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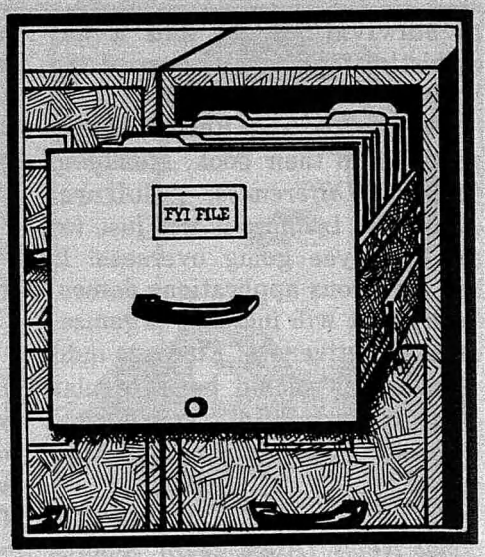

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Grumman Aerospace Program Will Benefit 7 Long Island Firms

Hazeltine Corporation; Cordion Electronic Unit, General Signal Corporation; PMI Motors Division, Koll Morgen Corporation; Peerless Electronics Research Corporation; Omni Electronics; Mult Wire Division, Koll Morgen Corporation; and Kenilworth Systems Corporation (all Long Island, N.Y. based firms) have formally contracted for electronic technicians now in training at the Grumman Aerospace Training Center.

All of the trainees contracted for are participants in a unique program formulated by Grumman Aerospace Training Center and sponsored by The Private Industry Council of Nassau County.

Interfacing Offers Solution to Recruitment and Training Problems — This is a prime example of just how the Council serves to interface individual Long Island industries to solve the common problems faced by local industry as a whole in the recruitment and training of qualified personnel.

Working through the Nassau County Office of Employment and Training, the Council recruited and screened applicants for the program and contracted with the seven firms previously mentioned for the employment of the applicants finally selected on the completion of their training.

While this interfacing of Long Island industries is not new to the Grumman Aerospace Training Center, an established training base for technical skills since 1971, the current program does reflect a significant breakthrough in terms of the Council's specific efforts in behalf of both Long Island industry and the economically disadvantaged residents of North Hempstead, Oyster Bay and the City of Glen Cove, all in New York.

A Uniquely Practical Training Center — Gus Landso, who is both Director of Career Education and Development for Grumman Aerospace and Director of its Training Center, underlines the importance of practical skill training as the overall policy of the Training Center. "The objective of the Center," he noted, "was, from its very inception, to provide training that was specifically job-oriented, so that people, when they finished the course, could go right into a job function."

Landso then added: "Sometimes industry can do things that some of the school systems can't. Particularly in terms of the state of the art."

The current Council-sponsored program, which began in April, serves to underscore the validity of both those concepts.

As explained by the Training Center's Director of Admissions, McIntosh Smith, the course, which trains students to troubleshoot and repair electronic equipment on a systems level, runs just over six months for a total of 660 hours, and the 15 trainees in the Council's program attend class from 8:30 a.m. to 1:30 p.m. five days a week.

The course itself consists of five specific phases, including: (1) basic DC theory and circuit analysis; (2) basic AC theory and circuit analysis; (3) solid state devices and vacuum tubes; (4) power supplies, amplifiers, radio receivers and transmitters (AM and FM) and basic television; and (5) digital circuits applicable to computers and other digital devices coming into the market.

Trainees "Looking Good" — When asked just how the Council trainees were doing after some five weeks in class, Smith was quick to comment, "Pretty good. Progress is good. We might lose one or two out of the 15 (five of whom are, incidentally, women), but the rest should hold. They all seem extremely well motivated."

"And speaking of motivation," Smith went on, "one girl, who started in the course a little late, voluntarily comes back at night to catch up on lab work. In fact, we have many students who stay after class for additional help, more lab work, and additional assignments. That kind of attitude is most commendable."

As to how female students do in a field that has been traditionally masculine, Smith stated: "They generally wind up some place close to the top of the class."

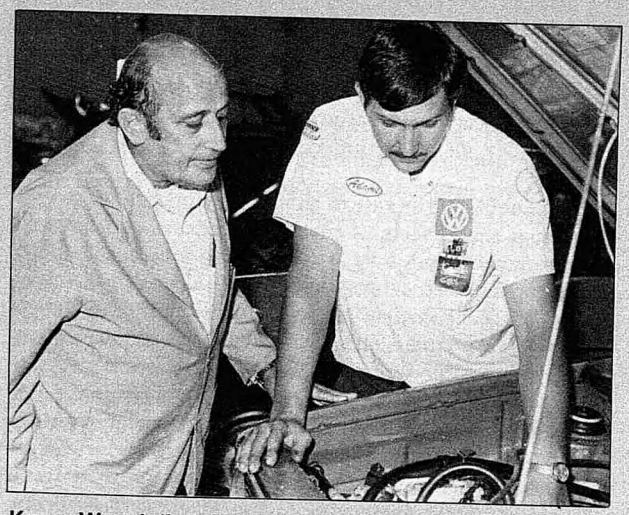
Council Screening and Efficiency Rated High — Since its formation in July 1979, one of the Council's principal aims has been to cut through the maze of "red tape" so often associated with federally funded programs, and to streamline, as well, the screening procedures used in determining qualified applicants for its training programs.

Both Landso and Smith were quick to acknowledge the Council's efforts in both directions. "Within the last three to six months our working relationship with the Office of Employment and Training has improved dramatically," noted Landso. "I think things are getting done on a much

faster basis."

And Smith added: "I can sum it up in two words — record speed! We have an excellent working relationship with the Council and Nassau County. Contracts are handled quickly. The staff is really excellent . . . they've really buckled down. In fact, their turnaround time on screening was about a day."

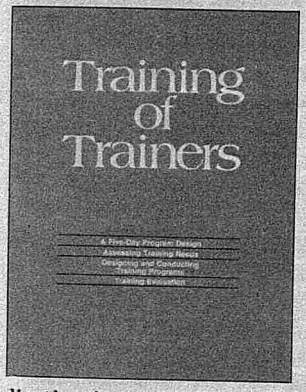
Those kind words are, of course, most welcome. But, more importantly, the Grumman Aerospace Training Center story is only one of the many ongoing programs The Private Industry Council of Nassau County has designed and implemented to provide Long Island industry with the kind of skilled workers it needs to broaden its scope and expand productivity. — *From New Directions 1980, a Publication of The Private Industry Council of Nassau County, 175 Fulton Avenue, Hempstead, N.Y. 11550.*



Kerry Wood (left), Automotive Mechanic Instructor at Spartanburg Tech, observes an emissions control check at Gombert Volkswagen Mazda.

"Training of Trainers"

Here is a curriculum package of training materials designed as a resource for training public-sector trainers. The package resulted from a one-year project funded by the Intergovernmental Personnel Act (IPA) of the U.S. Office of Personnel Management. The purpose of the project was to develop, design and deliver a workshop. A five-day workshop was held in Dallas, Texas, and was attended by trainers and educators from across the country. The materials were revised according to participant reactions and staff evaluations. The publication is available for $20.00 from *NTDS Publications Dept.*, 1501 Neil Avenue, Columbus, OH 43201.



Revitalization For Technical Educators

How can a technical educator best keep abreast of current technological changes and advances? How does a teacher of a specific technology keep current in his or her respective field while at the same time maintaining a responsible, accountable posture in the classroom? How can John T. Teacher know all of the latest trends in computer operations if he spends all day with his students? Many efforts in technical education have promised solutions for this dilemma.

Among these have been the use of advisory committees, the reading of technical journals, travel to conferences and workshops, the use of consultants, and visitations to plants, businesses, and health care facilities. Each of these alternatives possesses merit in that each brings technological advancement to the technical educator. However, none of these choices actually brings the teacher back to the field to experience the live atmosphere of the technology. Explicitly, there is no provision for the technical teacher to have a "first-hand" experience of the gestalt of innovation and change in today's work force.

Spartanburg Technical College, a two-year post-secondary technical institution in Spartanburg, South Carolina, recognizes the need for the revitalization of technical teachers. Knowing that vicarious experience is a second-best solution, Spartanburg Tech instituted a "return to industry program" for its faculty in 1978.

The purpose of the return to industry program is to place instructors in a business or industrial setting appropriate to their respective technologies for a span of two weeks to 15 weeks. One or more sites for experience can be chosen. During their "return to the salt mines," faculty lose their professorial mantle and don the garb of the work place. Technical teachers actually become technicians again. For a time, these teachers gain hands-on experience. The sights and sounds of new trends in technology are directly experienced rather than vicariously experienced from an advisory committee or a professional journal.

Meanwhile, as Spartanburg Tech faculty visit business and industry, qualified substitutes maintain the instructional function. This arrangement is funded by a grant obtained for this purpose from the Appalachian Council of Governments.

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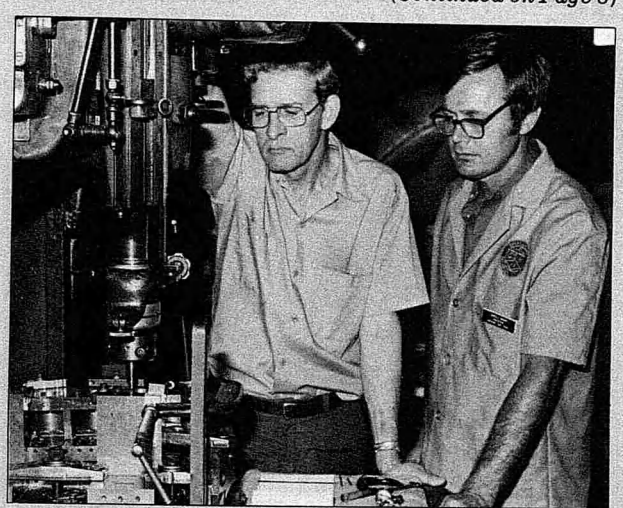

Carroll Owings (right), Spartanburg Tech Machine Tool Technology Instructor, learns procedures for a jig-bore machine at Springfield Tool and Die, Inc.

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To date, eight instructors, representing six technologies, have been in 13 different business or industrial settings. Plans are to afford many other Spartanburg Tech faculty an opportunity to participate in the program.

The benefits of the return to industry program are evident from the reports of those instructors who have in fact returned to industry. The first and foremost benefit has been that instructors have gained a wealth of information on technological advances. This new knowledge has now been woven into a more up-to-date curriculum for students. For example, Barbara Cobb, secretarial Science Department head, visited in all departments of a large industry over a one-month period. As a result of that experience, Ms. Cobb reports that she is now able to teach more modern secretarial practices.

Carroll Owings, instructor in the Machine Tool Technology Department, states that, "New skills were learned that I could not otherwise have learned without the hands-on experience gained in return to industry." Similarly, the three automotive mechanic instructors who participated in the program feel that classroom projects have become more realistic and reflective of current trends.

In order to demonstrate Spartanburg Tech's gratitude to participating companies and to assess the companies' perceptions of the project, the College hosted a return to industry appreciation luncheon in the fall of 1979. Responses from business and industry were highly favorable. Howard Gombert, Gombert Volkswagen Mazda, echoed the sentiments of all in attendance when he advocated that all technical instructors have a once-a-year experience in business or industry. Benny Waldrop, Waldrop Air Conditioning and Refrigeration, added that each company reaped financial benefit from having an instructor-as-worker.

The return to industry program at Spartanburg Technical College is a positive answer to the dilemma for providing for technological update for the technical teacher. As changes in technology become more frequent, a "return to the salt mines" will become more necessary in order to keep technical education responsive to an ever-changing technological society.

For more information, please contact Ms. Jane Reece, Director, Staff and Program Development, Spartanburg Technical College, Drawer 4386, Spartanburg, SC, 29303.

Following her return-to-industry experience Barbara Cobb (center), Secretarial Science Department Head, shares innovations and secretarial practices with Spartanburg Tech students.

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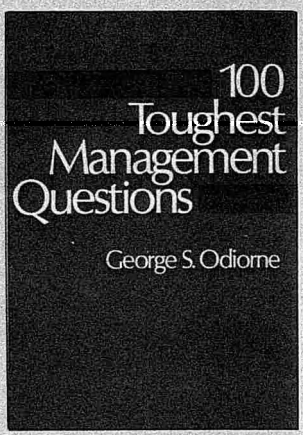
Management Questions

If as few as 15 of the questions answered in a new booklet deal with problems your organization faces, chances are you can significantly improve your organization's effectiveness.

That's the considered opinion of Dr. George Odiorne, management consultant, Professor of Management at the University of Massachusetts, and author of 12 books and hundreds of articles on management problems.

Dr. Odiorne has deliberately sought vexing questions facing front-line managers in private and public organizations and answered them in his monthly newsletter, "The George Odiorne Letter." Now, from the published questions and answers, he has selected 100 questions and answers that reflect major management concerns at the start of the '80s and has made them available in booklet form.



"There is no doubt these are the questions troubling managers everywhere as we enter the new decade," Dr. Odiorne observes. "Now, with answers forthcoming, managers are better prepared to solve the problems reflected in the questions and to make important contributions to the effectiveness of their particular organizations."

Among the questions asked and answered in Dr. Odiorne's booklet are:

How strongly should we be emphasizing college degrees in hiring people for the future?

The key criteria is whether or not the person being considered for a position knows something and can use that knowledge to the benefit of the employer in both the immediate and long-run future.

If a person has some practical experience inside your organization which indicates that such a possibility exists, don't hold the lack of a college degree against him or her. But if the person's work history doesn't include these indicators, don't promote or hire that person, no matter what pieces of paper or sheepskin hang on the wall.

The test is the job, not the degree. It is true that many non-college grads will make great employees and managers. It is also true that people who attend college often learn something useful to an employer, like engineering, accounting, or food technology. The important variable is what the person knows and can do, not the locale at which the knowledge and skills were acquired.

Isn't a well thought-out budget a substitute for a long-range plan and MBO?

No. A budget is a natural outflow from long-range planning and sound operational objectives; it isn't a substitute for them.

Budgets should project the financial dimensions of what management desires and hopes for. The budget is not the hope; it is an extension of what is sought, stated in fiscal terms.

An important limitation on budgets and profit plans is that these are not self-executing. They require that responsible people make commitments to take real human action — like making and selling things, inventing new products, solving sticky problems, and dealing with intractable people. This is what makes a budget come alive,

keeping it from being just another pipe dream.

Sure, we need budgets. But the budget is merely a simplistic expression of what we really need in order to make things happen. Judgment, wisdom, determination and motivation are what make things happen. If they are present, the budget looks great. If they are absent, the budget is a collection of trifling rubbish.

Does managerial planning really pay off? It seems that many firms that get into long-range planning get pretty far afield from reality. How can one predict the future when things are changing so fast?

Nobody can really predict the future, but that's not the purpose of long-range planning anyway. You could spend a great deal of time writing out predictions and not do yourself or your organization any good.

The purpose of planning is not to *predict* the future, but to *create* it.

We spend heavily for training, and I wonder how we can tell whether it is paying off. Do you have any suggestions?

Training should change behavior. (Behavior is activity you can see or measure.) If you cannot see or measure any behavior change, your training has not been effective.

In training you start by defining the present behavior and by describing the behavior you would like to see. Then ask your trainers to tell you their objectives, what their plan is for producing the desired behavior, and what it will cost to produce.

Trainers should submit training objectives in behavior change terms at the start of each year. Beyond this, they should file an annual edition of a five-year human resources development plan. Get this before you approve the training budget. Don't let them foist off programs on you just because somebody else — or some other organization — is doing it. It may work in the other firm, but not be relevant to your needs.

Start with *your* real problems. If the problem is caused by a system that produces the wrong behavior, modify the system. If people don't know or cannot do something that is needed, training may be indicated.

At the end of each year have a review of results against the training objectives, and let the trainers know what they have accomplished.

We are committed to strategic planning in our organization, but we seem to have gotten ourselves buried in paper in the process. What do you suggest?

Don't require or even accept wordy or lengthy planning documents. Instruct people to give you abstracts of facts, strengths, weaknesses, threats, risks and opportunities in each business area. Save the full documentation for your own files to be produced upon demand, but make your reports to the planning committee short and to the point.

One planning department that I'm familiar with rejects any report that is too long. It gives instructions that the report be resubmitted in summary form.

Is there some packaged personal development program I can use for training my subordinate managers?

If there was, I wouldn't advise that it be adopted. Each personal development program for managers should be individually shaped to start with where the person is, and to proceed upward from there.

You can pick up ideas from packaged programs, but the major emphasis has to be on individual differences, personal cooperation between boss and subordinate, and personal follow-up. The top man or woman cannot do it for the whole managerial workforce, but can insist that individual managers do it for those who report directly and immediately to them. Then the boss sets an example by working with his or her own immediate lieutenants.

What do you think will be the best educational background for top management executives in the future? Will it be engineering, accounting, liberal arts, law, or what?

Present evidence is inconclusive. There are no significant differences today in the numbers of top managers from liberal arts, engineering, accounting, sales, manufacturing, science, law, or just high school plus the school of hard knocks. (Because of the bias against it, however, the number of executives with only a high school education seems to be declining.)

The most important thing isn't what the person studied in school, but what the individual did later when he or she went to work. It is true that people who succeed in school tend to retain the same habits of work and personality. Though personality doesn't change, behavior can.

Gerry Morse, the Honeywell vice president who built that firm's human resources policies during its years of greatest growth, always insisted on a diversity of backgrounds for executives just in case something new came up that required somebody with different talents, skills and traits.

A bias in hiring can be a self-fulfilling prophecy. For instance, the firm that always hires engineers for management training positions can expect to find after 25 years that all of its successful managers were once engineers. This doesn't mean that people trained in other disciplines could not have been winners, but that only engineers got in the race.

Though job performance is the determining factor for promoting managers to senior executive positions, it's the people who are assumed to have the traits of success who are most likely to succeed. It's astonishing how many companies make a bundle of money with people on the staff who would be considered unqualified in other firms.

As an educator, I think the youngsters in business schools today are getting a worthy education, but I don't try to tout them simply because they have a piece of paper certifying that they studied management or accounting. I tell them to learn something while in college, and I tell prospective employers to hire them for what they can do for you now and in the future. If they don't work out after some training, unload them. After all, a factory or office isn't a fraternity where socially acceptable people cluster, it's a place where performance counts.

* * * *

The 47-page booklet, "100 Toughest Management Questions," is available at $4.50 per copy prepaid from MBO, Inc., Dept. P-4, Box 10, Westfield, Mass. 01086.

An Addendum:

"Algorithmization — A Shortcut to Learning"

In our June '80 issue, we presented Part 2 of "Algorithmization — A Shortcut to Learning," forcusing on an application of Dr. Lev Landa's algorithmic learning theory to the HRD profession.

In citing the Morgan Guaranty Trust Co. case study, we failed to mention that Kathy Pflumm, training specialist at Morgan Guaranty Trust Co., was instrumental in the development of the described self-instructional, algorithmic manual for training investigators in the decision-making process without the necessity of direct involvement of experienced correspondents. — *Editor*

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NMI Calls for Education, Training to Ease Impact of Recession on Jobless

Workers who lose their jobs during a recession should be given the opportunity to enroll in special education or training programs, according to a policy report issued by the National Manpower Institute. The report, "The Next Step in Managing Recessions: Countercyclical Education and Training" by Paul Barton, NMI vice-president and former official in the Department of Labor and Office of Management and Budget, proposes an approach to recessions that makes better use of the period of unemployment and provides an alternative to layoffs. The report suggests three separate options for out-of-work individuals: (1) learning while continuing to draw unemployment insurance, (2) education and training instead of layoffs, and (3) education for jobless inner-city youth who complete job training.

LEARNING AND INSURANCE

Barton believes that the Employment Service and CETA offices should make an individual determination as to which jobless claimants are least likely to achieve employment during a recession. These individuals should then be permitted to attend secondary or post-secondary institutions without losing their unemployment benefits, which would provide a portion of the funds needed for living expenses and tuition.

Once workers are enrolled in courses, they should be allowed to complete them, Barton suggests, and a degree of flexibility should be maintained in scheduling so that work can also be accommodated.

ALTERNATIVE TO LAYOFFS

Rather than allowing laid-off workers to be idle during a recession, the report suggests the creation of a training and education alternative. During the period of reduced operations, employers would identify specific skill needs or areas in which an employee could upgrade existing skills. Then, workers would be offered education or training as a layoff alternative. The worker would receive a salary, a portion of which would be paid by the employer and a portion by the government. Although this program would require additional federal expenditures, there would be a reduction in government outlays for unemployment insurance. Additional benefits for management would include: the maintenance of an experienced work force, enlargement of the productive capabilities of the work force, and the increased loyalty of employees who would recognize the employer's effort to avoid layoffs.

EDUCATION FOR INNER-CITY YOUTH

During a recession inner-city youth would find jobs even harder to obtain. The credibility of CETA's youth program is affected, and the unemployment problem among disadvantaged youth continues to grow. The report suggests that an educational program to improve the basic skills of unemployed youth "could be a bridge from CETA programs to private-sector jobs after the recession is over. . . . One such vehicle in arranging education would be the Private Industry Council. However, the full range of a community's education institutions also could be used.

"During a recession, the question becomes: Is the provision of education and training . . . better than the alternative of unemployment itself for the individual and for the economic and social system," says Barton. "It is not so much a matter of financial outlays because the money would be spent anyway on a variety of income-maintenance programs. The question is rather one of expenditure for what purpose, and with what result." — *Reprinted with permission from* World of Work Report, *May 1980.* ©Work in America Institute, Inc.

Transcultural Communication

True communication is seldom achieved. But awareness of the factors that distort communication, teaching and learning — with corrective measures — can improve reception and learning. The following is a list of 15 suggestions that can adaptly apply to any cross-cultural teaching assignment, as well as to any facilitator who wants to be more in tune with the learner . . . who wants to make the learning experience more meaningful.

1. Speak slowly and clearly.
2. Use simple words to express meanings.
3. Keep the vocabulary to learn in any subject minimal and simple.
4. Translate the words that have confusing or ambiguous meanings into the language used by the people you are training.
5. Use relevant examples, illustrations, diagrams, etc. to clarify ideas and meanings.
6. Let the learners stop you, often in your presentations, for an open discussion among themselves in their own language. Then, they will tell you what they heard you say and you will tell them if that is what you meant.
7. Summarize your lectures in writing and reproduce your prepared flip charts (in English and the appropriate language) so the learners can pay more attention, not take up their time trying to write or take notes.
8. Use appropriate names in prepared materials, especially case studies so that leaners can have greater, personal identification.
9. Make sure all situations in their studies pertain to their life here in their home country — their personal and business life.
10. Know their cultural differences from yours as well as the ways in which you think alike. (An important way to avoid misunderstandings and unconscious assumptions.)
11. Tell them, exactly, what to do in short steps and only one step at a time.
12. Tell them, at the beginning of a course, exactly what you expect from them, how you will run the course and how they will be graded and evaluated.
13. Understand their level of education: what they do and do not know.
14. Understand their comprehension level of English and their ability to read and write.
15. Understand, as best you can, the teachings in your learners' religion.

* * * *

Excerpts from an article by Tom Kuby, American Embassy, Manama, Bahrain, FPO, New York, NY 09526.