

By Michael H. Cook, Editor

## Hearing About the "Issues"

At the close of my February commentary, I mentioned the introduction of a new editorial department designed to provide you with an outlet for reaction/response to various issues raised in this column and elsewhere in the publication.

In subsequent months, reader reaction similar to the following commentaries by Leonard C. Hudson and Dennis Borinstein will appear in a separate

"ISSUES" department, following each "Page Four" commentary. If you would like to respond to a point of controversy raised within these pages, we want to hear from you and share your viewpoint with our readers!

Please address your correspondence to: "ISSUES" c/o: *Training and Development Journal*, Suite 305, 600 Maryland Ave. S.W., Washington, DC 20024.



### A "New" Management Style?

In recent years there has been a lamentable tendency for Americans to apologize for, and denigrate, the productivity methods of American business organizations, while simultaneously glorifying the "Japanese Art of Management."

Ridiculous! This "new" management style, emphasizing "Quality Circles," has been right at our fingertips since 1965. In that year AMACOM, American Management Association's publishing arm, released Joe Batten's *Developing a Tough-Minded Climate for Results* which clearly enumerated 13 action steps every executive could take to create a climate of productivity. Compare these steps with the 13 "new" steps as outlined by Professor Ouchi in *Theory Z*. There is virtually no difference.

Pascale's new book, *The Art of Japanese Management*, emphasizes key management qualities like physical fitness, spiritual growth, warmth, self-discipline and values. Nothing "new" here either. In *Tough-Minded Management*, (1963) Joe Batten wrote cogent thoughts like, "Many top executives agree that the relatively young man who carries a roll of suet around his middle probably won't stand up to the requirements of long hours and split-second thinking as well as his fit and hard counterpart." On values, Batten wrote: "Goals should be much more

value-oriented than technique-oriented . . . of these (key factors), values and beliefs are by all means most vital . . ."

Isn't it too bad that it was the Japanese who perceived the prophetic possibilities for greater productivity, profit and human actualization while their American counterparts were bogged down in the mechanisms of management?

—Leonard C. Hudson  
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### "Let's Not Forget Human Behavior!"

In his quest for the pure, unrecognizable model, Daniels ("How to Make and Evaluate Video Models," *Training and Development Journal*, December 1981) kept his eye on the rules of film making while ignoring the rules of human behavior. The target behavior has to be performed on the job in the most familiar settings, with the most familiar people, dealing with the most familiar subject matter. These "distractions" are critical to the success of the target behavior on the job. Unfortunately, ignoring them just won't make them go away. Here are a few of the essential rules of model-making that Daniels missed:

- Show that the target behavior is valued in the organization. In some organizations, this means broadcast

quality video, scripted models and professional actors. Other organizations reject "professional" video as phony soap opera and prefer a straightforward statement of support made by an influential manager, shot in a familiar, on-site office.

- Demonstrate how the target behavior will produce immediate and important benefits. When participants discuss the subject matter of video models rather than the interpersonal skills you're trying to teach, it means you haven't convinced them that mastering those skills will make a real difference in their lives. Show how these skills will solve their most irritating, difficult problems and they'll overcome any "distractions."

- Show how the target behavior will work in the environment your participants face. The most effective models provide participants with a clear roadmap for handling the unexpected twists and turns they'll face using the skills in the actual situation.

Of course, video is only one component of a well-designed behavior modeling program. There is no substitute for guided practice, feedback, and management reinforcement for use of the skills on a continuing basis. Let's not forget that ultimately, models must be evaluated by how well they improve on-the-job behavior!

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