about ways in which IBM might have to respond to the changing demographics, in ways it is not responding now.

(There was discussion about the interviewee's current position which has been omitted from these notes.)

A: I am very candid on my views among my peer group about what we need to do on a variety of things. I always say it is just one person's view but then I express my view and it may be on general product issues, it may be on marketing issues, it may be on minority issues or it may be

on general management issues. And I have not been dissuaded from speaking out.

Q? So from your perspective, what are some of the challenges that face any company, not necessarily IBM, but any company must face is dealing with the changing dynamics of the work force?

A: The challenges that face IBM, and any company, but specifically IBM, as the work force changes, are the formal and informal systems of distributing rewards whether financial, whether they are promotions, whether they are esteem, informal recognition or formal recognition and look to see are there ways in which that system, fair as it may have been yesterday, is going to be fair tomorrow when you have a different set of players. If I like to knit, which I don't, but let's say I did and all my analogies of how to succeed relate to knitting, then only those people who understand knitting have a chance to benefit from my advice. Well if everybody was always a knitter, that's wonderful. Now if we get a group of people that don't know much about knitting, then I am going to be unfair and I don't realize it. I think I am being clever. Well to bring that into a more realistic format, but the same concept, if all the analogies are war related or sports related or golf related or whatever, then one can inadvertently not be passing along helpful hints in a uniform way. Or if one observes social behavior by observing people at say the country club and there are no women allowed in the country club or no Blacks or Hispanics or whatever, then one is not looking at all people fairly if you are drawing your sample from a subset that everybody does not have access to. The other thing is looking at the formal and informal management system, the way in which helpful hints are passed on. Well if you tend to do that at the racquet club and only one third of your people belong to that racquet club, well you are being fair with everybody that is there, it's just that everybody is not there. So examining the formal and informal systems to make sure that it is not unfairly excluding a component of the work force by sex, by race, by religion, or other practices or purposes. So I would say that would definitely be an issue for IBM that has had a history of successful people pulling along those who help them succeed. Now that sounds great, right. You are going to pull along those people that help you succeed. That is wonderful. But if all of a sudden, as people move up the corporate ladder, and then everybody at the top, let's say you have a group of 25 people and they each have 20 people that they have brought along with them. Now you have 500 people that are really the only ones who have a shot at the next, say, 100 jobs. And even that is going to be contentious. There are not 500 jobs for those 500 people. Let's say they are competing for

100 jobs. So all of a sudden, if you are an African American or Hispanic and not in that network, and very few minorities may have had a chance to be in that network, then you may be doing great and moving ahead but you are not going to move ahead as fast as somebody who also moved up along with people who are now running the business. So that's an issue. Now was that responsive to the issue you had in mind?

Q? It was responsive, yes, and you have touched on some things that are important here because several things that have been characterized about IBM are that the 60's was a time of hiring great numbers of minorities. That the 70's was the time frame within which minorities moved into first line management positions around the company. That the 80's meant second line management moves. If that is the natural progression, then we are at the threshold of the 90's which means looking at the executive ranks and moving minorities into those positions. That also occurs in tandem with the very thing you described because the company promotes from within and traditionally people have brought along others. That has not been the case with minorities. And so what some have talked about is the vacuum that exists of those people who are now ready and positioned to move into the executive ranks. That is one of the challenges that faces IBM.

A: That could well be true. I must admit that since I joined IBM in 1985, I am not that knowledgeable about IBM before the mid 80's. So I don't know the speed at which people have been moving. My observation is that there are a number of highly competent African American men and African American women, many of whom I have personally met. And then I look at the jobs they could be competing for and then look at a wide variety of processes by which people could get into those jobs, some of them will be available to them and some of them may not. The process of the development plan, all the formal ways in which it is done will give the minorities the access. Then a lot of informal discussions take place about a particular job opening because job openings are not posted. If I have a job and it is at a certain level, then I go to the formal system and ask them to serve up some candidates. Then I will go and think about who have I seen, who has impressed me, etc. Then I will look at the list and I will know some of them. I will know some people from personal observation. I can't interview 100 people every time I have a job opening, so the natural tendency is to be efficient and effective which drives one to use the informal systems as well as the formal ones. And inadvertently that works to the disadvantage of people of color.

Q? Have you been in a position to reach down and pull?

A: Yes, I have and I hope I will continue to do that.

Q? One of the phrases I have heard used to categorize an action that sometimes happens is that a minority may have someone who is called their career manager. Have you heard that?

A: Everybody has someone who is called their career manager. It is someone at a higher level who either formally or informally helps you manager your career and can be called upon at times to be your advocate.

Q? Does that person also serve as a mentor?

A: I don't know. I really don't.

Q? Well as I look over my questions, I think I have about covered everything I had highlighted to discuss with you today. Thank you for your time.

A: Very good.

Q? Are there any questions that you have of me?

A: No.

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The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee signed the form. The interviewee declined to be taped during the interview. The researcher manually recorded the interview.

The interviewee was asked their IBM history. The interviewee has a 25+ year history. Very early on the interviewee had mixed impressions, both positive and negative, about IBM.

The first management assignment came in just three years which was atypical in the company. There were several reasons for the early promotion. The interviewee worked for a minority manager. The senior minority manager demonstrated, "I am a Black man and I am proud". The senior minority manager took a personal interest in the interviewee who had a lot of potential but who was a product of the 1960's. The senior minority manager molded the younger manager and now this manager acknowledges that the senior minority manager "did a good job". The senior minority manager conveyed the philosophy: "Don't lose your ideals -- learn how to work within the system."

Since then, the interviewee has worked for liberal and conservative senior managers and has successfully moved through the company's management system.

The interviewee focused on what it was like in the early days. Back in the 1960's, President John F. Kennedy began a Plans for Progress program. As early as 1960, IBM leadership played a key role in working with others to draft the civil rights legislation. Thomas Watson Jr. approved of Kennedy's plan and approach. Watson made a decision that IBM would be a leader in setting business initiatives that address an open society.

IBM was the first American company to donate to the United Negro College Fund. IBM worked with the National Alliance of Businessmen in developing jobs training programs. IBM wanted a premier organization to do outreach, recruitment, and initial screening of candidates for IBM job opportunities, so the company hired the Urban League to act on its behalf in the Black community.

When the interviewee was asked why they thought IBM took these initiatives, the interviewee responded that Watson had a vision, it was the direction the country was moving toward, and Watson wanted IBM to be a leader and in

the forefront of the movement. When asked if the initiatives were driven by marketing and economic considerations, the interviewee said that may have been the case, but they believe the initiatives were the result of the times.

The story was told about how Bobby Kennedy approached IBM, as well as several other businesses, and asked them to build a manufacturing plant in the inner city. IBM responded by developing the Bedford-Stuyvesant plant in the ghetto of Brooklyn New York. This public service initiative came from social consciousness. The interviewee said IBM has embraced the concept of a diverse society and the company reflects this decision.

The interviewee was asked what other strategies were implemented? IBM initiated training programs to help people understand that the commitment to affirmative action and diversity would be reflected in the short and long term objectives for the company. In fact, the commitment to affirmative action and a diverse employee population were extensions of a core value -- respect for the individual. These programs would become a part of the fabric of the organization.

In the 1960's the focus was on affirmative action hiring. The company was interested primarily in volume.

During the 1970's, IBM continued to hire and they focused on developing and utilizing the talent they already employed. This was the time frame in which minorities moved into first line management positions and into staff positions for further development. The company was successful in turning them into capitalists/business men and women.

The 1980's focused on hiring, utilization, management development and equity in the work place. Minorities moved into second line management positions. The company began restructuring and balancing human resources. Statistically, more majorities left in the down sizing than minorities.

The 1990's are targeted to continue to develop the pipeline of minority manager and emphasis is being placed on moving minorities into the executive and officer ranks. Concern was expressed that IBM may have lost the leadership role in management development to another company and the interviewee would like to see IBM regain its leadership position.

The interviewee said they do not accept the status quo. The responsibility is to keep management development, affirmative action, diversity issues and social consciousness on the IBM agenda.

The interviewee was asked how the leadership is held accountable for results? The interviewee responded that each manager is appraised on personnel activities, people management and how they prepare their subordinates to move on to other jobs, during the performance appraisal process. Good managers should always groom their replacement.

"Helping others who follow in our foot steps must come from us! We must reach back and help others. We teach our young that they must help themselves and be self-starters. We teach them not to depend on others. Yet we must help and we should not pass that responsibility on to someone else."

This Senior manager receives network calls from within the company. Younger managers are reality checking, seeking advice and council. Calls come from Blacks and whites alike. They want to discuss risk taking. Black leaders are in a position to respond to these calls. They are also in a position to highlight the accomplishments of others. There is pleasure and reward in seeing someone succeed and get promoted.

The mood of IBM is the same mood as the country. IBM is a microcosm of society. Senior Black managers must stay the course! The mood of the country is changing. Senior Black managers must continue the progress for The IBM Company.

"During the 1960's the emphasis was on hiring; the emphasis during the 1990's must be on executive development. As the company changes, we must focus on the pipeline, mentoring, increasing awareness of diversity issues and constantly reminding those in positions of authority the importance of these issues. The message is the same; the words are different. The struggle goes on. We must make a difference for our children. We must use all our resources and talents to this end."

The trends indicate the changing dynamics in the work force. We must embrace diversity or IBM won't be able to continue to compete. The IBM Company philosophy is to develop and promote from within. Diversity is a concept that logically flows.

We reviewed charts on the world-wide trends in the increase in the median age, the number of entrants into the work force between 1985 and 2000, U.S. labor force growth

and U.S. career preferences. Clearly the diversity trends significantly impact business growth and competitiveness.

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The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee signed the form. The researcher recorded the interviewee manually.

The interviewee was asked about their IBM history. They began at IBM in a very entry level position. Within a reasonable time a promotion was granted to an administrative position. The next promotion came in 1975 to another administrative position. An appointment to manager occurred and the individual went to the Management Development Center for classroom education. This position gave them responsibility for fourteen administrative staff people which included work analysis, performance planning and appraisal, development plan. The next assignment was a staff position in 1981, followed by a position in field engineering in the 1982 - 1984 time frame. They moved to their current position.

When asked what IBM was like, the interviewee responded the company was very conservative. People were a bit more "gun ho" on IBM. There were a lot of unwritten rules that supported the IBM image. The company was big on white shirts. The company became more liberal and now it has come full circle back to being conservative. Even though the company has become conservative again, IBM is more open with regard to policies, John Akers is often in the paper -- he seems to be more open to the public. There are more social/community programs now than when they started. However, going full circle means the company is going backwards in attitude. IBM is more stringent in how it looks at employee. In the past, performance planning and counseling resulted in some "hand holding" if an employee was not cutting it. As of January 1992 this will not be the case. A process will be used to evaluate employees against specific criteria. The results will be rolled up to the top of IBM. There is a perception about how to manage minorities. There is the sense that minorities must be handled with kid gloves -- that is, minorities must be treated differently. However, the process will require that peers share their evaluations of their people and the peer group will select top performers. There was concern expressed that the formal ranking program must be fine tuned to keep it fair. The interviewee thinks there must be management training for the revised evaluation program.

When asked about what investments IBM had made in the interviewee, the response included participation in these programs: Empowering the Employee, Transformational

Leadership, Ventures in Attitudes, Personnel, Vending Strategies. The interviewee believes one must take advantage of the educational opportunities provided by the company.

When asked what it is like to be a minority manager, the interviewee said it was fun. Part of the pleasure comes from providing opportunities for other minorities and helping them develop their skills and talents. Subordinates are Hispanic, Asian, and Black. The interviewee pointed out that IBM is like American society. The policies are good and generally individuals carry out the intent of the policies. However, there is some subtle, misguided racism and these issues are not acknowledged or dealt with as they should be, in the context of equal opportunity meetings.

A challenge facing IBM today is implementation of programs. The interviewee questioned the statistics for minority hiring. There is the sense that females are being hired and promoted in greater numbers than minorities. Minorities are often passed over for promotional opportunities. When asked why this may be true, the interviewee said the company was focused on other issues. The interviewee asked why nothing happens to managers who blatantly discriminate. The interviewee also asked why the delivery of equal employment opportunity programs is left up to individual managers. Materials are made available but the managers can choose to use or not use the materials. To meet the company mandate all managers must do is hold an EEO meeting. There was concern expressed for the lack of accountability and a system that does not provide consequences for not meeting expectations.

It was stated that programs, administrative procedures and systems are already in place. As an example, IBM's policy of promotion from within was mentioned. The promoting from within policy is coupled with a practice of not posting job opportunities. Unfortunately in practice this leads to cronyism and political maneuvering which is not good. Another organizational issue is the qualitative results of equal opportunity. Presently equal opportunity tracks hiring decisions. What seems to be neglected is management's accountability for hiring and developing minorities. Some managers act affirmatively while others do not and there seems to be no repercussions for not meeting corporate expectations in this regard. When the interviewee looks at IBM and says, "What's wrong with this picture?", there is the realization that there are very few minority males in this company, and perception is reality. Where are they? The interviewee looks at what is going on and perhaps peers too deeply but the question was asked, "Why not question those departments that don't have any minority

males?" Clearly the interviewee feels that two of the biggest assets of IBM are the basic belief of respect for the individual and the chance for on-the-job training which allows one to watch others manage which is experiential learning. The interviewee is concerned that the future may bring about resentment which will result in some minorities leaving the company. IBM is changing the performance appraisal system which will include a ranking process and a four step counseling program. If an individual is called in, they have thirty days to decide whether they want a "buy out" with six months of salary or whether they want to engage in an improvement program. If they choose the improvement program and they are called in again, they are automatically dismissed from employment. The program appears to have the appropriate steps in that your manager must tell you where you are deficient, show you what corrections are needed for improvement, and then tell you again if your performance fails to meet expectations. However the revised system does have some ambiguity with respect to criteria and clearly one's IBM history is not as important as the perceived performance of today. Another concern that was mentioned is manager's accountability. A story was told about a manager who had not developed any minority talent and the manager was not removed. The intent of the revised performance appraisal process is not to be manipulative but the interviewee believes it will be manipulated. It was also suggested that the company needs to look into subtle racism and the lack of opportunities for minorities. It was stated that the problem of racism may be bigger than the company wants to admit. Questions were asked, "How can one attend a meeting of twenty managers and be the only minority present?", "How many second line managers are minority?", and "Why were ten new managers appointed and none of the appointees are minority?" IBM has to change but it might be too late. There are rumors that the company is moving toward subsidiaries. Fewer people are going to have to do more work...more is expected of them. The infrastructure is shifting and how it will settle and who will remain is unknown.

A challenge that was mentioned and that is finding ways for minorities to network within the company. If networking is legitimized then minorities may be able to provide mentoring and support for each other in an environment that feels safer and far more comfortable.

There is the acute sense that IBM has and will continue to change. The interviewee again expressed concern that minorities will be most impacted by these changes and that the impact will be negative.

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The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee signed the form. The interviewee decline to be electronically taped. Therefore the researcher manually recorded notes.

The researcher began by discussing a research project undertaken in preparation for an oral comprehensive examining which is part of the doctoral program. This earlier study focused on the Hudson Institute report, Workforce 2000. Work and Workers for the 21st Century. The conversation quickly moved on to the present study which examines how a company implements management practices to enable minorities to become managers and what the future may bring for the IBM company.

The interviewee responded by saying the researcher had made several assumptions. The first assumption is that management education is the primary developmental factor to success. However, job experience, length of time, culture, and company management practices all contribute to educating managers. Corporations have multiple cultures that result from groups, personalities, environments as well as traditions. Rules and procedures can be taught. One must also learn how to interpersonally deal with people. Competence can be gained from experience. Being a manager is not the ultimate success. Being a manager of people can provide one level of challenge, but one must be able to also provide leadership. There was a lengthy discussion on the definition of integration which was equated to one accepting both differences in ethnicity and value systems. IBM is going through a cultural transformation. The new paradigm is that the customer has the power to define what they want. IBM must be an adaptive organization and give power to the customer and empower employees as well. This is a change from the control paradigm where power emanates from the top and control is centralized. Many minorities have a problem adjusting to the old paradigm and the problem is exacerbated with the changing paradigm. The major inhibitor for minorities is social acceptance. Those who are best suited for working within the system must break the glass ceiling. These individual have already had to adapt to get to the top. IBM is changing as a matter of organizational survival. However, those minorities who have attained success have been brought up on the control paradigm and many think that is the way it is suppose to be today. A book was referenced, The Fifth Discipline, which delineates a new role for managers. Future managers will have to have the ability to adapt to change, shifts in power, and

organizational transformation. Successful managers will add value to the market place. In the past value was determined by fit into the organization, communication skills, and predictable behavior. The company must make adjustments, measure contributions on a project basis, and provide customer deliverables. The future requires better performance than in the past, in a less political environment. Teams will develop expertise and be judged on their competence. IBM will refocus on the definition of contribution and skills in relation to team performance, rather than individual accomplishments. The business process will be redefined in the context of the work flow. The transition of the organization may result in placing minorities in positions where they are allowed to fail. Minorities are not given decision-making positions and now the desire to take risks is limited. The number of high level positions will diminish. The interviewee also predicted that there will continue to be a problem for people who are different. The typical way of solving the problem in the U.S. is to bring minorities in through the system. However this is a band aid approach to fix the social structure. The interviewee feels they have positioned themselves to bring about an alternative in IBM.

The interviewees career titles include systems engineer, marketing rep, manager, manager, administrative assistant, manager, administrative assistant and the current position. This is not the typical career path. The interviewee predetermined the skills that were needed to move in a career path. Now the interviewee has gained enough stature to accept only those positions they choose to select. The interviewee does not sit back, they decide on the next job then focus on developing the skills that are need to perform the job. A major goal of the interviewee is influencing and helping other minorities. One must have not only knowledge and experience, one must also have street smarts to survive. The interviewee is concerned because there are a number of middle class minorities who done see the value in being connected to other minorities and they do not know what they are up against within the system. They do not ask what is going on, they do not network, and they don't have the expectation that they will get help. The interviewee has held Saturday meetings at their home as a way of addressing some of these issues. Young people don't seem to know their purpose or they lack purpose. The interviewee is interested in helping young people understand what it takes to succeed and survive in the IBM culture.

The interviewee believes they offer an alternative point of view and that viewpoint is appreciated. Race is still an issue in the broader society; it is not politically correct to be a minority...there is still a stigma. The

interviewee is hopeful that in time the playing field will be leveled enough so that minorities will not need networking...that has already happened with majorities. The interviewee networks professionally with industry contacts as well as establishing contacts that can benefit economically and socially. Most minorities do not effectively network; they often call only when they are being "messed over" or when they feel insecure. The interviewee finds this behavior amazing and sad.

When the interviewee was asked about formal mentoring they are engaged in, the response cite two formal groups associated with school from which the interviewee received degrees. The purpose of both groups is to discuss trends and down to earth issues. Within IBM mentoring has been discussed but not sanctioned. Xerox and Avon were cited for their support of formal mentoring programs.

When asked about the approach that might be used in a formal mentoring program in IBM, two strategies were mentioned. First, mentoring and sharing between minorities in different job/levels, on a quarterly basis. Second, peer mentoring between five to ten people of the same gender. Presently there is mentoring for minority first and second line managers and additionally there is lot of mentoring of females. However the program could be enhanced by focusing on: (1) mentoring at and above the Director level, (2) those department that show little or no progress with regard to developing minorities, (3) acknowledging that just because minorities walk through the IBM doors nothing as changed from the broader society, and (4) redoubled efforts to make IBM a better place for everyone.

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The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee signed the form. The interviewee agreed to be electronically taped during the interview.

Q? I would like to start by having you give me your IBM history.

A: The question was answered with a lengthy summary.

Q? Since you started in 1986, give me a sense of what you have witnessed over the years, in the way that IBM has changed, from your perspective as a minority executive.

A: I gotta tell you, if there is a negative part of my career or any minority's career, it is answering that question. When it became apparent to the people in Philadelphia that I could make things happen and that I could do things, I found that I had lots of support. For example, the district manager at one point took me out of the territory and had me literally follow him around for two weeks. I sat in every meeting he went to, every thing he did, I followed him around. And when he made decisions, he and I sat down and talked about why he made the decisions that he did, what he thought about as he went into making that decision. He basically opened his mind up to me and said this is how I do my job. Later while I was still a marketing rep, our regional office was in New York City, and this is around the 1973-74 time period, I was invited up to the regional office and I spent a couple of weeks there, and I basically did the same thing. I followed executives around and everywhere they went, you know I sat and heard, sat and discussed everything they were doing. So in effect what happened was I was getting not only mentoring but I was also getting the luxury of OJT of being an executive. A couple other times, I have also had opportunities to do that with executives. The reason that was done was that there were little or no Blacks in management positions at that time -- we are talking in the early '70's. And there was a desire on IBM's part to not only get minority managers but get managers quickly and so a lot of that was done to accelerate the development process. It was also done to cull out those who had high potential as well as to make a statement to all the other people that we think enough of this guy to publicly display him in this job. Okay so anyway the essence of my point was that IBM's desire to get minorities into management and get them quickly, get them recognized by others that they were thinking highly of them so that my point was during the early 70's there was quite a

bit of activity in IBM to do it. And it worked. Very quickly you started seeing minority managers, minority female managers, cause it was happening to white female managers, they were in the same boat. And to a large degree, since we had the luxury of that mentoring, you know the ability to get inside people's minds, that when I got in the job, I didn't have to sit there and think, "What should I be doing in this job?" I already had the luxury of knowing what my manager and his manager expected of me. Therefore I thought like that person, rather than thinking like a first line manager. It made my job very easy because I knew what was important and what wasn't. Therefore it worked very well. If you think about what I told you in terms of my career, I moved almost every two years which in IBM was a recognition that you were okay and you certainly were one of the fair-headed people that were going to get ahead. And so from that stand point it works very well. I preface this by saying that it's sad to say that's not happening today for minorities. I think it is happening for white females. I try to do it but unfortunately in IBM and other big companies, if four white males get together there is nothing wrong with it. If four Blacks suddenly find themselves talking together, you a plotting the overthrow of the country, IBM and everything else. And so I only mention that to say there is a tendency to discourage networking, mentoring, and that kind of thing. Some of the younger people feel self conscious about it. As they get to know me they realize there is a certain benefit to doing it, and it is not going to occur elsewhere. And those who are truly interested in getting ahead don't let it bother them. But it is sad to see that it is not happening. One of the things, I don't know if you have had a chance to study Xerox, but they go a very good job of networking. The reason they do it is because it is encouraged, from the top. And it's not that it is discouraged at IBM, but it's not encouraged.

Q? There is a difference.

A: Yes. So from that stand point, I got a lot of mentoring, I got a lot of support, and I got a lot of help in my early career. I feel that is not happening for minorities coming along now. Certainly it is happening for whites. I don't think it is happening for us. There is some for Blacks, but not as much as it should.

Q? When you think back, were your mentors racially mixed?

A: The best mentor I had was a white guy from Mississippi. He is right above me right now. He and I are still very good friends. It was genuine. I ended up working

for him four times since then. He's doing very well; he's an IBM Vice President. And so when I was a Branch Manager in Milwaukee, he was the guy that brought me out; he was a Regional Manager. He was my Branch Manager in Philadelphia. When I went to large systems marketing, he was my Vice President then. So he is very genuine. Then the second guy did the most for me in my career again was a white from Texas...the biggest Texas draw in the world. I think I had an advantage that minorities coming along then, certainly over those from the big northern cities, and even some now have, and that is I grew up in South Carolina in a segregated system. There was nothing I saw when I got into American business that surprised me, shocked me, disappointed me, because my frame of reference was different. And so when I befriended a white Mississippian, that was not unusual. I know there were Blacks in IBM at that time that said, "How can you spend time talking to that guy knowing where he is from?" Well hell, I knew whites from South Carolina that were genuine people. Just because you are from South Carolina or Mississippi or anywhere else does not mean you are a bad person. So I had a little bit different view of race and race relations than a lot of the people that I was working with.

Q? Also by virtue of your military experience. You had a different kind of exposure, and a different level of maturity.

A: Yes. And while I was in the military, a lot of the senior officers during that time were also from the south. And by the way I was selected as one of the outstanding junior officers in the military. And the guy who nominated me was from South Carolina. I can look at this differently. There was another thing that helped me in terms of my career. I didn't spend a lot of time looking for racists and looking for people to keep me from achieving. Interesting thing, one of our customers that I sold a lot of business to. When I was first started selling to him, we had a little incident occur one day where he thought I might have been undermining his authority because I had made friends with his boss. And in the heat of his anger he called me "nigger". And, I gotta tell you it just rolled right off my back because I heard that a lot in South Carolina. It didn't bother me but, he was so self conscious of that, he would have done anything to somehow make up for it. Needless to say, if you are going to be successful in sales, you take advantage of every situation and I didn't let him forget what he had done. I have looked at this career thing a little differently. I don't know if I answered your question.

Q? You did. Given that by some standards, IBM is conservative but by other standards, it is not conservative. By that I mean, when I look at what happened inside this company in the 1960's, yes it was somewhat of a mirror of what we saw going on in greater society. But IBM seems to have taken it to heart in bringing minorities in and then providing them with opportunity over the last thirty years. Other corporations have not done that.

A: You should understand something. IBM in the 60's was a paramilitary organization. We hired most of the people out of the military. The thing that got me my job, it was purely accidental that I ended up with IBM. I was in the military in research and development. I am a physicist. I got snowed in, in Boston. Landed in Philadelphia and stayed at a hotel where a program was being run called Operation Native Son, around Christmas time, where all the college students and military people would go in and interview with companies. I happen to be in that hotel and knew I was going to get out of the military. RCA was starting up its computer division at that time, out of Cherry Hill New Jersey and I had a friend who was doing very well at RCA. So I decided I wanted to work for RCA. The way it worked, you went into this big ballroom and went to the desk of the company you wanted and they sort of sized you up. If they liked you, they sent you upstairs for an interview. So I went to the RCA desk and the guy sized me up and he said go to the tenth floor. I went up to the tenth floor and I walked up and down the hall and all I could see were IBM signs. I was in uniform and a guy came out and said "Can I help you?" I said "Yes, I am looking for 1022, it's the RCA recruiting office. He said "No, it's on the next floor, the eleventh floor. So he asked what I was thinking of doing. I said I was interested in getting into computers. He said we are in computers. I said, "Yea, I know but I heard you guys like to tell people how to live their lives and I am not interested in that." So he said "I can't let you leave with that thought. When you finish with RCA, would you come back down and could we have lunch together?" So I figured, what the hell I'll have a free lunch so I came back down, met him and we went to lunch. We just hit it off. So he said, when you get back to Boston, could you give me a resume. I said I haven't even written a resume yet. I just started this search because I was going to get out of the service in July. So anyway I went back and started writing up my resume and one night I got a call from this guy. He didn't have an application or anything from me other than my name. But he remembered what base I was stationed on and so he called the base and they got in touch with me. And he said, serious, I really want your resume. I sent it to him and the day he got my resume he called me and said I have tickets for you and your wife at

Logan airport, come down and spend time in Philadelphia on us cause we would like to interview you and they offered me a job. By the way I did interview with RCA and I got messages and wires to come in and interview from everywhere except the computer division. RCA's computer company has gone out of business. So here I am, I end up at IBM purely by accident. But they were interested in military people because we had a certain amount of self discipline, we had self motivation, and when I came in that branch office, most of the people had former military backgrounds. If you come through that environment and that's who you are around, when people say jump, you jump. Therefore, I think it was that background that gave IBM the image it had. What has happened since then is guys like me are getting older and they are doing other things. Most of the kids we are hiring now are coming out of colleges and so that is why you are seeing the transformation of IBM.

Q? Given the history, and this is the beginning of the 90's what does IBM do?

A: You mean in terms of minorities?

Q? Yes.

A: The problem is becoming more acute for us. For example, when I was a branch manager in Milwaukee, there were two minorities in the branch office. I asked the managers under me why aren't there more Blacks cause there are a hell of a lot more in Milwaukee? The answer was, "We can't find them." That became a personal challenge and I said I would find them. I got in my car and drove over to Madison Wisconsin where the University of Wisconsin is and I found out about the Black student union, other Black organizations and I introduced myself to them. I sat in and listened to them. To some degree they couldn't quite figure me out. They asked why is guy doing all this stuff when he is not interviewing me or selling IBM. Why is he hanging around? Well they didn't realize, I was interviewing them. And just like I was assessing them, I was also selling me personally and IBM in addition. To make a long story short, all of a sudden we had lots of minorities in the Branch. And not only that, most of them were Presidents of their classes or finished number one in their classes and they did very well. Unfortunately when I left Milwaukee most of them left also. Couple of them went to Harvard and got their MBA's and went on to other businesses. That is a long way to say there are a couple of things happening. One, I don't see a lot of people who are willing to make the investment that I did, to get into the business. Second, IBM has a problem with image. When you walk around these halls, you don't see a lot of Blacks. And so therefore, there are

Blacks who join IBM to get the computer training and to get the experience, but I don't think that they see IBM as the place where they are going to make their mark. I don't see it happening for minorities at IBM. I don't see us willing to make the investment that is required in order to get somebody to be a John Akers. Now I think most whites feel, hell we've done enough. It's time for them to do it on their own. Vietnamese come in and they do it, Chinese come in and they do it, why don't they do it. I don't think by the way that is racist. A lot of my friends would say, "You have your head up some place." But I think that is reality. If you are sitting here worried about your job, worried about whether your son or daughter is going to get a job....

Q? What's your theory.

A: The theory was, when I went into the military, the military was at the same position with minorities that American business is today. What happened was we had Vietnam. The bankers, stock brokers, the movers and shakers of white America didn't want to send their sons to Vietnam to fight. So guess who they sent. They sent people like me as officers. The reason Blacks had not done well in the military prior to the 60's was in order to be a general, you had to have command positions. And guess what, we didn't get command positions. But suddenly when we ended up in Vietnam in '66, '67, and '68, we were in command positions. So now when you go into the military, you see plenty of Black generals. And it happened out of sheer numbers and being in the right place and the right time. The reason Blacks are not doing well in American business is we don't get command positions. And unfortunately in American business, I don't foresee a Vietnam coming. Maybe the Japanese will attack us. But the problem is that we are just not getting the kinds of jobs that will make us run that race.

Q? Maybe not a Vietnam, maybe not a Korea. But what about just by demographics?

A: That's a myth.

Q? Do you really think it is?

A: That's a myth. First of all, and this is probably a generalization and I'll admit it up front, we Blacks bring lots of baggage with us when we come. One of the things I get to do in my job is investigate "Open Doors" which is the appeal process that IBM has. And I don't know how many times I have found myself investigating a open door for a minority when they are complaining that IBM has been unfair or IBM has discriminated against them only for you to

go in and investigate and find out they have a drug habit, they don't get to work on time, or they cheat on expenses. Because to a large degree, and it is a generalization, but they came out of environments like that. People that would stand toe to toe with middle class whites don't come to companies like this. They go off and they are consultants for XYZ company or they are bankers or investment brokers or they try to do other things. They don't end up being workers in businesses. And so workers come out of the inner city in a lot of cases. And they are people who are working hard trying to better their lives. A lot of times they bring baggage with them. I don't know how many times I investigated a minority situation where I sat down and said I don't see how this person ended up at IBM because they did not have the same skills that you would have expected. Therefore people excuse, and overlook those shortcomings. But let me tell you, when they walk home at night, when they get in group among themselves, they talk about it and they acknowledge among each other that there is a problem. And so I know we talk about this demographics thing, I certainly see us improving, we've all made progress. In other words, when it was time for me to be a marketing manager in IBM, they agonized over me being a marketing manager just like they agonized over me being that salesman in that territory. When it was time for me to be a branch manager, they agonized. I know cause when I was a AA and I got to sit in the room and I listened to how they agonized over putting a Black or a female in a branch managers job. Well I have to tell you, they make marketing managers and branch managers with no thought whatsoever. But to put a minority in the job I have now, they agonize over it.

Q? Well, you are a pioneer in that sense.

A: Right, so there will be some progress made, but as IBM downsizes, minorities are not going to get in the front door, not alone get to compete. So that is why I think this work force thing is a myth. I do volunteer work and we don't try to tell young minority males how they should behave. We try to do activities to let them see there is a different life other than the one they live. We have trouble trying to get kids to participate. I am concerned. We have too many negative influences in the streets, in our schools, and in our homes. When it's time to do this demographics thing, there will be a Vietnamese, a Chinese, or there will be other groups. But I don't see Blacks benefitting from it.

Q? What's the solution?

A: The solution, and God I do not know the answer, but based my experience, the first thing that I think American

business has to do is to somehow get the education piece solved. We have got to get programs in place to catch these young Black kids very early. They are going to see all the negative influences in the street but they have to also know there is another way of doing it. You won't catch all of them but you'll catch a hell of a lot more than you are now. The second thing is, and by the way, I've said this to Terry Lautenbach who is a Senior Vice President, I've said "Terry, we will not have Blacks in key positions until John Akers has one reporting to him, until you have one reporting to you, and you say to everybody else, you had better have one reporting to you." It will happen. Just like they had me follow them around in the 70's, these guys will do it also cause they are not stupid. And if they think their success depends on doing what's right, they will do it. But until that happens, I don't see a lot of progress. John is up to his earlobes in business problems. I gotta tell you, I don't think he spends a lot of time worrying about what his racial mix is or anything else right now. I think Terry Lautenbach is concerned about it but again, I think he has got his plate full right now. Until there is a mentoring system as a way of doing business we are just not going to advance because they do it among themselves, white males. If you said to one of them, "You mentor", they would say, "No I don't, I treat everybody the same." Yet, you look and you say, "What did you do this weekend?" Well Joe and I played golf together or we played tennis. They do things together. And let me tell you, they talk. They don't talk about specific business situations but they talk about things that are on their mind. And guess what, that's exactly what those guys did in the 70's. They told me what was on their minds. And you know what is on most of their minds? Business!

Q? That's the learning process, that's exposure, and that's opportunity.

A: Right! So the only way it is going to happen is an effective mentoring program where you admit up front that I'm doing it.

Q? So if I could feed it back to you, you are talking about the command position, and it would report to the people who are in powerful positions already.

A: Right. Look at Colin Powell who is Chairman of the Joint Chiefs of Staff. That man a violated every rule in getting to that job. First of all he is not a West Point graduate, he is an ROTC graduate. He has had command positions. But the thing that got him in that job was that he was a security advisor to the President of the United States. He gave good advice and he stood up well under

fire. And so he just leaped over all those guys who followed the traditional route to get into that job. And he has proven that he is a very effective guy. But I gotta tell you the reason it worked in the military is cause there are lots of us sitting there who would keep people from undermining his ability to succeed. When you try to do that in most American companies right now, they will shut you right out if they don't want you in there. That's why I am saying you gotta have John Akers say, "You've gotta have one reporting to you cause you'll stop that kind of crap. That's what we did back in the early 70's at IBM. We basically said to everybody, "You better have a marketing manager, you better have a SE manager.

Q? One of the things you talked about is that it is not okay in this environment for groups of people to congregate and to talk as a way of minorities mentoring each other. Do you think that could change?

A: It can change if it is endorsed and supported by the executives in the company. Kearns supported it in Xerox. Kearns made people do it. By the way Kearns is a former IBM guy.

Q? I didn't know that.

A: Yea, yea. He spent most of his career with IBM. He made it known that it's okay to do it. He even allowed Black executives to spend Xerox money to do things like having a meeting at a cabin or a remote facility where they could just talk about Black issues and all. That's when you start letting people know it's alright, when you are willing to invest funds. He let people fly from different parts of the country to come to meetings where people talked about careers, people talked about jobs, and people talked about things that you need to do in order to be competitive. He allowed them to do that. And again, when you support your beliefs with dollars whether you are talking about minority affairs or anything else, that's the way you communicate that's important. And so I just don't see that happening at IBM. The times right now don't make that a popular activity or expenditure. But it has to happen.

Q? So how does IBM continue to make progress given the business, given the economy? IBM is going through some restructuring and rather than continuing to advance forward, we are seeing retrenchment in a lot of ways. Is there going to be further retrenchment with regard to...

A: I think there will be and again it will only occur because there are some very bright people at IBM. And there are some bright minorities in IBM but in terms of numbers,

it is disproportionate in white males and females versus all others. People have a tendency to hire in their own image. So if I see somebody who looks like me, acts like me, reminds me of me when I was a certain age, I will gravitate towards them and I will encourage them. If there are limited resources, and we have eliminated a lot of levels in IBM, and there are not that many jobs anymore. The competition becomes a lot keener. And it's not what you know, it's who you know that ends up being the difference in getting into a lot of those jobs. If there isn't good mentoring, if there isn't good support and development going on... There are some guys like me who say "Ah, that's a challenge and I'm going to make it happen." They will make it happen but a lot will just choose to go elsewhere cause it's tough. It's tough for anybody.

Q? Sure.

A: You think about changing jobs, and then we all reach that stage in our lives where all of a sudden position, title and location get less important and what you start worrying about is quality of life and other things.

Q? Are there young people you are mentoring now?

A: Yes and quite honestly, I have to say that most of them just don't have the fundamental stuff to compete long term for John Akers' job. What I try to do is to make sure that they think about their career, that they use whatever positives they have to keep advancing such that, they won't get in that real race, but at least they will have a career and they will feel good about themselves and they will make a little bit of money and they can live comfortably. I gotta tell you, right now young Blacks that I have come across in IBM, I can't think of one that I think is in the race to be John's replacement. By the way, most other companies, I see the same thing. There are some white guys that are really, really bright. Their fathers were executives in companies, their father's father were executives, and I gotta tell you that stuff is all important because when you get in a tough situation the way things happen in American business is somebody makes a phone call either for you or you make the call if you have the connections. I use to have a friend when I was a rep in Philadelphia. He was a white guy from Pittsburgh. His father was a Vice President of U.S. Steel. His father-in-law was a Senior Vice President at Alcoa. And he had other family members who were executives in companies in Pittsburgh. When he needed to get something done in Pittsburgh, he could pick up the phone and either call Uncle Bob or he could call his godfather, or call somebody he had grown up with in a country club. That was when I really got

an awakening and realized I was not in this race. You might have the gray matter, you might have the desire, you might have the motivation and all but you are not in this race. Because there is nobody that you can pick up the phone and call and say "This is so-and-so and it was nice seeing you this weekend over at the house." That happens a lot.

Q? As I read the history of IBM and I learned about the Watson, I realized that Tom Watson Jr. was in the very kind of position that you talked about.

A: He talks about that. If you read the book Father, Son and Company...

Q? I did.

A: If you recall, in most cases, his father didn't do it, it was his father's secretary who always made those phone calls and things fell in place. Remember he said when he was a brand new salesman, he made a call to the guy down on Wall Street and he got in to see the guy. And the guy said "Well I don't really want to buy anything, I just wanted to meet Tom Watson's son."

Q? I absolutely remember that. As a young man he was an average student, he got into Brown and finished, his father never harangued him about his studies, he was groomed for the job.

A: Right. And let me tell you, if you recall in the book he talks about young John Opel, and other guys. It was fascinating to read the names. We have people moving through IBM right now who sit in the corporate offices and they are not the smartest guys but they are well wired and they have a lot of support. That's American business. And by the way, I don't have a problem with that. I really don't because as an AA, I saw where the only way we made something happen was to call somebody and say "Hey, we need you to call your buddy and call a favor."

Q? Sure.

A: And that's the way it works.

Q? Until you are exposed to it or until you have someone who is willing to do that on your behalf, it does not work for you.

A: I think over time, and I'm still on your question "What do you do?", I think the first thing we have to do for minorities is to build a good base of people who control a lot of the middle management activities. Because what will happen is they will help people come up and do a lot of

remedial work and also give them an opportunity to take a couple more steps along. But this is a long process. This work force diversity philosophy, I don't see a willingness on the part of the "haves" to share or give it up.

Q? I agree with you. It is something that American business has not stepped up to but I think it is as a result of the economic times and just managing the business through these times.

A: Economics and social. I'll tell you what will be the barometer of change. When you see Whites and Blacks invited into country clubs because somebody just like socializing with them, when you see that happening more than on an exception basis, then you can say, ah ha we think it is starting to happen. That's America's way of saying you have been accepted. I mean, Jews have the problem, it's not just us.

Q? I understand.

A: They have to get their own country clubs because the "haves" are not ready to open their arms and accept them. We you go into these board rooms, believe me these people have more ties to each other than you can shake a stick at. There are guys who break through. Lee Iococa grew up in Allentown Pennsylvania. His father was a car salesman. Lee got through but I gotta tell you, when you really study Lee, I bet you will find out Lee put in a lot of work and paid a lot of dues to get into the club. And then he still didn't get in the club at Ford because he wasn't a Ford and he wasn't a Gross Pointe. And you see what happened to him. Oh by the way, that's when they break through. When there is a need. Anybody will break through when there is a need. They will take who ever they think is their savior. Then they don't care he is Black or White.

Q? And those of us who are pioneers or trail blazers will have to keep doing what we are doing because we do step higher than the people beneath us and someone will step higher than us.

A: Yes. And that's what has happened to me. I have pretty much hit the ceiling. I'm forty-nine years old now and maybe one more step will happen for me. There are a couple of young guys out in the field now that certainly have the potential to go a little higher. But the sad commentary right now at IBM is that there just are not a lot of us around who are in place or have the right jobs to run for some of the bigger jobs at IBM.

Q? And yet the system does exist for identifying high potentials and for doing career development in a very structured way to insure that does happen

A: You are a Personnel person so that's where you put that responsibility, in Human Resources. If you want to be effective at it, don't put it in Personnel, put the responsibility with the guy who is responsible for bringing in business every day. Say, "Oh, by the way, in addition to making quota, you are also responsible for making sure we have X number of minority executives. Guess what, it'll happen because if he or she thinks they are being paid on it, and promoted on it, it will be just as important as making quota.

Q? What gets measured gets done.

A: Right. For example, one job that was offered to me at one time was a EEO job. And I said to the person, "I am flattered that you would like to have me over for that, but I gotta tell you, the problem is not me. I don't discriminate against anybody. So if you really want to do a good job put a white person in the job. They are the ones who understand it. They are the ones who practice it. I don't do it. Why have me tell somebody how to do it? I am the victim. That didn't go over too well. They didn't offer me another job. This is really tough. One of the things I learned when I traveled in Europe was that I realized that there is a tremendous amount of nationalism that still exists. For example, when I was in Paris, I heard German jokes. When I was in Germany, I heard French jokes. If I was in England I heard German and French jokes. They tell national jokes just like we tell Black jokes or Polish jokes. And I realized quickly that if that had been a Black joke, we would have called those people racists. But because you are in France, you call that nationalism. And so if you think about it, when you get back in America, these people bring whatever they had in their countries. And so we think about it being racism and it's really nationalism. It just so happens we end up being a target for everybody and as a result we are an easy target. I think for us to be successful in American business, we are going to have to do a lot like we did in the music business or in the entertainment business or the sports business. And that is we are going to have to work real hard at those things at which we are successful at and then try to dominate those. For example I was listening to an easy listening station in Connecticut, and there was a guy on it who said "For the longest time rhythm and blues or soul or whatever you call it, that was considered specialized music. In today's environment that is popular music." It started my mind going. I said isn't that interesting. That has now

become accepted as American popular music. Yet we own no distribution companies. We own no record companies. We own no publishing companies. We don't own anything other than the art form. And to me this is just like basketball or anything else. Now is the time for us to not only be in the studio but to be in the offices.

Q? So how do we translate that into business? How do we permeate the environment?

A: Let me tell you something. When the Japanese became important and significant in the United States, do you know what IBM did? They bought Japanese marketing reps. to America and let them call on those people. And so if all of a sudden I was going to call on somebody in the entertainment business and I knew there was a very good chance there was going to be a Black guy sitting across that desk, if I was smart, I would probably want to have a Black guy calling on him just like most businesses when they are dealing with the garment district in New York City. Guess who calls on those guys? That was an eye opener to me when I went into the branch office down in New York City that handled the garment district and all the people were Jewish. And I said hum, that was no accident. Somebody is being very smart. The Limited, out in Columbus Ohio, they've got a corporate office, even though it is in Columbus, they spend a lot of time in New York City. So I called on the guy down here and we were all getting along and so he sort of leaned back in the chair, and it was not Wexler, and he said "You guys are really smart." He said, "You sent a Jew down here to negotiate with us." And I thought, he's saying it but you know what, he is complementing us for being sensitive to it and doing something about it. And he was not offended by it. So that is what will happen to us. Now it's interesting if you look where Blacks are making progress, you start looking down on Wall Street. It's where what's inside your head and what's inside you heart that counts, rather than who you know or not. We've got guys down there who are suddenly appearing in business week and a lot of this business is documented, because they produce results. And so that is an area that I have been very pleased to see we are doing very well. By the way, that's where people like me, their sons and daughters are going. IBM has not been put in a situation where they need to have us there. I don't mean this as an indictment against us but it's reality. Xerox is in the printing business and there is a very good chance that when you call on the executive of the printing shop you might find yourself talking to a Black. So therefore, you are sensitive to it. And you make sure that just in case that happens, you have addressed it.

Q? You did answer one my question that I have asked consistently right along and that is, if there is a change in IBM, is it as a result of social consciousness or business self interest.

A: Business! All this stuff happens because of business. There are people who want to do the right thing. And we have had a lot of guys who want to do the right thing. But it does not happen until they put it on a business basis.

End of tape. We continued to talk. Personal vignettes were told about while being an Administrative Assistant to the President the person was excluded from a simple birthday celebration and from social gatherings.

The solutions were reviewed again. The solutions cited were

1. Continuing to be pioneers.
2. Mentoring.
3. Getting key appointments/sponsors.
4. Being measured for results.
5. Being rewarded for results.

###

The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee signed the form. The researcher recorded the interviewee manually.

The interviewee was hired by IBM in 1977 right out of college, as a systems engineer in a field operation in the midwest. The position was not the typical definition of a systems engineer. The interviewee had deferred admittance to a prestigious MBA program which stipulated that the interviewee gain work experience before returning to graduate school. In 1979, the interviewee left IBM to return to school. A minority MBA typically has many options made available to them and the interviewee was considering another company. As can often be the case, it's hard to see the forest for the trees. The interviewee had questions about career options but there was the realization that minorities often find it difficult to move their career forward. So the interviewee made a decision to return to IBM because a two year history had already been established. The position offered by IBM and accepted by the interviewee was better than what was being offered to other MBA's with no prior work history. Career track positions include non-management, manager, manager, assistant to division president, an assignment in an acquisition that involved management positions, positions in finance, and the current position.

When asked about IBM in 1977 and the IBM of today, the interviewee responded that IBM is a really great place to work. IBM is a leader, it has experienced rapid growth, there was lots hiring, and the company was the darling of Wall Street. Today there is a much different environment and industry. The business has focused on high end systems and has experienced many problems. As an example the introduction of the 4300 was cited. The company was virtually tripping over itself with this product release. There was a glaring change in 1985 when equipment that was on lease or rental was sold at a discount at the end of the year. This yielded an infuse of revenue which was like a opiate. The company was living off the purchase option revenue and when the company transitioned, the profit margins fell.

In 1977 there was lots of hiring but not that many minorities. Many of people were brought into finance but not young black MBA's. The interviewee does recruiting for finance, identifies candidates and does career tracking. Today MBA schools have a limited pool and IBM does limited

hiring. Once an IBM employee, an individual's career is tracked. There are no separate activities to mentor minority MBA's. There is very little networking among the minority MBA's. The interviewee does have a mentor with whom they have lunch and talk. There is the sense that a mentoring program exists on a formal basis for females and whites. The interviewee stated that if there was a formal program for minorities, they would not only know about it, they would be asked to look out for others. However, there is no formal program that has been communicated to date. The interviewee does mentor on an informal basis. By in large, the young minorities are open to talking if approached or if the interviewee appears receptive.

The management development process in finance involves an assessment by management of those individuals who have five years of experience. A group is brought together and they are put through a series of simulated exercises during which they are observed by senior management. This experience is used as a predictor of future success. If one is successful in this experience, there is a pat on the back. If unsuccessful then one's career can screech to a halt. In one instance, a white participant in the group exercise prevented a minority participant from getting all the information that was necessary to allow him to respond appropriately. The six senior management evaluators did not reveal the reason for the minority's lack of success. The interviewee came to the minority's assistance and provided him with the information necessary to cope with this situation.

When asked about the future, the interviewee responded that IBM is still a good company. In fact the IBM corporate culture is in some ways better than society in general.

On the question of diversity, the interviewee feels the company is not stepping up to this issue. There are no new programs to hire or develop minorities. IBM is operating in a survival mode which means there is less attention on diversity. The interviewee feels that minorities must pull together and do something over the next ten years. There must be special efforts to identify and recruit minorities. Once employed, minorities with talent must be identified early. The interviewee cited that they had good background, excellent educational credentials from the top school in the country and no one gave them special attention or opportunity! It is important to understand that one must achieve success on their own and not ride any person's coat tails. That is a risky strategy for minorities; doubly risky for minority females. One must establish their own reputation. However, advice on understanding the culture and path to success can be helpful, especially in a company

that is experiencing dramatic change as IBM is experiencing.

The interviewee closed by saying, "Presently I am learning, growing and contributing...then I'll walk away. Perhaps I'll change careers, work in academia and help in the Black community."

###

The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee signed the form. The interviewee agreed to be electronically taped during the interview. However the tape recorder did not function properly. Therefore the researcher manually recorded notes.

Q? What is your IBM history?

A: The interviewee started in IBM in 1967 and worked for eighteen months in an administrative position. The interviewee left IBM in 1969 and returned in 1979; service was bridged. The position to which they returned was in the New York City Marketing Branch Office. Since the IBM culture allows the manager/employee relationship to adjust the guidelines based on employee needs the interviewee was allowed a flexible work schedule. After being in this position for five to six months the interviewee realized the position did not offer an attractive career path. The next position was as an Administrative Accounts Specialist in a sales territory. Responsibilities included supporting marketing reps with order entry tasks, back log management, and contracts preparation. This helped the interviewee to develop a business perspective, along with acquiring knowledge and skills about accounts receivable. This assignment required two weeks of formal training. Following this assignment which continued for two years the interviewee was promoted to Business Control Analyst. This was an exempt staff position which the interviewee held for two months. In 1983 the interviewee was promoted to manager and attended the IBM New Managers School. The learning experience was so energizing that the interviewee set a goal of joining the staff as an instructor at the Management Development Center. With a formal development plan program in place the interviewee was able to identify the Management Development School as a long term goal and was encouraged to develop presentation skills to prepare for what is a very competitive environment. The New York City branch office which the interviewee managed eventually consolidated the accounts receivable function which resulted in the interviewee having responsibility for ten employees for an 18 month period. The next position was in the Long Island Branch Office as a Manager of Assets, which lasted for five months. At the end of that assignment the interviewee was promoted to a second line manager's position with responsibility for six first line managers and 75 employees. This position clearly put the interviewee in line for an appointment to the Management Development Center because one requirement was with an administrative background, a second

line manager's experience is preferred before an appointment would be made. The assignment on Long Island lasted two years. At that time, IBM made a business decision to acquire Rolm telephone systems and they needed managers to assist with curriculum development and to conduct management training for Rolm first line and middle managers, over a three month period. The interviewee was asked to take the assignment which was accepted knowing there would be no position to return to after completing the six month training assignment. The interviewee spent time in California, Texas, and at the New Managers School in New York, conducting classes. When the assignment was up there was no position to return to on Long Island and there was no position available at the New Managers School. However the interviewee became a visiting instructor at the school. Finally on Christmas Eve of that year, the interviewee was offered a two year temporary appointment at the New Managers School. The position was accepted with the knowledge that in most instances, following a stint at the New Managers School, interesting job assignments were offered within the company. During this two year period there were administrative changes with the IBM company. IBM reorganized and removed a layer of middle managers, thus the interviewee had the opportunity to extend her assignment with the Management Development Center for an additional 18 months. The interviewee was just completing the assignment at the New Managers School and expressed an interest in a Corporate Auditor's position. The interviewee was not the candidate of choice. The candidate pool contained individuals who were college graduates with Masters in Business Administration and the interviewee was not competitive. Throughout the many years of employment at IBM, this was the first time the interviewee felt the importance and necessity of a degree. The interviewee became more determined than ever to continue to experience career growth. A position was accepted as Executive Resources Program Manager for a line of Business. IBM's formal executive resources program identifies individuals who have demonstrated executive potential and insures the appropriate grooming takes place. The file includes minorities and females. Responsibilities included an assessment of the personnel files of the "high potentials", recommendations for programs, the opportunity to challenge the credibility of the files, the arrangement of interviews, preparation of information for the management committee, and a conduit for information on the "high potentials". In generic terms this was a successions planning process.

The interviewee discussed another program. The participants in this program includes minority and female employees who are identified as "high potential", and who have the possibility of becoming an executives. These

individuals are assigned to a mentor who is an executive and not in the "high potential's" line of management. The mentor insures that advice is readily available to these employees about position changes, they act as a buffers for the "high potentials", and they manage the flow of information that naturally passes to majority employees.

In a location, a pattern developed where women who became pregnant perceived that their careers came to a halt. It was also identified that the minority pipe line was suffering. Ultimately the general manager was charged with the responsibility of fixing both these problems.

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#937

The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee signed the form. The researcher recorded the interviewee manually.

The interviewee joined IBM in 1963 and worked in administrative support positions until resigning in 1968 when they left the U.S. to live in Africa. The interviewee returned in 1970 and worked in a similar administrative position until 1971 when they resigned again to live in Africa where they resided for eight years. The interviewee returned again in 1978 and since that time career titles and promotions have included administrative support, training specialist, administrative systems manager, recruiter, manager, manager, and manager.

When discussing their background, the interviewee feels privileged to have graduated from high school with excellent skills but limited exposure to a metropolitan area and a business environment. Early on the interviewee learned the basics of administrative support. However they assumed the only way one could advance their career in IBM was through the administrative support career track. A minority male who was in Equal Opportunity mentioned to the interviewee that one could choose an alternate career track and still be successful. With support and confidence building, the interviewee moved into the training role. This change resulted in several promotions. The interviewee feels fortunate to have grown up in the business, to have been selected to participate in company events and to represent the company. The value of these experiences has resulted in this individual being a leader in their own community and giving back to minority youth with whom the interviewee continues to have contact through the local high school from which the interviewee graduated.

A concern was expressed with regard to the restructuring within IBM and what impact this will have on future opportunities for minorities. Overall this individual is extremely pleased with their success in IBM.

###

The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was omitted during the first session but it was reviewed and signed the next day at the second session. The researcher recorded the interview manually.

The interviewee's IBM career began in 1967. Position titles include administration manager, advisor, manager, manager, manager, and the current position.

We began our discussion by talking about R.R. Thomas's article From Affirmative Action to Affirming Diversity, Harvard Business Review, 1990. The interviewee stated that in many ways the article could have been written about IBM. We briefly discussed this research project and the interviewee talked about the researcher continuing to collect data by talking with additional IBMers who were mentioned by name but only their geographical locations are listed herein. They are located in Chicago, Charlotte, Washington D.C., Purchase New York, and Florida. The researcher responded by saying the interviewee appeared to be a big risk taker. The interviewee felt that supporting this research project was the biggest risk they had taken. They admitted to working hard and taking few risks in their IBM career. Discussion focused on feedback given to the interviewee with regard to personal communication style. A call from a manager to whom the interviewee did not report, alerted the interviewee there was a problem. Naturally questions were asked, "Did I say the wrong thing?" At first the response did not come easily. The interviewee became extremely frustrated and after twenty-five years of service, they considered leaving the company. Finally, the response was "No, but...you seem to be pro you rather than pro IBM or pro team." It was also said that the interviewee was intimidating and challenging. This information was helpful and allowed the person to modify, perhaps soften their approach, or redirect their energies when appropriate. The interviewee valued this "penalty free advice"

The interviewee grew up in Springfield Massachusetts and attended the high school rated number two in the United States. The quality of education was superb which resulted in the interviewee developing excellent reading, writing and speaking skills. The interviewee graduated from West Virginia State with a major in psychology and a secondary interest in business courses.

Hired by IBM right out of college, the first position was a training assignment in Kingston New York which lasted

four to six months. The interviewee expressed concern about how IBM recruited on campus. In an effort to make a point the interviewee read books and wrote a paper which delineated a different approach. As a result of the paper, the interviewee was offered a position which was initially declined, but finally accepted to recruit in the South.

During the year of 1968, the goal was to hire nineteen minority hires through the college recruiting program. A recruitment day was scheduled for Florida A&M. The parents of the interviewee received a call with a request that they plug into their network and insure that the interviewee was granted an interview with the President of Florida A&M. A peer on the College Relations Team had arranged an appointment with the Placement Director on campus at 9:00 a.m. The interviewee said that may be so but we have an appointment with the President at 8:30 a.m. When they walked into the President's office, the President acknowledged the interviewee by first name. Obviously the College Relations Team member knew the interviewed was "wired" to individuals that could help IBM be more successful and word soon reached the home office.

Early on during the interviewing process, the interviewee noted that no one was seen that was not on the schedule. The interviewee adopted a strategy of seeing everyone, sometimes two at the same time, and often a second interview was conducted after the other recruiter had dismissed the potential candidate.

The results were phenomenal; there were 19 minority recruits by the end of the second month in February, compared to 19 for the previous year, and 55 minority recruits by the end of June. The interviewee made a presentation to all the recruiting managers on how the task was accomplished. The high visibility and success resulted in a promotion for the interviewee. The new assignment was to recruit at the major white schools in the East. Again the interviewee demonstrated the ability to recruit in the North as well as the South. The next assignment was to do placement in New York. Stories were told about having to insure grandmothers that their granddaughters would be safe, transportation was provided, and housing problems were solved with the total support of the management team and the IBM company.

(End of first session.)

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We began the second session by discussing those individuals who have been most influential in the personal development of the interviewee. The first individual cited

was a gentleman who had overall managerial responsibility for the work group. The interviewee was very outspoken with this person. Well into the night the interviewee worried about the words spoken and the behavior as well. One could not take back the words but one could apologize so at 7:00 a.m. the next morning the interviewee waited in the manager's office. When the manager arrived and the apology was given, the manager made the interviewee sit and wait a long, long time before responding. The manager appeared to be wondering how to respond. Finally the apology was accepted and the manager offered to work with the interviewee in developing insight and perspective on specific issues as well as learn how to think business. The interviewee always worked hard under this manager and always knew where they stood. Their relationship was open, candid and honest. They got along well. Two additional IBM mentors were discussed as were two personal heroes.

IBM facts: The average age is 40. The average retiree leaves with 29 years of service, at age 59. Attrition is less than 4% which includes voluntary and involuntary termination. The issue is balancing the current economy, business growth, stalled revenue growth, customer demands, technology advancement, with head count. It is obvious that IBM must engage in a process that will result in some people leaving the company. The interviewee spoke about the process for reaching those decisions. The process must be fair and equitable and carried out with dignity and respect. It was mentioned that although sales has traditionally ranked their people, the rest of the company has approximately two years of experience in ranking employees. The next stage is "rolling up" the process to the top of the organization. This involves an immediate manager meeting with their peers to discuss each of their teams, by job category and level. The process continues upward to the Vice President's level where the whole organization is ranked in large enough groups to have a meaningful distribution.

The interviewee next discussed management development and its importance. It has been said that the interviewee has "a lot of passion" about this topic. When asked about strategies for management development, the interviewee mentioned the IBM culture, the basic beliefs, the selection process for new managers, the Management Development Center educational process as well as the curriculum that is designed to frame, train, message, and develop new managers. The interviewee succinctly stated the perspective that is nurtured and that is "creating value for customers, stockholders, and ourselves while conducting business in the context of the basic beliefs."

When asked how the success of the strategies is measured, the interviewee responded there are at least three ways of measuring. The first measurement is through the opinion survey. Each manager of eight or more people receives the results of a annual survey completed by the employees. The survey is a morale index and it taps into employee's feelings about the IBM company, their manager, the employee's job, benefits, compensation, and many other topics. The second measurement is through interviews conducted by executives with the stated purpose of inspecting the system. All employees up through first line managers are interviewed by someone above the second line manager level, every twelve to eighteen months. The third measurement occurs through round table discussions which are intended to update employees as well as address issues and topics suggested by the participants.

The interviewee was asked about leadership accountability for managing diversity. The response focused on pushing accountability down in the organization to those who are directly responsible and documenting the results on a newly revised performance planning and appraisal form. There is the expectation that a manager cannot be appraised higher on the entire appraisal form than the section of the appraisal form that documents people management. Clearly this was discussed as a challenge the company faces. Someone must continue to ask about goals, time tables, and "rolling" this issue up in the organization. The company has a thirty year history of focusing on availability, under utilization and opportunities for minorities and women within 21 specific job groups. In documenting the company's affirmative action progress, division line management has the responsibility for signing off on the annual plan which includes a narrative and goals for each location. The company has had steady progress. There is also opportunity to focus on and receive feedback on these issues through the annual EEO module.

Presently there is a task force that is discussing the concept of mentoring. A training module is being designed that will include four hours of training for mentors on mentoring. The interviewee referenced the R.R. Thomas article on affirmative action.

The interviewee digressed a moment and discussed the fact that the first black professional was hired by IBM in 1946. References were made to multiculturalism, famous and family heros, books, and language dialects that validate the minority experience, but is most often overlooked or excluded from the American educational experience.

When asked about the results of the strategies that have been implemented with regard to mentoring, the interviewee responded that the experience has been personally exhilarating and has given them an enormous sense of accomplishment. The interviewee's career has benefitted from several mentoring relationship.

The interviewee discussed the challenges that one faces in managing a diverse group of employees. As an example, the interviewee talked about an emotional situation in which an investigation determined that personnel data confidentiality had been breached by a subordinate who is also Black. Fairness and equity had to prevail in the application of the rules of the work place. The interviewee acted decisively and terminated the subordinate.

A second challenge is displaying sensitivity and finding ways to say "thank you" to subordinates. Stories were told about tough decisions that caused growth for the interviewee as well as outward expressions of appreciation for the interviewees presence and leadership in the company.

When asked about the future the interviewee responded that the company would be better than ever! Specifically, these issues were referenced:

1. Senior management wants to continue the focus on minority and female management development.
2. Addressing this issues is a business decision and necessity.
3. Eventually there will be Black, Hispanic, Asian and female officers of the IBM company.
4. Mentoring is an "Okay" process and the interviewee is adamant about continuing to take a leadership position on this issue.

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#576

The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee signed the form. The interviewee agreed to be electronically taped during the interview.

Q? I would like to start by having you give me a sense of your IBM history.

A: Career track position titles include Representative, Assistant Manager, Manager, Manager, Branch Manager, Director, Regional Manager, Director, Administrative Assistant, IBM Director, and current position.

Q? What assistance did you receive as you moved through positions in the company?

A: Well certainly there is the formal process and that is the Management Development Education process which includes things like New Managers School and Experienced Managers School. New Managers School being the fundamentals of management, setting objectives, measuring people through objectives, the fundamentals of equal opportunity, industrial relations, all those things. The Experienced Managers training is where you get into the more complex set of issues, if you will, then there is Advanced Managers School which was really IBM business topics as well as outside environmental topics that we discuss and dialogue with Senior Executives. So there is that formal process that I went through that is education.

In terms of development, certainly I worked on a number of projects and task forces that allow you to broaden your exposure to the business and understand multiple functions of the business is another way.

Thirdly, I would say that you can see by the jobs I have had that I have had multi-functional job experiences as well. (Several specific experiences were mentioned) so that certainly has provided me with development. OJT if you will. And then finally certainly individual help from individuals who served in "mentoring" roles for me over my career which has been different people depending on where I was and what I was doing. I also have had the opportunity, in terms of IBM's product line to be involved from the smallest PC to the largest mainframe to software to services, etc., so that rich menu of different functions and experiences has contributed more than anything else to my development.

Q? When you talk about mentoring, was that something that was formal or informal?

A: Informal.

Q? When you think back over your career and those people who served as mentors, who were they?

A: It varied. Typically in one case, when I think about the first one, it was the manager I reported to when I first joined IBM. Another example would be in terms of when I worked for somebody, I would say it was when I was an administrative assistant. The senior manager provided a mentorship role for me in a way of exposing me and getting me involved, consciously, to learn and not just to execute my responsibilities. And certainly ad hoc from people who had experience either in the areas I was going into or considering going into or had just gotten into.

Q? Is there anyone that you would categorize as mentor that was not someone to whom you reported but was invested into your development?

A: Well the answer to that specific questions has to be "no". But it's not getting at where you are going.

Q? Okay, take me where I am going.

A: Although it's not perfect, I have been fortunate to have an individual who is in a senior management position take an interest in my development and my career. Sometimes I work in his organization, sometimes I don't. I currently do.

Q? Is that person a minority?

A: No. And, I am on the leading edge of this program.

Q? One of the things that has not happened is the organization has not been laid out for me. I am meeting people and even though I know you are in a position fairly high up in the organization, I don't know where you fit in the organization. And it is really by conscious choice, I don't what to know just yet.

A: My only point to that is not where I am situated organizationally. My point is that my generation, no matter what job they have, minorities have not had the luxury of having other minorities to mentor them through the business. And so that's the way it is, right?

Q? You are absolutely right.

A: And so we need to provide to others coming behind us. It really has nothing to do with where you are in the organization.

Q? How do you provide that for others?

A: That's interesting that you ask me that. I was working on that last night. Fundamentally, there are varying levels. I tend to come in contact with and know the next generation, in middle management jobs. And so I work with them, constructively and advisedly. As a "big brother". in quotes. I have been told that I have very approachable and easy to talk to. So they tend to come in and have "no harm, no fowl" conversations. Those that I tend to deal with, the circle is fairly open and I can be open with them in terms of what they need to do constructively to move ahead from a personal point of view as well as helping them understand the organizational dynamics and the informal processes that are at work. Okay. I have a prerequisite before I will do anything with them; they have to be doing it with others in the generation behind them. That's my prerequisite. If they are not, I will not do it with them.

Q? Excellent.

A: Because I don't often see the people down the pipe and they do. I see them but I don't really see them often and they do, so I expect them to provide that. In fact, what I did yesterday was take two people in that category that currently work in my organization, they report to somebody who reports to me, but they are in middle management and we had that dialogue and I said I'll be happy to help them but they have got to show me what they are doing. I do that not to be a pain in the neck but to make sure that we are not just worrying about ourselves which we can do easily because we can get caught up in what we have to do.

Q? How would you categorize the 60's inside IBM?

A: The 1960's? I have no idea, I didn't work here.

Q? Have you heard stories?

A: That's hearsay.

Q? How do you categories the 70's?

A: Well I can only categories the 70's in terms of where I was in IBM, which are fundamentally three places: Endicott New York, Massachusetts, back in the interesting

times, the 70's...school busing...I remember it well... and then White Plains. How would I characterize them, I don't know. Give me some...in what regard?

Q? Through your lenses. What did you see? What was it like?

A: In terms of minorities or in terms of the company, its businesses and its growth? Minorities in management, minorities in IBM?

Q? Minorities in IBM.

A: Well let me say, the 70's was kind of like the beginnings of concern and efforts to focus on the areas of equal opportunity. Certainly more focus on hiring, that's how I got here myself. There was more focus on relationships and relations, I would say. The issues of representation began, particularly at the professional levels versus just the administrative levels. I think it was an era of beginning to deal with minorities in management, albeit low level management. Professional management came to the fore. Affirmative action, in terms of not so much a programmatic point of view, but wrestling with it as an issue in terms of what IBM should do and what are the implications. Certainly it was a decade of dealing with the issues that are caused when you begin that effort, the white backlash, where do females versus minorities fit, where do minority females fit? All the beginnings of all of that. So that's how I looked at it. In terms of progress, it depended on the level of commitment by any individual manager in an individual area. Certainly you began to hear the right words from Senior Management but certainly that was politically correct at the time, and I don't know that was their only reason and not that I am cynical about that, but it wasn't clear that the message had gotten to those managers in those particular geographies. But in other cases there were people who took more action.

Q? Do you have a sense back then that there was accountability for managers?

A: Well I was a manager for part of that so to that end I would say minimal. What I mean by that is certainly there were objectives but in the prioritization of their importance, it was a relatively low priority. It was not articulated that way, however when it got down to the short strokes, if you performed well, met your business objectives, and had a relatively good opinion survey, that was ninety-five percent of it. And then, oh by the way, how are you doing on equal opportunity? That's my opinion. Someone else can give you all the stats on that.

Q? As a manager, do you recall being held accountable for the results? Was there discussion in your performance review about the impact you were having?

A: Minimal, as I recall. But again understand that this is not a indictment. But for me as being a minority manager, there is an assumption that I am committed to doing this. A white middle manager is not going to turn to me and say, what are you doing in equal opportunity. They just assume that you and I don't have to talk about that topic. That's like my eleventh grade history teacher that said "Gee, you can take a break. You don't need to hear about slavery. You can go out a be the A/V monitor." (Laugh) It was that kind of thing.

Q? Okay. I was trying to tap into was if that was a topic of discussion.

A: Of course it was and it was in my performance plan.

Q? And if it was in your performance plan, then that would give me an inkling that it was probably in everyone else's performance plan.

A: Oh, it was.

Q? And perhaps others had a different kind of discussion. How would you characterize the 80's? Up to that point we saw lots of hiring, and then management development in its earliest stages. What happened in the 80's?

A: That's when we began to get minorities in middle management, branch managers, line jobs an what have you. I think the progress has flattened since, but that's when it began to take hold. I think in the areas of administration and professional, the issues were not as big; people got use to it. Certainly we had an annual EEO update every year as we did in the 70's which I may have been remise in mentioning. But you have annual EEO meetings, it was mentioned in management development, it was a part of your performance appraisal and counseling system. In marketing for most of that period, you had more and more people going through. We still had a quality of hire problem in general, I think. The pipeline still wasn't what it should be but it was better.

Q? That gives me a sense of the history. Why did all that happen? What was behind it? If that is evidence of a vision and strategic thinking, what was behind it?

A: Well certainly, I think it is part of the IBM culture of being egalitarian meritocracy which is what we try to be, which is interesting. Balanced. Fair to everybody. A non-union company. Whether you are on the assembly line, the mail room to the board room. Depending on seniority is how they determine how much vacation you get. Nobody is on an hourly wage, everybody is salaried. I think it was part of that paradigm, part of that culture comes a fairness and a concern about equal opportunity. So I think that is what does it. I think Tom Watson Jr., followed by Cary, Opel, and now John Akers all see that as part and parcel of that culture. That's what I think is behind it.

Q? What do you foresee for the future?

A; We are going through an interesting sorting out period. The next steps need to be the breakthrough the "glass ceiling". I put that in quotes because I only mean it generically. My definition is when we have minorities, particularly in Corporate Officer positions, in key jobs and running this corporation. It is a period that as this company restructures itself and cuts its structure as American industry is doing; how you rationalize affirmative action and equal opportunity, minority and female movement and Hispanic movement against that is going to be a challenge. In my mind we are relatively flat in terms of our progress since the 80's. I still think we have the same hiring problems. We have taken some actions recently which I think will help but we need to execute. From a training point of view, I think we will do that well. From a career development point of view, I think managers are as trained as they can be to deal with it. So those things will continue to evolve. I think our problem is going to be just the overall challenge of how do you downsize a business, how do you restructure the business and still stay committed to keeping the priority of equal opportunity. That's just a challenge. We'll just have to see how we do with it. The more difficult challenge is getting to the board room, because that's a different decision process. That's a more subjective decision process. That's not a numbers game. That's the bigger challenge. At one level it's hire so many, retain so many, out of that so many will become managers, out of that so many will become middle managers...that's one process, in my mind. And that is one process that we need to re-energize our efforts, which we are beginning to do. And I think that it will work. The other process, which is informal and subjective, that remains to be seen.

Q? The challenge is to get above the glass ceiling, above middle management.

A: We are a promote within company. So we are not going out and hire to do that, although there are rare exceptions to that but I would say principally we are in a promote from within the company. So the decisions they made fifteen, twenty, and twenty-five years ago are the people who are available. And it's difficult. I can walk a mile on the other side of the fence and I can understand how difficult it must be. It's not an excuse, mind you, but we have to over come the difficulty and get the job done. So we'll see how well they do. I don't know. I'm not forecasting this one. (Laugh).

Q? It's ironic to hear you talk about the need to improve in this area. (Garbled).

A: Understand, we are a diverse company. IBM Japan, you are dealing with all Japanese and they are a microcosm of the Japanese culture. It is a very homogenous group. We are a leader there, for example, in terms of women in Japan. We are rated among women in Japan as one of the best companies to work for and that is because we are leaders there. Still we are far behind where we are here because it is a product of Japanese society. You go to Taiwan, and I've spent a lot of time in these places, and so we are diverse. It's hard to look at IBM, in my mind, yes we are a global company with a global reach into global markets, with diverse populations. But I think what we are talking about, the issues in this discussion, I think you have got to look at another country on a cultural by cultural basis. What I think you are interested in is a U.S. oriented issue. So I think we need to look at IBM as a U.S. company in that regard, not as a global entity. There is no such thing in the world, I mean there is from a business structural point of view and there is with regard to the markets, but not as it relates to equal opportunity. In Japan we are a Japanese company, in France we are French company, in the U. K. we are a U. K. company so you have got to compare the company against that culture and that environment.

Q? And yet it is still one organization.

A: Sure it is.

Q? What we bear witness to is T.J. Watson's view that the French ought to sell to the French, the Germans ought to sell to the Germans, the Japanese ought to sell to the Japanese. And so that is why he built World Trade the way he did in those other countries. And yet here at home, I guess minorities have not had enough significant impact economically and politically in order for IBM to be as responsive in our own country.

A: I don't know that I can measure responsiveness country to country. Let me just comment, not to debate with you here, I mean not to pick nits on this. Number one abroad is not abroad. Every country, see I know this because I spent time there, and I use to say the same thing, alright. But I have spent time in six Asian countries and I mean more than a day, I mean like weeks. I have made multiple trips. I understand the countries, I understand the IBM management, I understand the way we do business, what the Human Resources programs are, what the feelings are, and I have also done the same in Europe. You cannot generalize this thing. My opinion is you cannot generalize. It is not abroad. It isn't non U.S. It isn't Europe, it isn't Asia. It's United Kingdom, it's France, it's Germany, it's Japan. They have different issues in these countries. They have responded to these issues differently. In Germany you have a whole different set of issues. You have employee relations issues, industrial relations issues, you have worker's councils. It's a whole different set of problems. We have to do business in all these countries. We make products in all these countries. We hire people from the mail room to the board room in all these countries. So you cannot generalize that way. And I guess my point is, I can't measure the response to the social impact in each one of these countries versus the United States. I can't make that judgement. All I can say is, in terms of the framework of this dialogue that we are having, in the United States, the IBM U.S. company, under the umbrella of Corporate guidelines and overall corporate tenants, IBM tries to be in a leadership position but certainly gets motivated by the environment.

Q? Sure, I've got it.

A: (Laugh) I didn't mean to lecture you on that but I just... and please don't take it that way, you just can't generalize. I mean once you are there, you just can't just generalize it any more. They don't have a minority issue in Japan. But they do have a female question in Japan that they have to deal with. And I don't know if they have dealt with minorities in the U.S. any worse than they have dealt with females in Japan. Do you see what I am saying?

Q? Yes. I was just questioning whether the glass ceiling exists and it must to a certain extent for women in Japan.

A: Sure, it does and at a fairly low level. I can't speak to that...that's just an opinion, (laugh), for the record.

Q? Alright. Williamsbury, 1956...

A: Oh we have an historian here.

Q? I read. (laugh)

A: I was running around the school yard. (laugh)

Q? How old are you?

A: For the record? Forty-five.

Q? That was when Tom Watson Jr. put together a management committee to make decisions and effectively spread the control of the company. Is that part of what you might envision taking off in the 90's?

A: The teaming concept? It has to. Certainly we are transforming this company. And we are going to move into an era, and let's talk about it from a people point of view since that is what you are interested in, we've got to get to real empowerment. We have got to get to teams which is a challenge because as Americans, we are individuals from the time we start in the play ground...what grades did you get? How did you do? So we are trained and brought up as individuals, unlike the Japanese. So yes, that is a world we have to move into to survive. No doubt about that. And we are going to have to work in diverse teams. But I don't think of that as a problem. I don't see that as an issue. Certainly at the rank and file level. Again, you need to talk to others, but I don't see that as an issue in low and middle management. We do it today. I work in teams with people. And I don't feel any problem in doing that at all. The issue is do you get to play on the team that runs the business. That remains to be seen.

Q? Well at your level, yes, but how is it all going to work. Team goals, team rewards, team evaluations. If you and I are on the same team and I have not gone through the management training that you have, how is it going to work? That's a different kind of emphasis.

A: I agree with you and that is going to be a challenge for us. It is going to require changing our basic measurement systems in the company which we are looking at and I know we will do it. We need to change the management system and evolve that. I don't think you revolutionize that, I think you evolve those things that encourage and reward the team activity. It's difficult to change your systems but it is easier to change your systems than your habits. The challenge is changing habits. The good leaders will cause that to happen. A program can help you appreciate the issues and have an understanding of people and the diversity that they bring to the table. We

certainly need training programs and that is hot now...diversity training 101. There a thousand consultant running around doing this. Every company is looking into it and as they should. When it gets down to the bottom line, I am pragmatic and say it is going to be successful depending on the leadership provided, in addition to changing the measurement systems and I think it's important. How is it going to work? I don't know but I have my team together and we sit down, figure it out, and get on with it.

Q? We are talking about cultural evolution.

A: Right. IBM is an interesting company. I was thinking about this. You come to work at IBM and there are Blacks, Asians, and Hispanics. Everybody works together. And you know, you walk out of IBM into "the real world". In some ways the issues of glass ceiling and the issues of fairness, notwithstanding in some pockets and in some areas of course there are a lot of problems and we have a lot to accomplish. But in some ways, IBM is far ahead of the society in which we live.

Q? You are absolute right! One of the discussions I had was IBM is not the norm. I likened IBM to Herzberg's behavioral theory that once certain things are in place and are expected to be there, those things do not motivate people.

A: I agree with that.

Q? If those things are taken away, then it becomes an issue.

A: It's like pay increases, for instance.

Q? And so what is not the norm for the broader society that occurs in IBM has become the norm and that is what is expected.

A: Right. Exactly.

Q? It's most unusual.

A: Right. But see that's on a platform of a company that has a strong corporate culture. That's what I meant before. Understand, you did the reading, we have a set of basic beliefs that are the foundation and people buy into that. In any given year there may be nuances on respect for the individual, commitment to excellence, and customer service may vary but fundamentally, that is the bases from which we all operate. And it is reenforced again and again. And when you put something on top of that platform, whether

it is issues of diversity, affirmative action, work life programs, or anything else like teams, when you put those things on that platform and tie them together, that's how it becomes a norm. If you didn't have that platform, it would be a lot more difficult for it to become the norm. That's my point. Look at our initiatives on market driven quality. We put that on the platform of the basic beliefs. That's why people are walking around here talking about cycle time reduction, defect elimination, and understanding the markets in which we serve. We walk around with a set of measurements that measure that. We talk about empowerment. So that gives you a fighting chance to change people's habits.

Q? That's exactly what it is all about.

A: Right, it gives you a fighting chance. That's why IBM has that. But still you get down to the same issues that everybody has got to deal with. In some companies glass ceiling isn't an issue because they haven't gotten there yet. But we have to keep going up that scale to make that happen, to get on all the teams, to be represented with quality people. Will we get there? I don't know. We are good at planning. Execution is another question. I hear all the words.

Q? I have no more questions. Do you?

A: Was I helpful to you?

Q? You were extremely helpful. Thanks

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The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee signed the form. The interviewee agreed to be electronically taped during the interview.

Background History of the interviewee. They Started at IBM in 1968 and worked in Personnel. Career track position titles include Personnel, Sales Representative, Sales Manager, Branch Manager, several Division Headquarters management positions in marketing, Manager of Compensation, Human Resources Manager, Administrative Assistant, Director, and the current position as a Director.

Q? What were the visions of IBM Company leadership with regard to management development?

A: In terms of when I came into the job in 1989?

Q? Yes.

A: I came into the program at a critical time. The company was going through a number of major transitions in terms of the computer industry. IBM was going from a double digit history of growth into a period into a period of when we were starting to realize that level of growth was not likely to continue and therefore IBM had to make adjustments. Those adjustments were put under the umbrella of transformation and I looked at management development and asked what could we do to help transform the company to operate differently in the future so that we can be more responsive in our new environment, whatever that environment happens to be, which basically was an unknown except that we knew that the past had gone and the future would be different for us.

We were not likely to have the luxury of as many managers as we had in the past, we would have fewer employees, we probably would not have the kind of business growth that we had experienced in the past. Therefore IBM managers and employees would experience uh the kinds of things common to a major transition in an organization: significant shifting of duties and responsibilities. And because of that, I thought that our management team had not received training in an area that basically we had no experience. So therefore, my vision was to develop programs that would help our managers, and subsequently our employees, deal with the new environment. We began that training at the same time that we maintained the basic fundamentals and we began training in an area that I call

"Leadership in the 90's", and brought to the IBM organization programs that focus specifically on leadership skills. Things such as:

- * The Importance of a Vision
- * The Importance of Modeling the Way
- * Enabling Employees
- * Encouraging Employees
- * The Importance of everybody having a vision and buy-in to the goals of the organization.

So this represented a major shift in our basic training programs and we knew that in order to get people's attention, we would have to do something other than the traditional lecture, case study, role play type of training. Therefore, we found ourselves developing training programs that included experiential types of learning experiences. Or for the uninitiated, we would say activity based. Our people would come to class and participate in learning experiences that would involve them to a much greater degree. Meaning that you might come to class and one of the first things that you do is get out of your chair, come together and help solve a puzzle. And from that activity, and many other activities, you would tell us as the facilitator, what lessons you learned from what you did. Or at least what observations you had from what you participated in. And we would reinforce those points and eventually bring you to a new direction in terms of what you would do differently when you went back to work, in other words an action plan. And we are so bold as to say, write down what your action plans are, and then a month from now, we will mail back to you a copy of what you just told us today. The only person that is going to see this is you, because you gave it to us in a sealed envelop. This represented a major shift in our training programs. It is the first time we really got into specific leadership training curriculum. Our managers were so impressed by it that they asked that their employees participate in it. So we found ourselves shifting from a management development focus to a management employee focus. We learned from this experience that many of the things that we would have traditionally limited to managers should in fact be given directly to employees, with their managers involved. That represented a major shift for us. Today we are in the business of management and leadership training, which embraces not only the traditional managers but also employees who aren't managers in the true sense of the definition. This has presented many good challenges for us. How do you cover 200,000 people instead of 20,000? We have learned to get our managers involved in the training of these remaining 180,000 people. That has helped us a great deal because the employees participate in the training

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programs with their managers, and in many cases delivered, in part, by their managers. We believe they have a greater sense there is commitment on the company's part to do the kinds of things we are talking about such as enabling and empowering people, encouraging risk-taking, and having greater ownership on the part of our employees for decision-making for the company. Coupled with the fact that we have the executives now go through our programs to a much greater degree than ever in the past. Traditionally, in this organization executives would speak to the benefits of many things we do in management development but they were not required to go through the programs. Because of the ground swell that has evolved from what I just described, the executives now are participating in the programs that had originally been designed for managers. That has also had an impact on us because we had to add to our customer set. It started out for managers, it shifted to managers and employees and now it has included executives. So we find ourselves now having to address populations in the IBM company that we didn't have to address before, and in a variety of ways. Traditionally, you would come to class as a managers and then go back to your organization and do whatever you had to do and hopefully remember some of the training. Often times the training got lost because of the day-to-day pressures of the business. Now it is very common to have a managers come to a class with his or her employees and go through the training together. They end up leaving the training with a commitment to do something differently because they have benefitted from a common experience. And we have referred to that, in many cases, as "In-tact Team Training". What I just said will give you a clue in terms of our future. We find ourselves now at the point where having developed an awareness of these new areas of leadership training. We have created customer demand. We are now trying to deliver programs to our populations that focus specifically on building skills in areas such as "empowerment". I have an expression that I have started to use called "execubabble". Executives talk about things but when it gets down to real implementation or a shift in the way we are doing things, it requires more than "execubabble"; it requires changing the way we operate. Therefore we are working to teach all of the people -- managers, employees, and executives -- what the real meaning of empowerment is and what it will cause you to do. How do you operate in a team environment? How do you form teams? How should teams work together? How do you appraise teams and individuals? How do you pay individuals who work in teams in this merit system that we have in IBM? How do you still recognize individuals but also recognize teams? How do you still continue to deliver to employees IBM's Basic Beliefs which are founded on the employee/ manager relationship? By the same token how do you allow greater

employee empowerment so they will make decisions and inform management of what they plan to do without always checking and getting management's permission? Having said all that, I refer back to this poster called "How to stuff a wild duck". One of the things the poster says is "Let's run it by the boss." Well I'm the boss. And I'll tell you a good chunk of what I've had to do the last few years is be a funnel for let's run it by the boss and get the bosses' approval. Let's please the boss. I don't like it. I've never like it. So the new world for me is to have greater employee empowerment so they will make decisions and they will inform me that they have done something and I will say "great". This is different than filling up my calendar everyday with people needing my approval to do something. And that is a major cultural change for us because we have been controlled, directed, and measurement oriented. You needed to get pre-approval, in process approval, and final approval before you took action. In 1989, the Leadership Training that I mentioned to you, we called "Transformational Leadership". I gave the approval to release that training in the U.S., without seeking any further organizational approval. Had that program been a bomb, I would not be talking with you today. And what I am trying to do now is build on what we learned starting in 1989. In the decade of the 90's, hopefully my legacy to this business will be that I made a difference in terms of the training programs. And that we will continue to deliver programs that will build on what our customers need. For example, we learned that they wanted Team Building Training. We are in the process of finalizing a team building program that will be released in the early part of 1992. So our customers for the first time are telling us what they want as opposed to the old paradigm where in headquarters we decided what our people should get. Now there is still some of that in terms of the basics. But when we talk about things like leadership training we are depending on our people in the organization to tell us what they would like to have. And if I can offer to them, similar to a university setting, a catalogue that they can choose from, and again I will use the analogy of the elective category. You can decide in your organization that you need training on empowerment. Someone else can decide they need training on team building. Another can choose risk-taking. And, someone else can choose innovation. Wow! So we have limited the amount of directed training you will get and we have moved to a more participative process. You have to get it but you have some say in what you get. That's a major shift for us. So we will build this training for the decade of the 90's and bring to our people the kinds of skills we need to operate in a leaner, smaller, hopefully more competitive IBM.

That's a long opening speech!

Q? You responded to my question about vision and at the same time you began to talk about strategy and implementation. I guess I want to move on and talk about accountability for implementing the programs throughout the organization.

A: Good. First of all, the responsibility for implementation throughout the U.S. is here. We have around the country about two dozen people with their own teams who are responsible for delivering the programs to the IBM Managers and employees in different geographies. There is a person sitting in New York who owns the Northeast and in Dallas and in Atlanta, and on and on. Those people work on a dotted-line relationship with us. We meet with them regularly here or at their place. We share in programs to be developed. We talk about progress of programs that are out there. And we measure them on their actual implementation. Although I have reduced the number of measurements dramatically because in the past we measured things because we knew how to measure and we had pages and pages of measurements. Often time, my point of view was that those measurements were irrelevant. There was data collected that did nothing other than show some headquarters person how many things we were collecting. Like the number of student hours and student days. It may be nice to know but frankly I'm not terribly concerned about that. I am concerned about how many of your people or what percent of your population did you take through the annual required training because that is important. And if only 30% of your managers have had the annual training, then I say you are not doing a very good job. But if 85+% of your managers actually got the training then I'd say probably not bad. If over 90% got the training I'd say pretty good -- I would like it to be 100%. The other measurement I ask of them is getting the newly appointed managers to this facility for basic management training within a specified period of time. So if your organization is not sending managers here in a timely fashion, then we go back to you because you are responsible for that. And we will make a lot of noise and we will let your manager know what kind of job you are doing. So those are the key measurements. The accountability is here and with the people around the country.

Q? You can bring a horse to water but cannot make it drink. How do you know that the managers take the experiential learning process and put it into use?

A: That's a good question. I will tell you that we are not nearly as good in that area as I would like us to be and in time we'll get better. In the past we evaluated our training programs by "happiness" sheets. You came to class,

you filled out an evaluation about the speaker and the class content, and they all clapped and applauded and said what a great class. Now we do some listening while you are here to determine the knowledge gained (pre/post test). And the next step is, to me, the critical step. We've got to do a better job of what I will call a level three which is once you go back to work, we have on a random sample kind of basis send out electronic questionnaires and we have conducted interviews with participants back at their locations. We ask you questions about the training you went through 3-6 months in the past and whether or not you remembered some of the content. And if in fact you found it useful. And if so, what are you doing differently. We refer to this as level three. That is where my focus is and my commitment is that all new programs that we roll out, there will not be an option in terms of whether or not it has included a level three follow up. It will be a requirement. Candidly, we've got a ways to go in that measurement. Finally, a higher level of measurement would be to measure the training's impact on business results. Today, as an aside, if you asked me "Well, how do you measure the effectiveness of your programs?", well obviously I've got customer response. I've got a high percent of participation, higher than we've ever had, although we did not measure so critically in the past. And, I have other human resource indices such as opinion surveys, surveys conducted by the personnel research function, that ask questions that are closely related to the kind of training programs that we run. So we at least have those indices and by the way they are swinging in a very positive direction in terms of people's awareness of, buy in, and commitment to things like market driven quality, empowered organizations, the importance of transition of the company, and the need to have an individual vision. So we do have some measurements today that give us clues in terms of our effectiveness. But I need to have, hopefully in the future, more feedback, so that I can say, "Let me show you this organization that went through this program and this has changed". We have a few of these scattered around the country. But it's not in some nice qualitative place where I can pull it out and show you.

Q? I was thinking about linkages to the performance planning and appraisal process as well as the developmental planning that goes on for managers in general and the high potentials.

A: In the development plans, you will see that in the assignments in education. It is not uncommon to have as part of a development plan that a manager is assigned to participate in "Transformational Leadership", "Leadership -- The Journey Continues", and "Team Building". In other words, the training programs that we deliver are becoming

much more than an educational requirement as a part of an employee's development plan. It is not generally in the employee's performance evaluation. We have yet to evaluate employees on the extent to which they have participated in various educational programs. We may get there in the future, but we are not at this point in time.

Q? That speaks to tracking so far as the individual employee is concerned. Employees don't exist by themselves. Their managers are the one that are ultimately responsible for providing at least the opportunity and tracking to see that it does happen. Are managers evaluated on the success that they have in getting their employees into the educational process?

A: Probably to a very small degree. It's one of those things that we made a big speech about in the late 80's. Every employee would have an educational plan. We are getting there, but we are not there now. Employees can enroll in any of the educational offerings that we have at IBM, via a terminal. Any manager can access, in the very near future, the educational experiences of his or her employees. But the systems prior to present time really were not supportive of a manager getting that information. For example, if my manager wanted to know what type of training I went through in a particular year, the chances are he or she would have to ask me. There has been some central documentation, but it lacks accuracy. So we are somewhat embarrassed by that, except when you get into the executive resources area or "high potential" area this information is recorded. But for the rest of the people who are not considered "high potential", it is often not documented. However that is where we are going. But for the "hypos", yes it is documented because there are a bunch of forms and on those forms it talks about educational experiences -- what you had, what you needed, and who was responsible for making it happen.

Q? I'm a firm believer of what gets measured gets done. So if a manager is focused because his performance is being measured on the result, then you will see the reality you are talking about.

A: I agree with you. As a matter of fact if there is one thing that I would identify in this business of human resource management, that probably is getting the greatest amount of focus in all the things that are going on, including my programs, it would be the performance appraisal and evaluation system. We just announced in the U.S. a revision to that. The learning curve now is steep because in the new evaluation we have changed some of the criteria and we have included ranking of our people in a formal way. The ingredients in those plans will vary as they have in the

past. But I will be a catalyst for having included in managers plans something that speaks to how effective they have been in getting their people to the right kinds of training programs. However, now is not the time to push too hard on that because they have to learn the new process. We were getting to that point under the old process. Now there are a different set of challenges in front of us. So now we are saying okay, fine, let's set this new system in place. We hope that as we train the managers that come through here about the process, we will make the point very clear that our commitment to education is not an optional program for them as managers and they are responsible and they will be measured on their effectiveness in getting their people educated. But today, if you as a manager have not done a good job, and it has become, I'll say, common knowledge, meaning your opinion survey is low, your people are writing "Speak Ups" or they are taking advantage of the "Open Door" and complaining that they don't participate in training programs, the noise level created by the lack of what you're not doing can cause you some problems. However, that is reactive as oppose to being proactive.

Q? In your own history, did you have a mentor? That can be in an informational sense, not a formal program...someone who plucked you out early on and said...

A: I think that my answer to you is that I was lucky that I had people who assumed mentoring roles for me at different times in my career. And it shifted a lot. But I was lucky in that I always felt that there was probably somebody that I could identify, that I could go to, if I chose to, and perhaps at least get an opinion. However, I would say that is only something that I sensed, because of the way that people treated me. There came a point in my career when I realized that the Vice President of Personnel of IBM represented the most powerful mentor that I could ever have. Therefore I re-structured my career plan in such a way that I was trying to be competitive to end up being his assistant or something like that. And it is because of that assignment that I am sitting here today as one of the few Black executives in IBM. Because his office had the power and still has the power to make these appointments. Short of him, there is nobody else in this company that I felt would in fact give me the executive appointment. So today, I would say I have a mentor. However, had I stayed in Personnel, which is where I was when I joined the company, I probably could have built on that relationship much earlier. But I was a guy, wild duck again, who jumped up and said he wanted to go into sales because, my view was sales offered me a marketable skill, either in IBM or outside. I really wanted to learn to do something in business that would give me a skill that I could rely on as

opposed to being a staff person or whatever and recruiting was not it. So I learned to sell. And I felt this was something I could always fall back on. So I really stepped away from that mentor and spent eleven years out there marketing. During that time I did not have a mentor. But when I came back and rejoined the Personnel organization, that mentor was still there and in a more powerful position than he was before. I think it (a mentor) is extremely important to the success of a person.

Q? How new is the executive program that looks a high potentials?

A: It has been around as long as I have been around and that is 23 years. It's a least 20+ years old.

Q? There are a combination of things that seem to be at work here in the IBM fabric. The systems and programs, the structure, the relationships...I know they are based upon the basic beliefs and values that stem from the Watsons.

A: Yes. Everything in the company is built on our basic beliefs.

Q? I guess I want to ask the question do you think it emanated from them as a result of their view that they ought to be socially active and responsive to what was going on in society, or based on your knowledge of IBM as a company, do those beliefs and values come from marketing decisions and self-interest on the part of the business?

A: Good question. It is my belief and my opinion that we were fortunate to have Tom Watson Sr. Part of it could have been his own personal experience that he had prior to joining CTR. At NCR he was treated in a very different fashion. He saw how others were being treated by Patterson, the head of NCR. In fact, Watson, as you may know was ignored by Patterson until he resigned. I think that he formed a view of human resource management that would be very different from the experiences he had. I think it was a general view that he developed about how people ought to be dealt with to get the most from them. Somehow, I believe he was committed that he would treat people fairly. You'll get a heck of a lot more out of them. So I think it was based on personal experience. Secondly, I think he realized that if you treat people in a certain way, you are probably more likely to be successful in the market place. Therefore, from that IBM evolved. A work force known for its diversity would follow. As an example, there was a female Vice President in the 30's. And subsequently it was a natural flow into the other kinds of ethnic groups. That's my opinion. I think if he had a different set of

experiences, I'm not sure this company would have been founded on the basic beliefs that it was...but who would know?

Q? It's very interesting to me because generally big business is very conservative and you think in terms of leadership being very Republican and that's not the case here.

A: No. Not necessarily.

Q? It's democratic and it espouses those views and that philosophy and that's what I see permeating the organization.

A: Interesting.

Q? It's phenomenal.

A: I think the company was lucky. I have had a chance to view some decisions over the last 23 years and frankly IBM stood up for its values and beliefs and its commitment to people and would, in fact, let a marketing opportunity go. When I was in sales, it was made very clear to me that if a customer had a problem doing business with me, as a Black person, we would walk away from that customer. That was powerful for me.

Q? Wow (laugh) very powerful.

A: I have a real example of that type of thinking. I had a situation with a Black female... who was part of our organization in Rhode Island. She wanted to transfer back home to the South. I think it was South Carolina. I talked to the IBM Manager down there and he told me "no". (He didn't know who he was talking to...I guess I didn't have on my colored people's way of talking that day.) So I listened to him and what bothered me about the conversation was he didn't seem as committed as IBM wanted us to be. He said a colored person would have a hard time trying to sell in his area. So I did not encourage the employee to transfer there. In reality it was the respect for the individual that drove the final decision. The employee was grateful when it was explained to her. Eventually, we found a job for her in the right area in the South. That makes this a nice place to work.

Q? It absolutely does. I am an outsider and what I see, I am absolutely amazed at the culture that exists inside the company. And yet, I sense that those who have grown up just accept it as routine, the way it is, which is very different.

A: Yes it's interesting. When you first come into the company, something happens. Let me back up. It happens before. The reason I joined the IBM Company in 1968 when I had somewhere between five and seven job offers from major corporations in this country, I selected IBM. Prior to the interviewing process, I knew nothing about IBM. I'll just tell you. I was a New York State parole officer with a shield (badge), a pair of handcuffs and a Colt .38 revolver. That's what I did for a living. Locked up some of the baddest dudes that came out of prisons in New York state. But, I got myself into the interviewing loop with companies. I was very impressed with the way IBMers responded to me in interviewing; in follow up; and there was something that told me I wanted to be associated with this company. Interestingly, IBM was the last company to give me a job offer. I held the other companies off and I called IBM and said "Look, I'm tired of flying around the place. I have a flight tonight, and I want to tell you, I want to work for IBM." The person on the other end said "How long are you going to be at this number? Can I call you back?" He called me back and he said "Well, I have a job offer for you. Do you want to think about it?" I said "I accept and I'll sit down and write my letters and tell the others "thanks". And that was based on the interviewing process. Something felt good after I met the people. So for me it started before. By the time I joined the company, I had a sense that this was a special place. I liked the way people treated people. My personal opinion about you or your opinion about me does not belong in a work place. That's where I wanted to come to work. IBM somehow conveyed that. That's really been one of the main reasons that I have stayed with the company as long as I have.

Q? One of the strategies that the company used back in the 60's to recruit was to use the Urban League.

A: Right.

Q? Is that the case with you?

A: Well, actually mine was interesting. I was doing graduate work at night and I shifted from pursuing a Masters in Public Administration in Criminal Justice to a Masters in Business Administration because I saw opportunities opening up in white corporate America. I went to the placement office on campus. I was told I could not sign up for company interviews because I was a part time student. An IBM recruiter was standing there and he overheard the conversation. I walked away and he said, "I'll talk to you." Then I went back to the placement office and said "Why will IBM talk to me and you will not let other companies talk to me?"

Q? (Laugh) You leveraged it! That's great.

A: Shortly thereafter, I did begin to participate in minority job fairs such as Richard Clarke Associates of New York, Urban League, and others. I literally started my own process and I was there to see what was available. And I would have had an interview with IBM through the League, as a matter of fact. Anyway this lady from the Urban League in New York came to IBM after I joined them and she told them, "You take good care of him because if you don't I know a lot of companies that will be eager to hire him. Ruth is her name. I cannot remember her last name. So I was almost a product of that but clearly I came into the company at a time when IBM was involved with that organization. IBM was aggressive in participating in minority job fairs. We were there in mass. There were often more recruiters than applicants (smile).

Q? I can see it on your face that you were one of the recruiters. (laugh).

A: You got it (laugh). That's right. A lot of IBMers there and no one to talk to except each other (laugh).

Q? What kinds of changes have you witnessed in the environment since 1968?

A: Well...

Q? This is a different company because it has changed. That's why it is surviving.

A: I would say the major changes I have seen include a great emphasis on affirmative action and really putting special effort on helping minorities get into positions. It worked. It got to the point where I use to keep a special list of the Black Branch Managers, and I was a Branch Manager. And it was a pretty long list for a while. I felt good about that. It was my way of saying I felt good. But then around the 1980's, I started to cross out names on the list. So I started to witness something that was concerning me in that we had gone up and now all of a sudden the numbers were coming down. And there was also a blip in those going to the executive jobs. It stayed pretty...a few got in and then things slowed down. So what I witnessed from the 60's and 70's was good effort, good results and then it became stagnate. And I was not sure what had happened but I think IBM is a microcosm of our society and a shift in Washington caused some what of a ...the word is not that the company became less committed but the pressure was reduced, I believe, or at least the perceived pressure by Managers was reduced, coupled with the

fact that the hiring program had really slowed down in terms of massive numbers coming into the company and the business. By the mid 1980's the hiring had slowed down to the point where the hiring really had become small and normal attrition for those who had reached certain positions resulted in some people getting frustrated and leaving because they couldn't go any higher in the organization. So I saw numbers start to diminish. However, in spite of all that, our executives continue to emphasize the importance of the focus on minorities and females. So the focus never went away but a number of factors caused us to lose momentum. I really hoped that today sitting here talking with you I could point to a lot more minority executives and managers, and furthermore a lot more who, in my view, have the real potential to go a lot higher in the organization. The fact that I am in a small group and I can't look up and see them above me, disturbs me.

Q? If the pressure is off somewhat externally, how do you continue to make a difference internally?

A: Because I've tried to get jobs that can be measured for making a contribution. One of the reasons I went into marketing several years ago was because marketing is highly measurable stuff. I've avoided jobs, (with all due respect to my colleagues), in Equal Opportunity, Affirmative Action and community programs. I've turned them down. Even in this job, I ask "Is the job mainstream?" So in 1989 I made sure that it was not only mainstream but it would get a lot of visibility. So a part of success is choosing the right jobs because every job is not the right job. So I've chosen jobs that would give me a chance to make a difference. It has nothing to do with my color. Anybody who has the right kind of vision can make a difference.

Q? Obviously you are a leader by example by virtue of where you sit in the organization. There is positional power. There is your creativity that you bring to the job, and the vision to see things become a reality. At the same time are there opportunities for you to reach back and help others?

A: Yes, as a matter of fact I get enjoyment out of accomplishing things in a way that make me feel good. A personal enjoyment is that I am able to mentor, on my own, a number of employees whom I've either worked with or brought into the company. They call me and they send me electronic notes. I will make time for them and I'll go meet with them. I'll talk to them. I get a lot of personal satisfaction out of knowing that people think that maybe my perspective is useful. Yes, I'm very candid. You see, I don't have any hidden agendas. You ask my opinion and I'll tell you. You do what you want with it but that's my

opinion. I have been able to help some people get jobs by influencing other managers. I have been able to move people into jobs and that gives me a great deal of satisfaction. I'm frustrated that there aren't enough of them. There is one woman that from time to time, I'll talk to. Sometimes she will take advantage and others she'll say "I've thought about it and I don't have to talk about it." But she knows I'm here. She knows that I will do anything reasonable I could to help her. Hopefully not give her any stupid advice but be very honest with her.

Q? Well, obviously what I see here is a learning enriched environment. I see an organization that is accepting of human beings. I see a culture that nurtures its managers, develops their philosophy, perspective, and skill set that enables them to be effective. What is the view of the future?

A: More of the same. I think the future is fewer managers but we won't be hurt by it because more of our employees will assume many of the roles that managers use to assume. I think that greater ownership on the part of employees in the future of our business will, in fact, insure our success.

Q? Let me just touch on that for a minute because as I read Father, Son and Company, and I reflected upon Williamsburg in 1956 where the decision was made to share the leadership among four people, there was a struggle.

A: Yes.

Q? But now many years later the company is still moving toward the concept of teams. That in itself was visionary.

A: That's interesting. I will tell you that I think this company has been very fortunate to have its beginnings with people who were visionaries and its interesting as I sit here and talk to you about empowerment, enabling our employee and greater employee participation. If you go back and read A Business and Its Beliefs, written by Thomas Watson, Jr, it was his way of capturing what his father had said. The current Chairman of the Board, John Akers, has been distributing this to people in the company and saying if you want a clue in terms of our future, it's in the past. We will restructure. We will reduce layers of management but the bottom line is, my words, we are bringing into the 1990's the same kinds of beliefs and principles that Watson stated a long time ago. If you look at what we are saying about empowerment, well, that says respect for the individual. All that stuff is built on this basic belief because that is what we are trying to do. We talk about

market driven quality and the importance of that. Well Mr. Watson also said , "Best Customer Service and the pursuit of excellence." Q? (Laugh) It's another way of saying the very same thing.

A: That's exactly right! A lot of things about us really have not changed. I think that because we grew so rapidly, we had so much of the computer industry and so little competition for years. Before you know it, there is something on the horizon and you can't see it but you are poised to change the way you are going to operate forever and that's what we are going through. However, I think that if you stick to those basic beliefs and of course make them contemporary -- say market driven quality -- instead of best customer service -- as long as we know what we are talking about -- say greater employee participation -- and I'll ask you to turn around so you can see on of the visuals I've used... when we talk about our vision for our role in IBM, this is what we are all about and that is to help our managers and our people understand that greater employee participation is critical.

You will notice that the foundation of the pyramid is IBM's Basic Beliefs -- always bridging back to our heritage. We will continue to build on these basic beliefs and add market driven quality, global economy, work force 2000. We will change all this stuff but we will always bridge back to the basics. We talk about work force diversity. Those are important considerations. Well if you treat everyone, regardless of what flavor they come in, with respect, responding and getting to know them and what they bring to the table in a cultural set of experiences; what their goals and objectives are; treat them with respect and you are going to get out of the red, purple and yellow people what you have been getting out of white people all these years. At least that's what I believe...that's how I kind of go at it. One of our training programs had six thinking hats. DeBono, the author of the book Six Thinking Hats who comes from Europe, made black the color of one of the hats. I said, in this country, since that black hat is depicted as negative, this could be a problem. Trust me, the hat in this country is not going to be black. We'll pass out the book and people will see the author wrote black hat, but in this organization, it's going to be some other color. We compromised and we made it gray. And that's okay. I was glad that we at least thought about it because one day a Black employee was in a class and he said "Wait a minute here!" He got upset and he wanted to go to the Chairman of the Board which is his right. They said "Would you be willing to talk to someone?" I talked to him and we spent two hours together. I told him that I recognized what a problem the black hat might be and I made the decision to change it from black to gray. Maybe I should have thrown

the whole thing out but... He said "No, I didn't know that you have had done that. I'm glad I know it now. I rest my case. Thank You." Now to me that is simply a sensitivity for a segment of our population. Recently we had an exercise in class where you build towers. My thought was building things is more male in its orientation than female. So what do we have here for the women that's going to make them feel comfortable? This was a Canadian vendor and they kind of looked at me like "No!" Trust me, when you come back here next week, I want to see how you have addressed that. At least speak to it. In another instance, I said that these programs that are "activity based", that require people to solve puzzles and move around the room and whatever, might eliminate people with disabilities. If it requires manual dexterity, physical agility, the handicapped cannot participate. So what are we doing about that? They looked at me like whoa... I said, you will put in the instructions to our people that they should speak to it, be aware of it and don't automatically take that person who can't do the exercises and say you're going to be an "observer" because now you are discriminating against somebody. I said you get creative. That to me is nothing more than respect for the individual. Looking, anticipating, and recognizing that everybody is different. I don't need a manual to do that. It just seems to me that is the way it ought to be.

Q? Agreed. Well, on the work force 2000 issue. That is how I came to decide to do my dissertation on looking a company and how it develops its managers. I read Work Force 2000 and in the document, several challenges are presented. One of the challenges is integrating Blacks and Hispanics more fully into the work force. Because I am a student of OD, I wanted to see what is being done. What I discovered is that according to one OD journal there is very little published research that addresses this challenge.

A: That's a good observation. That's a whole other discussion that I could tell you has disappointed me in this company.

Q? In what way?

A: Some people who went ahead of me who were in position to turn around and help others, and I'm talking about the Black minority, and it didn't happen. They moved into white neighborhoods, they would tell you that their friends and neighbors were white. They were proud of it. They acted in a way to not to be associated with Black people. Thank God, everyone of those bastards got shot. That's about as candid as I could put it because I believe we saw some of that with Clarence Thomas. He used the

expression "uppity Blacks" Okay...but you see, the man denied his heritage, I believe, and his race to a point where he damn near lost out at a critical moment.

Q? Yes.

A: I was not pro Clarence Thomas at all.

Q? Neither was I.

A: In the end I thought, well I don't like what is happening here...

Q? There were a lot of other reasons not to put him on the Supreme Court besides Anita Hill.

A: That's exactly right. And his appointment is still an embarrassment to me. When he stood in the Rose Garden and gave whatever...

Q? Yes

A: That's an example of what I described as Blacks who forget their heritage and try to become white to the degree that they deny their own color. Eventually you will find that the same structure that they are trying to become such a part of will turn on them. Because if you look at all the congressmen and the one or two senators we've had that are Black and reached a position of seniority, chairs of powerful committees, and have had influence, our society then dug into the closets, came out with skeletons and stripped them of their power and influence...Powell, Brooke, Etc. The last one is now head of the UNCF. But that type of process, I think is a part of our society. And in this business, I have observed Clarence Thomas type people who get to a certain point then boom!

Q? That goes back to the questions I asked you before about helping those who follow.

A: That's something I do simply because that's just me. I don't think enough Blacks who gain influence feel the same way.

Q? And the IBM culture, since this is a non-union organization, it does not nurture groups and group activity, I assume.

A: We are getting there now, and yes we plan to remain non-union. We are training on the importance of having teams and team building and team work. I would say for the first time, on a broad scale. We are now encouraging employees working together, obviously with management

direction. But we don't panic now when we see a group of employees meeting. We know basically they are working on something. So we are shifting, I think, from that culture where because we are non-union, because we absolutely were against any meeting of employees other than those led by a manager. Now employees can get together and deal with things and a manager does not have to be present. So we are seeing a shift in that direction.

Q? Just to digress for a moment, the 60's we saw hiring?

A: Yep, in the 70's we saw movement into management. In the 80's we saw us reach a peak, we saw a decline, with a little bubble, as I mentioned, into the executive ranks and then stagnation. In the 90's we have some serious challenges. We've got a population base that is very different than what we had to work with in the 70's which was the result of the 60's hiring. There will be fewer sheer numbers coming in. We have the aging of the population, like me, who have plateaued and that's fine. Therefore, my concern is that when we look five to ten years from now, we may find ourselves not having made absolute progress in terms of representation across the spectrum of management and executive jobs, and in fact, the picture may not be as good as it was in the 1970's. That's a concern that I have.

Q? Not in sheer numbers but in positions of influence, if that is one of the challenges.

A: That's exactly the critical point. I would be comfortable if the sheer numbers were less, if in fact, the positions they are in are positions of influence. At the same time there has to be a shift in the behavior of the earlier one who broke through. You see I don't know if...

Q? Earlier ones meaning minorities?

A: I don't know if the minority executives of the 1990's will be any more likely to reach out and act in a mentoring capacity than minority managers of the 70's

Q? Is that an educational question? Because heretofore, the environment has not encouraged group meetings. We as a people have not learned. We do for our families but...

A: I'm concerned that we as a people do not have the commitment that it takes.

Q? How do we impart that? From my vantage point I see a company that has done a lot of the right things. This is not perfect, this is not utopia. But you are so far ahead of where many corporations are in the greater society. And yet the issue that surfaces is that in order to continue to have people in positions of influence, we have got to do more than just build the basic pipeline. We have to do a developmental piece that comes from an educationally-enriched environment. There has to be a pulling up!

A: Fortunately, Ted Childs has advocated and I support him, putting mentoring programs in place that has an educational piece that will teach people how to mentor. Now that clearly has to be for the population at large, not just for minority groups. However, all that education still does not make me at ease with the notion that we as Black people need training to mentor. I have seen it for other minorities and they didn't have anybody train them on mentoring. So what in the hell is wrong with our people? We have to be trained on mentoring?

Q? Is it that is has not been okay for us to do it as a people? That's what is passed on.

A: You see, how would we know if we don't try it. That's my own personal philosophy. We are still in the big house.

Q? Is it too great a risk?

A: Sure it is.

Q? What can you loose? Everything?

A: Yes that's right. Because if you were brought into the big house back in slavery and I stayed in the fields, you can rest assured you and I had race in common, maybe a difference skin color but probably not a lot else. Because you had to assimilate and act in such a way to survive in your new cluster of people. The more you align yourself with me in the fields, the more likely you would end up with your butt back in the fields. So you see our society, throughout our history, has put us in this awful position. I think Hill and Thomas is just another example of it. And it is perpetuated by our society. I think it is ingrained in our culture that at some point in time, once we leave the streets and dress up and all of sudden, we start to succeed in business, we lose our identity. Reaching back and pulling up? We are too busy pleasing. I don't know how to solve this.

Q? And yet, let me put it in a different context, if we are going to be competitive in a global economy we need to solve this problem here at home before we can compete, before we can be accepting of others.

A: I don't know if we, a Black minority will be the minority of concern in the future.

Q? You may be right.

A: You see I believe that by the time I leave this business that a real influential minority in this company and in our society will be a person of color, but they "ain't gonna be Black". I live in New York City and it is like living in a foreign country. I travel around this country and visit America. In New York City, I'm in a foreign city. The entrepreneurs such as the cab drivers the grocery, the dry cleaner, the deli, the restaurants, the movie houses, are people of color but they are not Black. The incident with the Koreans in Los Angeles in a Black neighborhood, the Blacks resented the Koreans. We've been here long before other minorities, except the Native Americans. Why don't we own these little stores? So I get worried about us. I think minorities, the work force 2000 and beyond, the emphasis on the whole minorities and affirmative action, I think will be a different group. And that group will be much more effective in helping each other because it's a part of their culture. We will be by ourselves, back in the fields. Blacks will not be on the bench, we won't even be on the team and we won't be in the game. That bothers me a lot.

Q? It bothers me a lot too. That's why I am doing this study.

A: I look forward to your work and I hope that one day I can hear from you and that you have made a difference. I believe that somebody needs to capture, somebody needs to figure out how to bring Black people together in a non-peacock way -- "I'm impressed with myself" -- egocentric -- where the one-upmanship game is not played. It's not encouraging but if there is a way to change that, I think we need to do it and do it quickly. I just don't know how.

Q? It's interesting to hear you say that because my thinking up to now was to capture the model at IBM. The model at other companies would be the next step after the doctorate. And then, I want to be effective in articulating to the board room about what ought to be done. IBM has obviously done a lot of those things already. That's why

I'm here. There are so many corporations that cannot hold a candle to IBM. And yet, the Board Room isn't where its all going to happen. It's a mind set.

A: Therein lies the real challenge and I hope somebody solves it. I think some corporations have tired to set up a structure, a process, and a program to encourage that. It's also my belief if you have a group of people who do not believe fundamentally in helping each other...I worry. Executives can set the stage but they too can become frustrated when they see they appoint you to the highest office in the business, they expect you to reach back and help somebody. But they are not going to tell you that. And what I am afraid of is that you are going to be so much a part of this new environment that you will not do that for fear of jeopardizing your status. I gotta believe that somehow over their cocktails they talk about helping each other. The company can put the mentoring program in place but I really worry about the outcome.

Q? Yes because you are talking about the systems, programs, and structures, and what really is a issue here is people and changing their behavior.

A: Right. And I don't know how to do that.

Q? Well, that another discussion.

A: Okay.

Q? Thank you for your time.

A: It was a pleasure and good luck to you.

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#211

We actually started the morning with a tour of the facility. I saw the lecture hall, dining room, lounge with fire place, offices, and several classrooms. There was also a large table model of the acreage which displayed the dormitories, gym, and IBM Corporate offices on the same track of land.

The researcher presented herself by discussing her background. The interviewees were given the researcher's current resume. The human subjects form was reviewed and the interviewees signed the form. The interviewees refused to be taped during the interview. The researcher manually recorded the interview.

The following notes were taken as topics and materials were presented from the curriculum for the IBM School for first line managers. The presentation time allotment was 9:00 a.m. through lunch to 2:00 p.m. (Curriculum was not reviewed for second line managers or executives.)

One interviewee has been with IBM 20+ years; the other interviewee 15+ years. The current role of the first interviewee is as a faculty member on assignment; the second interviewee is in a Personnel administrative position, following an assignment which was as a class manager (instructor) in the Management Development Center (MDC).

The faculty at the Center is made up of cross functional staff on loan to the MDC for two year stints.

Agenda for the morning:

1. Overview of the Management Development Center.
2. IBM history and heritage.
3. Classroom instruction module for New Managers School.
4. Lunch
5. Discussion
6. Introduction of the Team Leader Concept.

Following a review of the agenda, the discussion focused on the first day of New Managers School which begins in the morning by focusing on The IBM Company values, culture, beliefs and some aspects of the company's 77 years history.

IBM basic beliefs: Respect for the individual. The best customer service in the world. The pursuit of excellence.

The company has always been committed to social justice and social causes. The researcher was given a copy of A Business and its Beliefs The ideas that helped build IBM by Thomas J. Watson Jr.

IBM leaders have always believed in the importance of education. Tom Watson Sr. had one year of post high school education. He was the recipient of 31 honorary degrees, and he served on the Board of Trustees of Columbia. The IBM Company is egalitarian and it believes in education for all employees.

Another example of egalitarianism is the IBM Country Club which was for all IBM employees.

The IBM Company has a very strong values system. As a matter of fact, IBM and the FBI have similar models for how the values and beliefs are imparted to employees.

The IBM Company effectively leverages these values. Managers are told they must practice what they preach. New managers are told they cannot go wrong if they follow the values that are taught. The message is simple. Always start from the basic beliefs. If one follows the basic beliefs, one will abide by what IBM wants and expects.

Participants in the New Managers School are pre/post tested to determine how much they have learned in school. Following participation in school, several months later managers are interviewed in the field to assess application of curriculum learned in school. However, the results of the pre/post tests and the field interview in not fed back to the manager's second line manager.

Today IBM like many other companies is in a survival mode. The concept of employing people from "cradle to grave" is gone. Likewise, the military approach to management is passe. Now the company is focused on more employee participation through a team management process. As a result of restructuring and reducing the layers and the organization, IBM is a much flatter organization. The interviewee has the sense that the focus in the 1990's will be on leadership, team management, peer and team appraisals and team rewards.

The culture is evolving to more employee participation, responsibility and accountability. Industry change is faster; competition is greater. It use to be that it took seven years for a concept to make it to market. Today this time span is reduced drastically to 18 months.. The interviewee suggested that I read The Lengthening Shadow: The Life of Thomas J. Watson by Thomas and Marva Belden as

well as THINK: A Biography of the Watsons and IBM by William Rodgers.

The interviewee said that survival is real. Twenty years ago, IBM was one of several "games" in town. During the last 10 years, the focus has been more international. The world today is truly globalized. Today there are many competitors. IBM must remain agile enough to read, asses, meet and beat the competition.

IBM must attract and retain talented employees. The company must let employees be much more in charge of their careers. The interviewee referenced market driven principles and John Akers.

All managers annually participate in five days of training at their work sites. Key to the success of management development is the common expectations of managers, as well as the tools and measurements that managers utilize.

The participants in the New Managers School are: new managers as well as any one with management responsibility in specialty areas such as legal, medical, and air operations.

The New Managers School has a basic platform. Added to this platform is the annual requirement of equal employment opportunity, employee relations, compensation, and other subjects. The content of a recent module is Market Driven Quality. Also, I will have the opportunity to interview Jack Honeck who owns the EEO module.

The New Managers School begins with orientation. The first morning starts with a film on IBM Heritage. I viewed the newly released 45 minute film. One of the interviewees produced the film. The following notes capture some of the things I saw on the film:

Walter Cronkite narrated; sitting on his pier on Martha's Vineyard.

Inside a computer, laser light, PC and a nurse.

Discussion of the IBM basic beliefs: Respect for the individual. The best customer service in the world. The pursuit of excellence.

1911 C-T-R Company; short future, factory picture.

T.J. Watson was a rural man with simple values. Do the job well, treat people with dignity and respect. Started in business selling pianos and sewing machines to farmers. After two years T.J. Watson

built up a fair trade; he wanted to make people happy. Watson was a gifted salesman, joined the National Cash Register Company owned by a man named John H. Patterson. Watson worked for Patterson for 18 years. Watson learned from Patterson an autocratic management style, how to start a business, as well as how to motivate and reward people. Patterson eventually pushed Watson out of the company because it was said that Watson was developing a following among the rank and file.

In 1914 T.J. Watson joined the CTR company. An engineer named Herman Hollerith had invented the tabulator to help tally the results of the 1890 U.S. Census. Watson saw ways to improve the machine and sell it to corporations.

Watson imparted the value of IBM being a corporate citizen. He said no country can be greater than the communities that make up the country. IBM considered itself to be a world citizen 1920. Gross revenue went from 4 million to 14 million. It was the year of the Charleston, women's right to vote because an issue, Babe Ruth was playing baseball and CTR changed its name to IBM. The film showed the early days: Endicott New York, tent city, games, fun, and family.

Then the Depression hit in 1929; the stock declined 202 point. Watson's response was to step up production and inventory product -- keep the employees working. The Education Center was featured showing the steps that read Think, Observe, Discuss, Listen, Read.

In 1935 the first professional women were hired into IBM. The first class of women to graduate from the IBM school were featured singing "Think" the IBM rally song. FDR and his New Deal - Social Security - required the purchase of IBM warehouse stocked machines to operate the government program. The IBM Company was positioned to take a quantum leap forward.

The 1934 World's Fastest Typist was featured typing on an IBM typewriter. The One Hundred Percent Club was featured. This is a recognition event vacation for outstanding salesmen.

T.J. Watson coined the phrase "World Peace Through World Trade".

The 1939 World's Fair was shown. Many of IBM employees and their spouses attended; total attendance was 38 million. IBM equipment was shown at the Fair.

1914 - 1939 the first quarter century of IBM history.

1943 - The war effort was the focus of company activity. The employee population grew to keep up with the demand for products. The Company instilled its values of respect, dignity and rights for all people. Ruth Leach was named the first female Vice President of IBM in 1943. IBM was the first corporation in America to contribute to the United Negro College Fund in 1944. IBM also supported Jobs Training Program initiatives in the 1940's and currently supports major activities in this area. A ticker tape parade was shown indicating the end of WWII. IBM refocused the company from the war effort to technology. The vacuum tube had been invented. Thomas Watson Jr. was sent to investigate the vacuum tube.

In 1944 the Mark I Digital Calculator was invented by Harvard University and IBM. In 1948 the SSEC (Selective Sequence Electronic Calculator) was invented by IBM which resulted in market expansion for the company. The World Trade Corporation was also founded.

In 1956 IBM Company leadership was handed to Tom Watson Jr., Tom Watson Sr. passed away at age 82, and the antitrust suit against IBM was settled with a consent decree which said IBM must sell and lease its machines. 1956 was also momentous because of the Williamsburg conference. The IBM Company reorganized itself into six decentralized units. Arthur K. "Dick" Watson became President of World Trade. A Management Team was formed to manage The IBM Company. Technology moved to magnetic cores; the Ramac was invented. Nikita Khrushchev visited the IBM plant in San Jose California in 1959. 1961 the IBM Selectric Typewriter with the ball was introduced to the market. The transistor followed soon after.

1939 - 1964 this marked the end of the second quarter century of IBM history in the film.

1964 - 1989 the third quarter century of IBM history. Martin Luther King and John F. Kennedy were featured in the film. The 360 line of computers

were introduced. IBM was featured in Fortune magazine; it became a five billion dollar company. The company focused on:

1. The compatibility of its products.
2. Man in space technology: space travel and satellite probes. IBM engineers wrote program instructions for flights in space.
3. Programs for employees such as medical benefits, training, and education.
4. Equal employment opportunity and affirmative action programs.

1964 Thomas Watson Jr. received the medal of Freedom from President Lyndon Johnson. The IBM Company leadership passed to Tom Watson Jr, T. Vincent Learson, and Frank T. Cary.

During the 1970's The IBM Company was involved in litigation for antitrust. There were approximately 20 suits in which The Company prevailed. In 1982, the federal government withdrew their case because the case was without merit.

IBM's heritage and beliefs includes addressing employee needs. They started a dental plan and a retirement education program. In 1971 the company launched a faculty loan program where IBM staff participate in community service. The company also initiated environmental policies early on. They used computer simulations to project what would happen to the environment and the earth. The IBM Company has changed the way we live, learn and work.

In 1981 the company introduced the first PC. The film showed the "Little Tramp" commercial which depicted the way a PC can help us get organized.

The 1980's were the Cary/Opel era. The company focused on business goals. In 1983, John Opel became Chairman of the company. He named the company's first Vice President of Quality. The company focused on credit, financing, joint ventures, and business alliances. IBM operated from Boston to Bangkok.

In June 1986 John F. Akers became Chairman. He articulated these goals:

- #1. Market Driven Quality.

- #2. Total customer satisfaction.
- #3. IBM is committed to excellence.

IBM will address work/life issues. Thomas Watson Jr. said "Change everything except the basic beliefs, as the company moves through corporate life."

IBM has won the Baldrige. There are several Nobel Prize Winners who work at IBM. They are; Leo Esaki, Alex Mueller, Georg Bednors, Gerd Binnig, and Heinrich Rohrer.

Change in the future means upholding the past -- adhering to the company's basic beliefs.

End of film.

Following the viewing of the Heritage film, I was given a copy of the five day schedule for the New Managers School. My discussions with the two interviewees over the next several hours followed the schedule outline.

The afternoon of the first day of New Managers School is spent on policy applications.

Leadership is examined from the perspective of a number of motivational theorists including: Maslow, Herzberg, and McGregor. The question is asked "Why motivate employees?" Managers are told that productivity is directly linked to motivation.

Maslow's theory of motivation model is explored. Maslow's model is linked to Herzberg's theory of motivation that operates in the work place. Both models are then linked to the application of IBM policy. The company is interested in learning how to provide more "stuff that turns people on".

Next, the attributes of effective leaders is discussed. McGregor's Theory X and Y are explored to help new managers understand their style of management. Participants are also given the Blake Moulton Grid, an instrument like the Meyers Briggs, to help them assess and evaluate their own management style.

The next phase of training involves management simulations through video case studies. A situation is presented in writing, on a video screen. The classroom manager stops the presentation at various points to discuss what has been presented. The new managers are asked their opinions on how to most effectively handle a situation. Using technology in the classroom, the participants select a response and remotely indicate their choice through control buttons at their desks.

Next, the classroom manager may "role up" to a participant and engage them in a role playing scenario. The manager plays the role of a manager; the facilitator plays the role of an employee depicted in the case. The new managers are actually practicing what they are learning about the company culture, its basic beliefs, and company policy.

Following the debriefing of each video segment and role play situation, the classroom technology allows the classroom manager to tally the responses of the new managers and provide a graphic illustration of their opinions. The results are presented in a histogram. Each set of class

results are compared with all other class results of those who have participated in the management simulations.

This segment lasts four hours. New managers are taught how to handle issues that are medical, legal, and their senior manager as well. They are taught not to shoot from the hip. The results are kept confidential within the classroom setting. Information is not shared back at the new manager's work sites.

Additional situations include:

Tardiness

Emergency aid loans

Smoking

Privacy

Alcohol

Substance abuse

Confidential information

Drugs

Upper management

Security

Employee Assistance Programs

Personnel

Request for transfers

Gifts and gratuities

Dress

Second jobs (exotic dancers; private life versus the company)

Outside employment

Company credit cards

Political activity

Over Time

Market Driven Quality

Sexual harassment

Your manager is the harasser

Personal time off

Body odor

Key to the success of this approach to training is the fact that the classroom is a safe environment for risk taking. There is no disclosure of what goes on in the classroom. This approach is in keeping with the basic belief of respect for the individual. Senior managers are invited to dine with the new managers but they are not given feedback about what goes on in the classroom

Sometimes new managers are a test group for new policies and practices that the company is considering implementing. New managers act as a research group and provide feedback to management.

Support structures exist back at the home sites. The second line manager is there to assist, coordinate and mentor. Also, there is a manager's manual on-line. Support is also available from many support functions including payroll, accounting, personnel and security.

The second day of New Managers School begins in the morning by focusing on Resolving Employee Concerns through communications channels.

The first topic discussed is employee communications. IBM is a non-union environment and the company stresses the importance of addressing employees concerns without a formalized, negotiated grievance process.

Open communication is achieved through several channels:

1. One-on-one communication: employee speaks with their first line manager. If unresolved the employee speaks to second line manager. The Company also provides for annual "skip-a-level" management meetings which second line managers initiate with their direct report's employees.
2. Opinion Surveys: IBM has a thirty year history of conducting annual opinion surveys. Topics include salary, opportunities at IBM, the job itself, IBM, and the employee's immediate manager. The Opinion Survey results in an average morale index. The results are rolled up to business units and to the Management Committee at the top of the organization.
3. Speak Up! Program: This program was started in San Jose California, in 1958. The approach used in the Speak Up! Program the employee writes a letter stating the questions, concerns, or issues. The goal is to establish two-way communication. Anonymity of the employee is always protected. If unsigned by the employee, action is taken and the problem is solved whenever possible. If the written suggestion is signed, the issue is addressed, action is taken, and the problem is solved when possible. The employee receives a written response/answer. If the issue is of general interest the subject might be publicized. Some of the top issues in 1990 were:

Smoking
Manager/Employee Relations

Management Practices
Special Opportunity Programs (incentives to
leave)

Employee/Employee Relations

4. Open Door Process: This process started with Tom Watson Sr. and it continues today. Employees are encouraged to address issues with their first line manager. If the issue is not solved, the employee can write to the Chairman of IBM. The Chairman will investigate, make a decision, and send a written response to the employee.

These four methods of problem resolution are again founded on the basic belief of respect for the individual and they ensure a positive employee relations environment. Positive communications within the company results in issue and problem resolution.

In the context of the New Manager's School, managers are taught to take a proactive role, and act and resolve problems that are raised by their employees.

The video case study and analysis approach is again used to train managers. In many instances, there are no right or wrong answers to the cases presented. However, this is an opportunity for managers to take risks is demonstrating their problem-solving skills and receive feedback on their decisions.

Late morning of the second day focuses on Performance Planning, Counseling and Evaluation (PPC&E). The company performance planning process was issued in 1968. This policy is one of the 38 policies issued by The IBM company. The current process in place was implemented in January 1992.

One of the interviewees said this segment of the curriculum is one of the most important segments of the school. They want to learn the strategies that are presented. This segment covers eight hours of classroom instruction.

The morning segment begins with how to prepare a performance plan.

The development of performance plans is a joint effort between the manager and the employee. Plans are developed shortly after the employee is hired. The contents of how to prepare a performance plan are as follows:

1. Identify the major products/services/responsibilities of the position.

- * Market Driven Quality is in every performance plan.
- * The work itself (Herzberg) must be included.
- * Conditions of employment and Business Conduct Guidelines are reviewed periodically and one's on-going responsibilities. Employees must agree with the policy and sign a document each year relative to business conduct.

2. The end results are identified.
3. Tasks to achieve the end results are delineated.
4. Priorities are determined by evaluating the relative importance of the products/services/responsibilities.
5. Identify indicators/criteria for success, such as:
 - Relationships
 - How much management direction is needed/given/received
 - Risk
 - Initiative
 - Leadership
 - Innovation
 - Flexibility
 - Prioritization
 - Reaction under pressure

The performance categories are:

Results far exceeded requirements - superior performance

Results consistently exceeded requirement - high contributor

Results exceeded requirements at times - contributor

Results met some or all of the requirements.

However based upon total contributions, improvement may be necessary.

Immediate improvement is necessary based upon low relative contributions or failure to meet one or more key responsibilities (on notice).

6. Managers are evaluated on how they carry out their "people responsibility" which includes hiring, firing, appraising, rewarding and recognizing their employees. Typically, a manager spends 70% of his/her time managing and 30% engaged in technical support. Average spans of control are:

Manager 1:10

Manufacturing	1:20
R & D	1:5
Marketing	1:10

The organizational structure is relatively flat. Team Leaders are staff members who may have input into performance appraisals for employees. There are no supervisors. The management structure is comprised of first line managers, middle managers and executives.

The afternoon continues with how to administer a performance plan. The specific do's and don'ts of the appraisal process are covered.

Again the new managers actively participate in the learning process by administering performance appraisals and receiving feedback.

The third day of New Managers School begins in the morning by focusing on Employee Relations. Topics discussed include:

- * How to maintain a health employee relations environment
- * Communications
- * Sub Contractors
- * Business Partnerships and Alliances

During the late morning, the curriculum focuses on Employee Development.

Every manager is responsible for employee development. IBM believes employee development is good for the person and good for the business.

Development plans are prepared for employees approximately 3-6 months after hire. For new hires, this is a strategy for helping them learn their job; for longer service employees the developmental plans help them prepare for the next job.

IBM follows a policy of promoting from within the company. Therefore it is important to plan, development, and utilize the resources.

The planning and developmental strategies are a shared responsibility between the employee and the manager. The utilization of resources strategy is accomplished between manager and manager. The results of the plan, development and utilization of resources is tracked as part of the affirmative action reporting process.

Minorities and women who are targeted to become executives in five years may be assigned a mentor.

The business environment today is one where redeployment, remission, restructuring and retraining are common. Executive Resources is a five year program which tracks "high potential" candidates for the executive ranks. Assignments provide breadth and depth:

Senior Executive
General Manager
Cross Functional Assignment
Second Line Management
Staff
First Line Management

Division Presidents for the various business units must review the growth and tracking of "high potential"

candidates with the Management Committee, on an annual basis. Chairman John Akers then reviews the results with the company Board for Directors. Among areas discussed is the development of women and minorities.

The afternoon of the third day is spent focusing on Compensation.

IBM uses a merit pay-for-performance system that is tied into PPC&E. An IBM point factor system, similar to Hay, is used to determine the value of jobs to the company. And the company gives credence to pay equity. There is an annual module on compensation that is reviewed by the entire management team.

The fourth day of New Managers School begins in the morning by focusing on managing performance problems. The content of this part of the New Manager School is also part of a training module that is annually presented to all managers. Equal Employment Opportunity and Affirmative Action Concepts discussed in the New Managers School include:

- Equal Opportunity/Affirmative Action
- IBM Policy
- Protected Groups
- Goals versus Quotas
- Statistical Representation in IBM
- Availability Statistics
- Under Utilization = Hiring Responsibility for Managers
- Manager's Accountability and Performance Measurements
- Trends

The curriculum addresses:

1. IBM basic beliefs
2. Equal Opportunity makes good business sense. The Company wants to utilize its human resources and the talents of its diverse population.
3. Federal law which requires compliance to EEO/AA standards.
4. IBM Corporate Citizenship which is involved in many efforts to support the broader society.

The afternoon of the fourth day uses management simulations via the video case study method are used to examine a variety of thorny issues. Cases include:

- * Employee selection
- * Transfers
- * Drug Problems
- * Sexual Harassment
- * Career Counseling
- * Emergency Situations

Commitment to the Basic Beliefs are again articulated and demonstrated by use of role plays.

The interviewees referenced engaging a signer to assist deaf manager in fully participating in the New Managers School.

Accommodation stories are told. A mobile impaired person was hired on Friday. By the following Monday morning, a ramp had been installed to provide access to the facility.

The afternoon of the fourth day concludes with an IBM executive as guest speaker and a social dinner hour.

The fifth day of New Managers School begins in the morning by focusing on Work/Life Issues and Programs.

Again, it is pointed out that it makes good business sense to select talent from within the company, especially when there are anticipated labor shortages in some areas and the mode of operation is survival in a competitive environment. It also make good business sense to address work/life issues and solve problems where ever possible.

Work/Life Programs are founded on IBM's basic beliefs, the company culture and values. In addition the company has a moral and legal obligation to insure equal opportunity.

Managers are proud to work for a leading edge company. The Black Enterprize article as well as a recent article in Money Magazine were referenced. Work/life topics discussed in the training module include:

- The ever evolving IBM Company
- The changing labor force
- The competitive environment
- Child/Elder Care
- Employee Assistance Programs
- Retirement
- The Partnership is explored:

- Management
- Flexibility

Employee Needs

The IBM
Company

- Herzberg's Hygiene/Motivation Factors
- Benefits/Cost Containment
- Child Care Resource/Referral Program
- Pride in Working for IBM

New Managers School concludes with a discussion about managing the organization.

Participants are post tested and there is an on-line evaluation of the New Managers School by participants. The five day event concludes with participants receiving certificates for participation. There are class pictures. Interesting, each class picture that I saw was balanced between females and males. There were several minorities in each picture.

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#111

The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee preferred not to sign the form. The interviewee also declined to be taped during the interview. The researcher manually recorded the interview.

The researcher started the interview by asking the interviewee their perspective about the early visions of IBM Company leadership with regard to managers and management development. The interviewee asked if the question was referencing minority managers or all manager. The researcher responded that the question referenced the "vision" with regard to all managers. The interviewee wanted the researcher to know that all managers are treated the same by the company.

The interviewee referenced being with The IBM Company more than 20 years. Some time ago, managers were people managers. Managers are classically defined "as getting work done through others". Managers were more like fathers and mothers and the employees were their family. Managers tucked employees under their wings and did not let them fail. The interviewee said that managers today are not like this. They are not as invested in their employee's success.

The interviewee said in the early days, the emphasis was on hiring. Today the pipeline is not healthy, wealthy, and wise. Affirmative action has not been main-streamed. The goal today is increasing the number of minority managers, especially high level executives.

There use to be more focus on developing minority managers but not any more. When asked why the focus has changed, the interviewee responded that the business has changed, the organization has changed, the economy has changed and the whole world has changed.

Now there seems to be more emphasis on technical skills rather than management skills. The interviewee stated that in the past, one had to become a manager in order to be successful. One had to "earn their stripes" by being a manager. This is not the case today. Being a manager is still important, but not as much. Some individuals have ego and power needs. They aspire to be managers. Others are more laid back.

In the past, minorities had to be managers to be respected by IBM, their own families, and by their friends. Today, being a manger is not required to earn the respect of

others. As a matter of fact, the emphasis is not on being a manager because the opportunities are not there. The economy and the business has changed. The result is there is a decrease in the number of jobs and promotions that are available.

The interviewee said that minorities today give up easier than whites, in pursuing managerial positions. The first generation of minorities at IBM worked to establish themselves, buy a home, and college educate their children. Today, they are not willing to make the sacrifices demanded. Some time ago IBM came to mean "I've Been Moved". The company made promises that didn't materialize; minorities didn't get the good jobs. Minorities were hired in fewer numbers than whites so there are fewer minorities to move into key positions.

The IBM company has invested in this manager. The career track job titles includes: Administrative Analyst (non-exempt), Manager, a professional staff position, Manager, and Manager. The interviewee has experienced many reorganizations.

The interviewee was asked, from their perspective, what strategies were developed to carry out the vision of developing managers. The response indicated that there has been and continues to be extensive focus on management development by the company. The company values people. In the last decade, there was a lull, or more accurately described as a disintegration of the emphasis on people. An assessment of the situation was made and the company redirected its energies to one of its core values, respect for the individual. At the time, there was a concerted effort to move back to programs that support people.

Selection of managers to be developed is most competitive. Management development is a joint responsibility of the person who desires to be developed and his/her manager. Accountability for management development goes to the top echelon of The IBM Company. The results of management development are demonstrated by equal employment statistics for the company. IBM does not have quotas.

When asked what are the bench mark practices that were implemented to develop managers, the interviewee mentioned first and second line manager positions, staff assignments in various disciplines, lateral and promotional opportunities, relocations, and a commitment on the part of the company to place individuals in each of these job assignments for two to three year periods. Succession planning for all managers and the Executive Resource Program were also cited.

When asked what barriers, if any, were encountered and how the barriers were removed, the interviewee said these economic times have resulted in a restructuring and downsizing. These barriers are real and they are acceptable. There is the possibility that there is a greater impact on minorities. There are fewer jobs available and there is greater competition for those jobs.

The first generation of minority managers at IBM seem to be slowing down. They have reached a point where they are concerned with quality of life issues.

There is the desire to reach back and help other minorities. It is not important to be the highest ranking minority in the company. It is also inappropriate to ignore and not speak to other minorities. Some minorities have made the decision that they don't want to do certain activities, like play golf, to be accepted. Some minorities do play golf but they are not respected for emulating whites. Some minorities lose their identity in IBM. However, the culture does accept you, if you can relate.

After 20+ years, the interviewee said one is measured on what one demonstrates one can accomplish. Managers are not respected if they are not successful at managing. The company will take away the managerial role if it is viewed that a person cannot manage. In the past, the company would take care of people who didn't meet expectations.

The environment has changed. The culture today is more like the broader society and like other companies. Opportunities do not exist as they did before. There are fewer jobs and there is less hiring. Therefore, there are fewer minorities to develop into managers at IBM today.

When asked the vision for the future, the interviewee said IBM has to work with what it has. IBM prides itself on being a good corporate citizen. The interviewee said many insiders ask why doesn't IBM take care of its own first? When asked how this expectation could be met, the interviewee said IBM must increase the number of minorities in the senior management ranks. If minorities are qualified, they should be treated fairly and given the opportunity and the responsibility.

When the interviewee was asked about their own career advancement and what strategies might be helpful in the future, the interviewee cited several minority managers who offered assistance and advice, in the past. Also cited were the need for a well developed pipeline for the future and the courage and conviction of successful minority managers to reach back and help other minorities advance in the

company. This is the bottom line and it really takes
commitment.

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#555

This was an impromptu meeting during which the researcher was given the opportunity to receive an overview of a formalized mentoring program that is scheduled to be implemented early in the calendar year of 1992. The researcher discussed her background. The interviewee was given the researcher's current resume. The human subjects form was not reviewed with the interviewee. The researcher manually recorded notes.

The interviewee briefly stated their background and mentioned having been with the company since 1963.

In 1990 the company determined that even though they had made concerted efforts to hire Blacks from the top schools and Blacks had been promoted into management positions, many Blacks had not reached the Corporate Officer level. A decision was made to develop a mentoring program.

The charter of the program is to:

1. Develop necessary skills for communicating with and develop, and manage a diverse population.
2. Provide mentoring to minorities, women, and anyone with disabilities, especially those individuals who have been hired in the last two to three years as well as all future hires. These individuals will be individual contributors who are professionals, marketing reps, engineers, programmers or in the finance group.
3. Mentor women and minorities who have been identified as "High Potentials" who would normally have five or more years of service or are already first line managers.
4. Identify individuals who should be tracked in the management succession program.

The question was asked, "Who should be mentors?" The response was, any experienced person who fits the profile. The profile is as follows:

- * Role Model
- * Enthusiastic, caring, and a willingness to participate
- * Buy-in into the need for the mentoring program
- * Good interpersonal skills
- * High morale
- * Experienced professional
- * Respected individuals
- * Good company perspective
- * Team Builder/Player
- * Active in the community

How the mentoring program will be established was discussed. A partnership will be formed. The partnership

members are the employee being mentored, the mentor, and the employee's immediate manager. There will be four hours of training for the mentor and the immediate manager. The topics discussed will be:

- * Roles and responsibilities.
- * The difference between formal and informal mentoring.
- * How to deal with the challenges when involved in a cross-gender or interracial mentoring relationship.
- * Leveling the playing field.
- * The challenges of mentoring such as cross gender mentoring, peer resentment, and public scrutiny.
- * How to handle relationships that become "significant".
- * Interracial challenges.
- * Ending a mentoring relationship when it needs to end.
- * Personal assessment and action planning skills for employees.

The researcher presented herself by discussing her background. The interviewee was given the researcher's current resume. The human subjects form was reviewed and the interviewee signed the form. The interviewee agreed to be electronically taped during the interview.

Q? I would like to start with asking you what your responsibilities entail?

A: I have responsibility for the branch office administration, automation, document processors, modems, interconnect products and something call application solutions or customized solutions. So fundamentally personal system based products that we tailor and customize to reach niche markets. My responsibility as senior manager of this group is to identify new business opportunities, convince customers of the competitive capabilities of my plant, that we are leaders, and that we can be the manufacturer of choice. Generally it is one of providing vision and leadership with the team that I have, managing them, planning a strategy and putting specific plans in place so that we can be the manufacturer of choice. Provide for the morale and motivation of the team, as well as the procurement of resources such as capital and space. I view myself fundamentally as a strategist, visionary, enabler, and coach to make sure my plant, as a living organism has what it needs to compete.

Q? Give me a sense of your IBM history.

A: I started in June of '65. I entered as a junior programmer. So my background is really one of a computer programmer. I worked in that discipline from 1965 to 1972. Then I branched out into an area called business volume planning, the first, if you will, general business management position after leaving a specialty discipline. I had been in various management positions but always in programming and manufacturing systems. Business volume planning was my first exposure on how all these things come together and the financial implication. Before they were just functions. From this business volume planning assignment, I had two administrative assignments. I was administrative assistant to a Division President which gave me staff and line perspective from a true executive point of view. I decided because of my interpersonal and communication skills, I always worked well with people, I always had project leadership positions involving people, I decided to broaden career to become more of a general manager. At that point I went back to school for a Masters in Business Administration at Pace University. My

undergraduate degree is in mathematics and physics. After completing the masters degree, I went to Sterling Forest, New York to our engineering manufacturing applications development center. At the time it was a world-wide development center. My first assignment there was to put my newly acquired business training and background to use as a Service Center Manager. My responsibilities were to provide data center and programming support services for the development programmers that were there, but because we had excess capacity, I had to find customers to buy and use the services of the center. This was my first entrepreneurial experience, if you will, of finding somebody to use the resources. And from there I became the manager of all world-wide IBM engineering development applications. I had that job for a couple of years. Then I went back to a manufacturing environment to a productions management center, PMC. What that really means is that you had for a subset of products logical responsibilities of a plant manager, within a physical plant. My responsibilities included all the materials management, the production control, the engineering, the distribution and all the functions you would have in direct line manufacturing for a product set. In this case it was the intermediate processors 370 architecture as well as the bank document processing systems. That gave me a chance to sort of put it together in a practical sense and to see what it's like running a multi-functional organization within manufacturing, using all of the functional disciplines I had developed. It was the first time I was truly responsible for a center which leads to P and L responsibilities. Then I became the regional site procurement manager which broadened me into contract negotiations. There was lots of world-wide vendor contacts and contracts for commodities we were using to support the entire site. After that assignment I was asked to take on the total manufacturing responsibility for a new line of processors. And then this current assignment where I am truly responsible for a total plant with multiple products, multiple processes, multiple lines of business. I now have taken on facilities and personnel management added to manufacturing. I do need to get some exposure in development.

Q? From your perspective what was it like then?

A: Well I think today there is certainly more of a willingness to give minorities a chance. When I think of 1965 and I think it has a lot to do with not only the time but where were you. And when you think about 1965, I was in Broome county New York where the minority population at the time was less than one percent.

Q? Where is Broome county?

A: Around Binghamton New York.

Q? Okay.

A: And that was the situation where, with the exception of one or two times in undergraduate school where I had worked for NASA in Washington, I had never been out of the South. I grew up in North Carolina. It was several weeks before I saw another minority person in Broome county. So true isolation. I will tell you that looking back on it, there is a good friend of mine, white fellow who started at the same time in the same department. And on a comparative basis, the assignment of projects, the more visible ones, the projects that were really going to make a difference, in terms of the projects that people could relate to as good, value added to the organization, they didn't come my way. I was assigned more of the maintenance, keep it running projects. As I compared in retrospect this white counterpart, same department, same day, with basically the same credentials, clearly had sponsors and management visibility. He had the inside track on "who is in the know" and the insights about where the business is headed, projects, and what areas are going to grow, what areas are not, that kind of information was more readily shared with him than with me. It happens that at the time we were both single and had contact with one another and I was amazed at the kinds of things he knew and was told by other peers and by management and none of that came my way. As a result he got off the starting block must faster. I think that his visibility, his broader knowledge on the business, the assignments he had caused him first to have sponsors and because he is a reasonably good person, it reinforced the sponsorship. I did not have that. A strange thing happened in the equation and I would say it was purely luck on my part, that made a difference in those days with me. I was assigned to a cubicle to share the office with an older gentleman whom no one really liked because he talked all the time, insisted on doing it his way, smothered you and stifled your creativity all the time. But he was technically good, very knowledgeable on a particular system. I was assigned to work with him on maintaining the system. What I learned from him was technical competence, capability, all of the short cuts of how to do the testing, and how to make sure of comprehensive testing. Problems he had encountered over years of experience, he would share with me and I would anticipate in my coding. Therefore my reputation was one of being a technocrat. I grew to be very knowledgeable and very good technically, while my peer grew by being in the right place at the right time, making contributions by being visible in meetings and making presentations. But he also had fairly decent code. When you compare the two of us certainly from a motivation and

pull-through the organization he was miles ahead. As a result he made manager earlier. Because I was so technically good, and at the time they were hiring lots of programmers, I think thousands during the good old days, my first management assignment was recruiting and training all the programmers for the site. So I would make all of the campus visits, do the interviews and select the people. They went to what we called at the time basic programmer training. Their first manager after their training was me. I had that responsibility. I managed them through their orientation and their first project and then they were assigned to other departments to carry on the programming work. My communication and leadership skills, plus I was know to be a real technocrat so I knew how to do all these things and I could teach them how to do it. I made a contribution but again the point on executive management and moving, it certainly did not have the appearance or the visibility or the leverage as this other fellow had, okay. As a result, and looking back over it I say "Gee, golly, why didn't you see that?" But I did that for two and one half to three years. You know you get tired of it and I talked to some people and I ended up taking some managers job in programming and I bounced around. To tell you the truth, I stayed there and everybody had only positive things to say, I was well appraised, I was being promoted through the technical ranks with fairly good timing but I was not the individual that people were now beginning to talk about in terms of management appointments and executive grooming, sending to the advance management training. Actually the thing that opened my eyes and gave me the opportunity to see the broader picture of executive management appointments happened really because again of technical competence. It happened that there was an executive who was looking for a technical assistant that had a strong programming background. Ted Childs was the Personnel Manager at the time who had the responsibility of looking for that kind of individual. So out of the sky came "the arm of Ted Childs" to Endicott looking at highly technical, programming discipline, minorities to move into that job. And I was simply asked one day by my manager whether I would be interested in taking an interview. And really looking back on it there was no preparation, no sitting down and saying these are the avenues that will open up for you, this is what this really means. It was simply said, here is another job assignment, it is in White Plains, it is for this executive who has this kind of job, and to tell you the truth looking back over it I could not truly factor what that position really meant relative to where I was. And I went down for an interview. And Ted being the kind of the person he is spent the evening with me over dinner and he kind of painted these broad strokes on the canvas as to what this opportunity really meant. Out of that discussion with

the executive I simply decided that I had never interviewed for an assignment that I didn't get. And whatever it was that this individual had envisioned, I was going to find that out in the interview and make a decision that I would conform to that model and he would select me for that job. It turns out he did. And that was the beginning in 1972 of what I would consider to be executive tracking. The point I am trying to make is that all of these things, in my mind, happened by accident or happenstance. No one was looking at me and steering me to that path and I did not have the experience, maturity, training, exposure, other than the comparison to this peer to see that there was this difference. Now I have factored those differences in my management style and on how I coach. I try to develop others as I have seen the difference and what it means. And there is even today a marked difference between this peer and me. He went on to become Division Director, Assistant General Manager over seas, and when he came back, in my last assignment just before this one, I ended up working for him. In this job now, he and I are peers. But the fact of the matter is that he and I are peers with his having a five year lead time. I am suggesting that five years occurred between 1965 and 1972. And I have never overcome it. Now, one or two persons does not a trend make, and we have to be careful about drawing conclusions because there could have been other factors. But I cannot help but believe, as I look back and I have known him throughout all these years, that made the difference. So in terms of growing and developing minority managers and executives, I think the early identification, orientation, sponsoring, and directing is absolutely crucial because if you miss that period, recovery time is unforgiven.

Q? As IBM down-sizes how does IBM continue the focus on minority management development?

A: There are several aspects of what one would do about that problem. The first tenant is focus. There is an axiom, that what you get measured and paid for is what you focus on, and if you focus on it that's when you will get results. Clearly we must change the measurement expectations. I believe the programs and the processes are there. Fundamentally they are the same ones that work for the majority group. On the question of focus, I would say in the examples I cited before, coaching and mentoring are critical. It happens that the management structure was white male and they were very interested for a continuity basis to make sure someone who looked like and felt like them would be there to carry on in future generations and as a result they took it upon themselves for a different motivation to find the right individuals and to train them. I am suggesting there be a change in management,

measurement, focus, and expectations really where it hurts. In the wallet is where it hurts in our business. Either failure affects your pocketbook or affects the assumption of power. And therefore executives who are in positions to do something about minorities, women, placement in the business, they have to be adversely affected financially and in their advancement to further acquisition of power if they don't demonstrate actual, tangible, measurable results in growing and developing minorities and women. That's seems to me to be a solution I would like to put down. The second tenant is the realization that even in the majority group a relatively small percentage will have all the skills and be willing to make the sacrifices that it takes to arrive at executive positions. That number is relatively small. Therefore, if you expect to have X number at the end of this process, you are going to have a relatively large number entering into the main stream to arrive there. And the third tenant, it seems to me, is that even with the majority group it takes time and experience for this thing to grow and incubate an individual from entry level to become an executive. It is just a fact of time. Therefore, if you are going to address this problem quickly on the short term you are going to have to develop some acceleration. You are going to have to be willing to take risk and support the individuals in their errors. You are going to have to be willing to say this individual may not be the most imminently capable of assuming this next level but has all of the basics. I think it would be wrong for the individual as well as the organization to accelerate an individual who has not demonstrated facility in the basics. But if an individual has demonstrated facility in the basics, I believe that person should be given an opportunity and stretched, supported, and protected. They like anyone else will make mistakes and they have to feel comfortable that taking risks and making mistakes will not be deadly. And as a result I would say that to solve this executive shortage you need some real sponsors, some people to go on the line to make sure that people are successful. Then I think perhaps the last tenant I would like to lay down is the need to spend more time early, I mean before minorities arrive at your places of institution, we must be prepared to deal with the questions of confidence, deal with the questions of capability, deal with the questions of fairness in our society at large. It is rather difficult to take an individual who has grown up in an environment of discrimination, neglect, and have them believe that by simply walking through some door that all that has changed. I laugh about it now but I will share it with you to simply make a point. I grew up in the transition generation. There are people like me who were killed, hanged, all kinds of just terrible things for having the gall to challenge the white structure. It happens in my case that I was on the

transition of that. I participated in the boycotts, the bus rides and all those kinds of things. And yes I did have people about sixty miles from here put a loaded shot gun, double barrel with both hammers cocked right into my chest and the only thing I wanted to do was buy a sandwich at a lunch counter. That's a reality. My point is that if business is going to solve this problem it has to go back and make sure there is equity in education, housing, and that the communities present an environment where people believe that they can truly advance based on their own merit, because the pattern is set and the suspicions are established long before they arrive in the business.

Q? I agree with you. The reality is that neither you nor I, or IBM, can change the broader society. So you have to look at those things you can change.

A: Co-ops, relationships with the communities, college involvement with minority groups, sponsorship of special scholarships, one-on-one relationships with sponsoring students early to create that vision is what I had in mind. I also believe that in many of the communities in which IBM and other major firms are established they do have significant influence on the tone and tenor of those communities. And in that sense, I believe they can make a difference. The point here is, we know how...let me say it this way. The model to develop successful people are fairly well understood. There is a development process of nurturing, feeding, and confidence building, the independence. The fact of the matter is that economics has a lot to do with that. Exposure, travel, visibility. I have already said how old I was before I saw the vision on a much broader scale. I spend a considerable amount of time personally through my church and other groups talking to young Black men ...because even today individuals who look like me and have the responsibilities, knowledge, exposure, travel, are too few. Therefore I believe that if you are going to take talented young people and open their eyes to a vision and whet their appetites and have them dream and grow, you have to plan it at an early age. And I believe corporations, either collectively or individually, can make a difference.

Q? Do you see that happening here at IBM?

A: Yes we are mentoring. It's a program that we have started, and we are not as far along on it as we would like, but yes we have assigned experienced managers and non-managers to all of our new hires. We have a special program here for women and we intend to broaden it to cover all of our executive resources. We have for the first time for those individuals defined a track, what assignments they

should have and how long they should have them and who is responsible for monitoring to make sure they do. And we have assigned this mentor the responsibility of just sitting down periodically and sharing and being available to answer questions, being a sounding board for advice and information...What do you think?...This is how it looks to me...Are there perspectives I am overlooking?...Various approaches in raising issues. In my case even when I perceived a difference on what was happening, I didn't have the presence of mind to know who to ask. Why is it that one individual seems to be working on all of the good projects, all of the ones that even the site general manager is talking about? What do I have to do to get on a team like that? So that is part of what we are doing. Also reality is our environment has changed, this aspect of teams, and interdisciplinary skills that's more and more in demand. So if you are going to grow that kind of thing you are going to have to have people moving about on different assignments much more rapidly than we did before. We used to be an aggregate of specialists and now we are going to team. On that point my view is that we need to do more in the area of interpersonal communications and influence by persuasion. Because team work says in my view that you are disciplined in the contribution that you make and the ability to contribute and move the team is one of influence, as opposed to in the past where it was authority by position. So leadership ebbs and flows in a team based on what you bring and how you can persuade.

Q? You are right on target because when you look at the stages of groups development, that is forming, storming, norming and performing, every group must go through this process. If you are at stage two which is storming and you add a new person to the group, the group goes back to the forming stage to accept this new person. In fact once a group has clicked and they have produced some results, one person may throw the group back into the storming stage again. And that is normal. That says to me that as the company moves and addresses this restructuring and looks at how it wants to do business, how groups are managed, group performance is evaluated and the group is rewarded is critical.

A: This whole aspect of this thing that we are doing now requires sensitivity and awareness of everybody. There is a module that we have developed and have been working with called Managing Diversity. The fact is until you start seeing results you need special focus and attention on the issues related to diversity. Executives are at least participating in identifying our future leaders and they are asking questions about parity and equity, demographic representation, and challenging us more on the preparedness

of these individuals and the execution of action plans on a time table that would yield an individual ready. When they make site visits they are more involved and more interested in having executive interviews with the individuals that have been identified as high potential. They are more active in sharing their perspective on what it takes and what is expected from a skilled professional point of view and from a personal, family life style point of view, all of which is positive. One of the things that I have done in this down-sizing, consolidation world in which we are living, I have made it a requirement that for every opening, you must consider minority candidates, and you must document why they weren't selected. And the legitimacy information is fed back to the line managers of those individuals so constructive action can be taken and that inhibitor will be removed.

Q? So the challenge for you is to manage this change while asking your managers to be accountable for their hiring decisions and to continue to ask questions above you so that they do not become complacent and just focused on business needs while the restructuring is going on.

A: Yes, clearly I think that is a fair statement. In spite of all of those things, if we believe that the IBM company will come through this and one thing is for sure, the people we have today are the only resource we have to work with. Therefore, as we manage through this period, I think I have an added responsibility to make certain that we focus on these issues. That is no different, by the way, than how we evolved our technical skills. We have vitality hiring and vitality motivation, our engineering, our programming and all of our other specialty programs. You must realize that it takes a number of years to take an individual from entry level and have an individual that can assume this kind of executive responsibility and if you break that continuum, you have bought yourself a drought somewhere in the future. So these are tough times and tough trade-offs. I think I have in addition to the competency and execution, my background that says who I am and what I am. It also says that I am model and a bridge to be able to see and present both sides of the equation and be a check and balance as to whether it is rational notwithstanding, in today's environment. That's very difficult at best. I sometimes worry about the triple cross I carry. The triple cross I carry is, one, be a good plant manager, and two, be a good Black plant manager, three, be a good, Black male plant manager. And two characteristics, Black and male, have all kinds of stereotypes associated with them that sometimes makes it almost impossible. And I carry these things and sometimes wonder, "Are you over burdening yourself with the baggage of what society at large thinks,

projects to be the stereotype of Black males?" The reality is I am both of those and at this point I have made a lie out of the perception. I have now grown to the point in my life where I am working very hard to convince the majority that I am not the exception, but rather the rule. The only difference between me and other that they see is I was fortunate to have had an opportunity, a chance. If they like what they see in me, think how many more they could have if they were willing to provide the chance. If they don't provide the chance, it is their loss as well as mine.

Q? You have validated so much of what I personally believe and what I have heard from others. Thank you so much.

A: Okay, thank you.

(Tape off. Concern: As the company refocuses on business, this issue will lose the attention of management. This interview has been a very emotional experience.)

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