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**THE ROLE OF THE HUMAN RESOURCE PROFESSIONAL
IN MANAGING OTHER SALARIED PROFESSIONALS**

A Paper Prepared For:

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DRAFT MANUSCRIPT

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THE ROLE OF THE HUMAN RESOURCE PROFESSIONAL IN MANAGING OTHER SALARIED PROFESSIONALS

It will not be long before professionals, namely scientists, lawyers, engineers, accountants, doctors, teachers, and the like represent one-fifth of our labor force (Raelin, 1984). Most of them will be salaried, working in relatively large organizations. Most will also be found in the service industries which already account for 70% of United States jobs. Since we are in a knowledge-based age of civilization, professionals will be increasingly counted on by society for their creative insight and imagination, their technical skills, the ability to handle society's most challenging tasks, and their facility to work with information technology.

As prominent members of their organizations, salaried professionals will be in a unique position to affect the entire course of American enterprise. Whether they will use their position to advance their historic role as the soul of society through their commitment to excellence, service, and social justice, or whether they will become mere pawns in service to the corporate will is to a large extent dependent on how they are managed.

Human resource staff can play a critical role in ensuring that the professional's dedication to technical performance in his or her discipline be merged with a genuine commitment to organizational performance. As professionals themselves, they understand the differences which may arise between the professional and the manager as regards their respective role expectations and cultural predispositions. Some further elaboration of these differences may be helpful.

Role differences have been depicted by some classic sociological studies using the construct of the *cosmopolitan-local*, wherein the professional is viewed as the cosmopolitan and the manager, as the personification of the organization, the local (Gouldner, 1957, 1958). Cosmopolitans are seen as maintaining relatively little

integration in either the formal or informal structure of the organization and having little loyalty to the organization as a result of their bearings toward professional referent groups. Locals are just the reverse. They are loyal to their organization, fully integrated, and use an organizational reference bearing. Individual professionals can of course be strong in both orientations or even assume hybrid properties depending upon a variety of individual and contextual factors, for example, whether an engineer works in a R&D laboratory or a production department. Managers, on the other hand, except for those with a professional background, tend to be predominately local.

When we look at the cultural differences between managers and professionals, that is, their values, habits, and beliefs, it is apparent that they come from quite different educational backgrounds and early socialization experiences (Raelin, 1985). Professionals are segregated from other students and fields and devote years of study to learn the technical idiosyncracies of their discipline. The early conditions of study are clean and passive, but the professional candidate is gradually given increasing independence to penetrate beyond the confines of the field. Managers, in contrast, although nowadays increasingly subjected to a prolonged term of study, nevertheless learn in very active, interpersonal environments and cultivate a style of engagement entailing the resolution of messy problems depicted in case examples. Students in management schools are not encouraged to develop new managerial theories as much as apply whatever theory or set of practical ideas in order to solve problems whose limits are finite and even knowable.

The educational differences between professionals and managers can become exacerbated in the organizational environment, leading to an almost involuntary conflict over expectations. This can be demonstrated in an example of a bench-level engineer who may have been passed over for promotion to a higher level in the corporate hierarchy, whether it be as a result of personal preference on the part of the engineer or the individual's failure to attract the attention of superiors regarding his or her managerial potential. The latter result can be particularly threatening to

professionals whose organization provides no other outlet (such as a viable dual ladder program) for career advancement. The former result is indicative of a clear choice to remain committed to one's profession regardless of organizational pressures. For these professionals, the sheer amount of time devoted to the study of their field results in a certain amount of emotional attachment and commitment. The investment, in other words produces an ethos characteristic of professional life, whether it be through the values of contribution to knowledge, freedom to do independent work, unlimited opportunity to use one's expert skills, service to humanity, or pride in upholding professional standards. When these individuals end up in organizations or departments which reward managerial progression, conflict is bound to ensue. Their cultural predisposition may well be antagonistic to managerial behaviors which entail such practices as working with diverse individuals, coordinating group efforts, configuring the organization system and its subsystems, acting on subjective judgement, using political expediency as a factor in a decision, and dealing with uncertainty (Raelin, 1986).

The role and cultural differences between managers and cosmopolitan professionals can become readily apparent in the case of some of the new biotechnology companies. Newly recruited scientists tend to have little experience scaling up from the petri dish to the thousand-liter fermentor. Many potential products, particularly pharmaceuticals, require nearly a decade from discovery in the laboratory to a commercial product. Managers, under constant pressure themselves to produce profits so as to convince outside investors to continue financing their firms, in turn pressure the scientists to speed up their work.

Human resource staff are bound to have great insights into the role and cultural differences between managers and professionals for at least two reasons. For one, diagnosing and managing interpersonal and inter-role conflicts has been part of their mission historically. Line and staff differences have occurred from the first day large organizations were created, and personnel officers were called upon then not only to

recruit staff but also to help them convert their expertise into useful contributions within the organization. Thus, human resource practitioners have long been interested in the development of internal professionals, whether it be through management development courses which help train managers to understand professionals and help professionals understand and, in some cases, become managers, or through benefits programs which allow professionals to update themselves through such devices as attendance at professional conferences, paper presentations, and patent submissions.

The second reason which explains the sensitivity of human staff to professionals is the fact that the human resource field has been striving for many years to establish itself as a profession in its own right. Although there is not wide agreement on what makes an occupation become a profession, there are certainly some commonly accepted attributes which appear to specify increasing professionalism. Among these are: prolonged specialized training in a body of knowledge, autonomy in solving problems, primary identification and dedication to one's chosen discipline, commitment to service to clients beyond concern for oneself, and the upholding of standards of practice sustained through the involvement of professional associations (Kerr, Von Glinow, and Schriesheim, 1977). The human resource field has clearly progressed along all of these lines. This has occurred especially in recent years given the increasing technical complexity and resulting maturation of the field arising from the needs of the mammoth and diversified organizations of today. Professionalism also arises from deliberate attempts by leaders in the field to increase the occupation's stature and influence in the wider labor market (Johnson, 1972; Klegon, 1978). Along these lines, a number of prominent hr professional associations exist to support the field, and a credentialing process has begun through such programs as the Personnel Accreditation Institute (PAI).

Let's consider, then, some of the specific ways in human resource professionals can assist in managing other salaried professionals.

Plan of the Chapter

I have identified six values, each of which represents a special problem in the management of salaried professionals. However, each problem can also be addressed through managerial strategies designed to integrate the otherwise opposing needs of professionals and managers (see Exhibit 1). The managerial strategies attached to each problem need to be carefully planned and implemented, and it is in this realm where human resource professionals can apply their particular expertise. In many instances, the human resource staff will become the actual agents of change in administering the strategies. Of course, their precise role in this process will be somewhat dependent on their influence in their organization. Regardless where that influence stands, however, there is opportunity for human resource professionals to assume a leadership position in the difficult assignment of managing professionals. Therefore, in discussing the strategies below attached to problems in the management of professionals, I shall point out specific ways in which the special expertise of human resource professionals may be called upon to map out and administer these strategies. In this way, it will become apparent how critical the human resource role is in furnishing assistance to management in successfully deploying the entire professional staff throughout the organization.

Overspecialization

Let's start with the problem of overspecialization, which results when professionals pay exclusive attention to their special competence without sufficient consideration to organizational goals. The first managerial strategy to respond to this problem is linkage

devices, which through such methods as meetings, memos, electronic media, cross-disciplinary placements, and user contact, promoter professional access to the corporate culture. To the extent the communications function is lodged within the human resource department in the organization, human resource staff can to a great extent control the flow of information between professionals and management. Critical in the linkage strategy is supplying professionals with regular information about the organization's financial and contractual matters as well as its marketing plans for its products and services. Since meetings probably constitute one of the most accessible methods of communication and are relied on a great deal in most organizations, human resource staff should use their expertise in group process to streamline meetings so that they become both efficient and enjoyable. Since the continuing education function also often resides within the human resource department, hr staff can also play a critical role in sponsoring seminars in which professionals can be invited to present a paper or idea or to hear an outside lecturer. These events can serve a dual purpose of recognizing internal professional accomplishment as well as promoting greater interdisciplinary contact among professionals in the organization and also, where appropriate, between professionals and non-professionals.

The next strategy, maintaining an open internal labor market policy, relates directly to the career development function within the organization, and this normally falls within the purview of human resources. The principal intent of this strategy is to expand skill and career opportunities within the organization so that professionals who wish to grow in their career do not have to feel pigeon-holed in their professional specialty. The essential elements of an open internal labor market policy are widely dispersing promotion opportunities throughout the organization, providing abundant information - such as through universal posting - on all corporate job openings, availing professional employees sufficient training to prepare for future job openings, allowing professionals to consider multiple career paths, including lateral, and downward transfers into subspecialties or different positions within or even outside

their discipline, keeping feedback open regarding the results of job applications, and finally, affording individual professionals the means to direct their own career development within the organization (Alfred, 1967; Raelin, 1984; Hall, 1985).

The strategy of assisting in organizational socialization is designed to ease the transition of professionals, often trained under the clean conditions of specialized study in the classroom or laboratory, to the messy, indeterminate problems of organizational life. This process can be initiated under the recruitment function of the human resource department wherein before hiring actually takes place, professional candidates are given realistic appraisals of the nature of work within the host organization (Wanous, 1977). Then, after hiring, the hr staff should, in cooperation with management, provide an orientation which gives professional hires an overview of the organization, familiarizes them with rules and procedures as well as benefits and opportunities, answers their questions, and offers insights into their first job. Hr staff should also see that professional hires receive social support, in the form of a network of friendly colleagues, to turn to as personal problems arise during the "breaking in" phase of socialization (Brief, 1982).

The strategy of mentorship is really an extension of the socialization strategy except that it is not only a proven policy for professionals but it can also provide benefits to protégés beyond the socialization period. In mentorship, junior professionals are guided toward an eventual broadening of their original field of expertise and are given support so as to manage their career and overcome the political obstacles ever-present in their organization. Meanwhile, senior professionals who function as mentors also derive benefits from mentorship, such as access to junior professionals who can help them develop and carry out their ideas. They also tend to derive genuine psychological satisfaction from the process of helping junior people in their field "make it" within their organization (Roche, 1979; Kram, 1984). Although the human resource staff does not need to create a formal mentorship program, since grass-root systems have been found to work quite well, they should encourage mentorships and even consider

articulating a mentorship policy which might stipulate some of the parameters of successful mentor relationships in the organization, including the risks and rewards.

Autonomy

The second major problem in managing professionals arises from the dilemma of how to allow them to determine the problems they will examine as well as the means to be used - the principal component of professional autonomy - while at the same time controlling their services to the organization. The "dual ladder" has the greatest potential of any structural accommodation to date to resolve this problem. It calls for a conventional managerial ladder of hierarchical positions which leads to increased managerial authority and a second nonconventional ladder of professional positions which carries comparable prestige in terms of salary, status, and responsibility. For many professionals, not interested in advancing by supervising others but by mastering the increasingly challenging tasks required in their professional work, the dual ladder is the perfect solution. However, problems with dual ladders have occurred not so much due to the integrity of the concept itself but to loopholes in their actual operation among participating companies. For example, in some instances, the professional ladder hasn't held its status or has become a dumping ground for failed managers (Roth, 1982; Martin, 1984). Human resource staff can play a critical role in monitoring the careful design and evaluation of the dual ladder systems in their organizations. They can ensure that there is a company-wide commitment to professional career growth backed up by a ladder with sufficient rungs, each with distinct job responsibilities and standards, to provide a true incentive to their internal professionals.

In the strategy of transition to management, professionals who are both interested and qualified can make the switch to management where they may acquire greater

organizational authority as well as a reception for those who can both manage yet understand the professional culture. This managerial strategy can have enormous benefits to the organization since there is such a great need for good professional - administrators. Yet, the human resource department needs not only to specify to available professional candidates what the transition entails in terms of new skills and values, but to also provide adequate training through both on-the-job and classroom management development programs to make the transition successful. For example, the assumption of managerial duties may result for some professionals in the gradual obsolescence of their professional skills (Bayton and Chapman, 1973). These professionals need to know, therefore, that a transition may not be reversible.

One of the ways of resolving the dilemma of autonomy versus control - the principal value difference between professionals and managers at the heart of this section - is to allow management to control the ends of corporate practice, i.e., the strategic goals which shape the organization's mission, while allowing the professional to control his or her own work when it comes to the means of practice (Bailyn, 1985). Since the professional has been expressly trained to deal with rather specialized organizational problems, there is little point in meddling into the means used in attacking these problems. Management's role in this scenario is to act as a buffer between the operation, of which the professionals are a part, and the upper administration of the enterprise. The manager also coordinates the tasks among the various operating units, provides resources to the professional work groups, and, consistent with managing ends, sets broad corporate policy and articulates the values which guide behavior throughout the enterprise. The human resource staff can support this role distinction between means and ends not only in terms of general policy, but specifically through such personnel practices as performance appraisal whereby professionals are evaluated not on the procedures or means which they use, but rather the outcomes of their assignments.

Although much has been said above about the need to release professionals to manage their own means of practice, the last management strategy in this section - professional

participation - suggests that the operational autonomy granted to the professional be constrained by the criterion of accountability. Most professionals will impose checks on their work as a part of the natural process of professional practice. Many of the participation vehicles appropriate for professionals have been advanced in the fields of organization development and industrial relations, both of which may be found within the human resource function. OD strategies span such diverse techniques as team-building, interdepartmental corporate assignments, attitude surveys, and communications workshops, but normally begin with a diagnosis of the appropriate interpersonal strategy based upon the needs of the individuals involved (French and Bell, 1978). The industrial relations approaches considered for inducing professional participation include stock ownership plans, codetermination, and, to a limited extent, professional unionism (Sloane and Witney, 1985). This latter set of strategies, however, in the author's view, have not been particularly successful in the United States in producing long-term professional participation.

Supervision

A third major problem for management is knowing how to manage professionals considering their distaste for close supervision. Managers tend to be under pressure to demonstrate performance as quickly as possible, whereas professionals tend to be comfortable with longer-range results since most of their work entails protracted thought and action. Chemists, for example, need to organize innumerable trials on a compound before they may consider it ready for public consumption. There is, thus, a natural inclination among managers to closely supervise professional work. Fortunately, as is disclosed in the first strategy in this section, professionals can be relied upon to control themselves through self-management as well as peer control. However, these two methods of control require human resource input to assure

management of their comparable or even superior effectiveness to supervisory evaluation. For example, peer evaluations can be distorted if not administered anonymously, if results are unwittingly used to thwart a group effort, or if professional raters are not competent in the same sub-specialty as the colleague under evaluation (Latham and Wexley, 1981).

Another strategy to overcome the professional's distaste for close supervision is to recruit professionals to perform administrative and project management roles. Professional-administrators who use their good instincts and are allowed a natural and thoughtful transition to a supervisory from an individual contributor function can make very good supervisors. Especially where the supervisor is competent technically, that individual can be viewed as more of a colleague than merely an administrative hack, and hence can participate in peer control which was just cited as so critical to professional performance. Nevertheless, project management and professional-administration are not natural roles for most professionals trained in the norms of professional practice; hence, training is again vital. Particularly important is learning the complex interpersonal communications, risk-taking, and decision-making skills of management.

Although abused in its implementation, the development strategy of management by-objectives (MBO) is considered to be an excellent strategy for promoting a critical review of professional performance while avoiding the necessity for close supervision. MBO consists of having professionals decide mutually with their managers what the objectives of their job should be, how long it will take to accomplish the objectives, and what the criteria should be in evaluating progress toward or accomplishment of the objectives. MBO is particularly adaptive to professional work environments since it recognizes the dignity and maturity of subordinates in taking responsibility for their work goals. Further, since it is person-specific, creative professionals and managers can attempt to measure some of the more intangible or idiosyncratic aspects of professional work, whether it be the generation of new ideas, the development of

current ideas, assistance to colleagues, or favorable impact on clients. As was mentioned above, however, MBO has had problems in its implementation, so hr staff have to play a very active role in carefully setting up its mechanics. Particularly critical would be training in proper goal-setting, in conducting the feedback session between manager and professional after the term has expired for achieving the objectives, in handling intervening conditions which may have distorted the original objectives, in tying the objectives to corporate plans, or in making the MBO system universal so that it is consistent throughout the organization.

A fourth strategy, known as gatekeeping, wherein an influential professional serves as an information conduit between the professional staff within any one organizational department and other departments or with the outside environment, serves a critical supervisory function. Without the assistance of a gatekeeper, many professionals might lose sight of the latest uses of particular professional technologies, which could have far-reaching performance considerations within the organizations which employ them. Human resource staff can assist in nurturing the gatekeeping role in a similar way as in the case of mentorship. There need not be a formal program to designate gatekeepers, but there can be informal support of the gatekeeping role. Individual professionals with the psychological maturity to communicate beyond disciplinary and organizational boundaries should be encouraged to develop their aptitude along these lines, even though they may actually operate without formal authority. As spokespersons for their department or organization, gatekeepers also need to know that they have a fundamental responsibility to protect the interests of the party they represent.

Lastly, professional incentives should be deployed selectively as a strategy to stimulate professional productivity in behalf of the organization. However, human resource staff will recognize that some professional incentives are different from nonprofessional incentives. Clearly, professionals are just as interested as managerial employees are in basic financial benefits - be they salary increases, bonuses, or profit-sharing - or other non-financial benefits, such as office space, a private

secretary, flexible schedules, and access to top-level decision-making. However, other benefits, which are academic-like in character, appeal uniquely to professionals. These incentives, be they society memberships, paper presentations, patent filings, or even sanctioned bootlegging - wherein professionals are allowed to do work outside the scope of their normal assignments - can have a powerful impact on professional motivation and creativity, although their impact on the bottom-line may not be explicit. Nevertheless, professionals allowed to develop professionally through the use of these academic-like incentives will tend to do their utmost to also nourish their organization, hence eliminating the need for close supervision.

Formalization

In the fourth problem of formalization, the management strategies are designed to fuse the rules and regulations required for the smooth operation of any bureaucracy with professional norms. It is typical for professionals, as employees who think of themselves as individuals and who don't readily "buy into" the organization's authority system, to resist formal rules and regulations. Formalization, however, does not have to impede professional development (Engel, 1969; Organ and Greene, 1981). For example, the strategy of decentralization, although formalizing the operation of smaller organizational units, does tend to bring those procedures which are introduced closer to professional employees. In smaller units, there also tend to be fewer managers at middle levels to report to and, thus, professionals can rely on themselves and their own standards and procedures to control their work. Furthermore, professionals in most modern organizations need to have sufficient discretion to handle diverse, complex, and specialized assignments. Working often in teams, each professional unit functions as a loosely coupled system, inter-connected with other professional units by strategy, culture, and telecommunications technology, but, relatively independent in its own role (Mills et al., 1983).

Human resource professionals need to be trained to adapt their services to the flexible and decentralized structures relied upon more and more in today's organizations. Decentralization is operationalized in project management, new ventures units, spin-offs, and a structural variation known as the matrix. The matrix, by combining the disciplinary specialties of professionals with assigned project work, substitutes flexible and interactive controls for bureaucratic controls. Although it may reduce the control procedures imposed on professionals from many levels above them within the hierarchy, it still submits them to quite rigorous controls at the project level. There are other idiosyncrasies of the matrix structure which hr staff need to explain to participating professionals. For example, they need to adapt to dual evaluation and reporting systems; on one hand, they continue to report to their functional or technical managers, on the other, they need to heed the directives of their product manager. These separate middle managers, in spite of human resource staff intervention, may or may not collaborate in the professional evaluation process (Kolodny, 1979).

When working with professionals, formal control methods can also be replaced by "soft control" which as a people-centered approach elicits commitment on the part of professionals to the organization's mission by communicating to them a sense of shared purpose. Most formal control processes are impersonal to the extent they are developed to impact everyone in virtually the same way. Professionals as relatively mature employees desire maximum discretion in their work. Control should be exerted on the basis of reason or knowledge as opposed to authority.

Real-World Practice

The next problem of real-world practice stems from the professional's interest in individual initiative combined with a commitment to a high quality of life. "Career" to the professional does not necessarily mean making it to the top as much as doing better

and more responsibly the work for which he or she has been trained. Is it possible to manage professionals under this interpretation of the career value in such a way that they heed the realities of corporate life? Can they be induced in some way to merge their interest in professional integrity with corporate purpose?

The essential ingredients of the managerial strategies developed in this section are common to the applications field of human resource management, namely, human resource development (hrd). In the first strategy of job enrichment, the intrinsic needs of professionals - their interest in the challenge provided by the content of the work itself - is addressed. Job enrichment entails a design or re-design of jobs which allows professionals to stretch their intellectual abilities to the limit, to be involved in their work, to identify with what they're working on, to try new ways to solve problems in their assignments, and to see the results of their contribution (Hackman and Oldham, 1980). Further, human resource staff can ensure a commitment on the part of professionals to organizational goals by making them salient throughout the term of employment. Under job enrichment, these goals are unlikely to be rejected by the professional staff as long as their relevance to the professionals' work is adequately explained.

Entrepreneurship, which encourages willing professionals to choose and work on their own projects without constant oversight, is another strategy for stimulating personal and organizational motivation. Although it is unreasonable to expect the majority of the company's professionals to initiate successful new ventures, the thrust of the entrepreneurial strategy is to create a climate where the professional feels free to try new things or to recommend new ways. Moreover, commitment to the real-world practice of the organization is normally assured when the professionals see that they are also allowed to fail.

A third strategy referred to as personalness, defined as treating employees as people, not as numbers, and emphasizing knowledge over organizational politics as the way to obtain corporate rewards, can also inspire professionals to commit themselves to

real-world problems especially because of its inherent egalitarianism and such hard principles as team-building and trust. A true team while accomplishing a unified purpose also recognizes the achievements of the individual. This kind of team does not happen over night. Through the personalness strategy, it is founded on a climate of trust, wherein professionals feel free to take risks without others suspecting hidden or illicit motives.

Finally, in the employment stability strategy, management makes the commitment of insuring its professional staff continuous employment as long as they live up to the terms and conditions of their contractual obligations and as long as the organization remains viable. Employment stability, however, need not be introduced all at once; rather, it can be viewed as a goal to work toward. Further, it needs to be preceded by so-called "buffer" or anticipatory strategies involving the organization's human resources, such as overtime, transfers, and subcontracting, so as not to allow the work force to grow faster than the work load (Zager, 1978). Professionals will respond favorably to any sincere attempts by the employer to promote employment stability. They will see such a policy as a commitment to the individual. They will also be more apt to contribute or to try new things when they know that their management will not only not fire them for actions which are taken in good faith, but will also do everything it can to protect their jobs during both good times and bad.

Ethical Responsibility

This last problem emanates from a contention of the author that professionals tend to be more interested in ethical responsibility than their managers. Under the stakeholder concept, however, wherein management displays an interest in all of its constituencies beyond the ownership, modern management has begun to align its orientation with the progressive professional view. Nevertheless, most managers see

their first responsibility as maximizing profit or efficiency for their organization. Do professionals have any right to dispute this convention? It is a lot easier for a professional to resist corporate malpractice when supported by a professional association, compared to a manager whose standards are set almost exclusively by the employer. Perhaps, the best tack is for management to adopt a social policy wherein it can learn how not only to respond to but also anticipate the social and political consequences of its actions in society. The strategies of this section address how corporate management may embark on such a policy.

Through the initial strategy of promoting ethical consciousness, the top management of the organization raises ethical consciousness by a pronouncement that the organization will be continually responsive to the interests of its various stakeholders. Although this pronouncement can be issued through various forms both within and outside the organization, it should also be embodied in a corporate policy available to all corporate citizens. Meanwhile, the professional staff can be a useful resource in promoting ethical consciousness when their best instincts are tapped. They are characteristically interested in doing things right, than doing things expediently.

Secondly, the organization begins to incorporate processes and structures to inquire about and report on their ethical responsibilities, whether it be through a code of ethics, an internal appeals process, or the appointment of a staff specialist or committee to respond to ethical concerns. These steps assure professionals that the organization is sincerely interested in action, that the firm's social proclamations constitute not merely lip-service by the executive staff. Human resource professionals are likely to be actively consulted in this second strategy, especially in the process vehicles, since any internal mechanism of investigation would have to involve standards of due process. Human resource staff should be called upon to establish clear methods of receiving complaints, conducting impartial investigations, defining standards of judgment, providing fair hearings, and reaching objective, fair, and responsible decisions (Hammaker et al., 1977; White and Montgomery, 1980).

Finally, under the strategy of institutionalization, the procedures of the organization are modified, especially those concerned with planning and evaluation, so as to incorporate social and ethical objectives into the plans of operating management (Ackerman and Bauer, 1976). Human resource planning considerations become paramount during this last strategy. Ethical responsibilities are incorporated within the managers' and professionals' job descriptions, operating objectives, and performance appraisals. The latter element is perhaps most critical since only when staff realize that they'll be held accountable for their social performance are they truly freed up to observe ethical principles. Finally, in conjunction with the training and career development functions, human resource staff should see that rewards, whether pecuniary or non-pecuniary, ensue for social performance. By the final strategy of institutionalization, professionals should feel relatively assured that any concern they have for social justice or for the ethical responsibilities of their organization in terms of products, markets, and services will not be overlooked.

The strategies of remediation as outlined above should assist human resource professionals in two critical responsibilities within their role: 1) to help managers accomplish their assigned objectives corresponding to the organization's mission, while at the same time allowing the professional staff to acquire sufficient autonomy to succeed technically, and 2) to help salaried professionals integrate into their organizations without sacrificing affirmative standards of professional purpose. There is no more important role in assuring the smooth integration of salaried professionals into bureaucratic life than that of the human resource professional. But as professionals themselves yet with critical managerial responsibilities tied to the hiring and development of the organization's human resources, they are "naturals" in helping their organization accomplish the valuable and mutual objectives of managerial proficiency and professional achievement.

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Exhibit 1

The Mediation Strategies for Integrating Professional and Management Values

Professionals' Complaints**Mediation Strategies****Management's Complaints**

Managers who require over-specialization

Linkage devices
Open internal labor market policy
Organizational socialization
Mentorship

Professionals who wish to remain over-professionalized

Managers who underspecify ends but overspecify the means of practice and who expect adherence to the organizational hierarchy

The "dual ladder"
Transition to management
Managing ends not means
Professional participation

Professionals who demand autonomy over and participation in ends as well means

Managers who maintain close supervision

Self-management and peer control
Professional-administration
Management by objectives (MBO)
Gatekeeping
Professional incentives

Professionals who resist close supervision by insisting on professional standards of evaluation

Managers who show respect for authority and who believe in formalizing control of professional practice

Decentralization
Matrix
"Soft control"

Professionals who might defy authority or disregard organizational procedures

Managers who in the interest of career and teamwork condone jobs lacking challenge, entrepreneurship, personalness, and stability

Job enrichment
Entrepreneurship
Personalness
Employment stability

Professionals who in the interest of quality of life and individual initiative display little regard for real-world practice

Managers who strive for corporate efficiency

Promoting ethical consciousness
Ethical process and structure
Institutionalization

Professionals who retain an overriding interest in ethical responsibility