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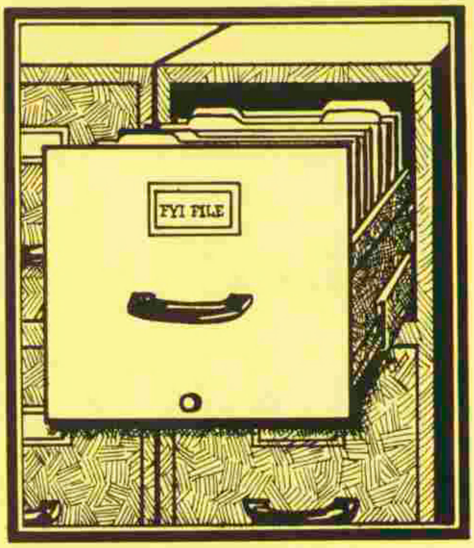

Some Critical Assumptions To Base Training On

The following assumptions are critical considerations to bear in mind when designing training programs.

1. In undertaking any planned social change using lab training, the core of the target system's values must not be too different from the lab training values.

2. In undertaking any planned social change, legitimacy for the change must be gained by obtaining the support of the key people.

3. In undertaking any planned social change, the process of installing the change programs must be congruent with their process and goals.

4. In undertaking any planned social change, the employment security of the change-agent must be guaranteed.

5. In undertaking any planned social change that utilizes lab training, the voluntary commitment of the participants may be a crucial factor in the success of the program.

6. In undertaking any planned social change that utilizes lab training, the legitimacy of interpersonal influence must be potentially acceptable.

7. In undertaking any planned social change, the effects on the adjacent and interdependent subsystems related to the target system must be carefully considered.

8. In undertaking any planned social change, the state of cultural readiness must be assessed.

The following design considerations are considered essential to the conduct of staff development programs in the Los Angeles Unified School District.

1. Training groups should have a shared sense of purpose and membership and be aware of common goals.

2. Training groups are more productive when roles are varied and differentiated according to interest and performance.

3. Training groups are more apt to realize significant outcomes when communication channels are open.

4. Training groups are most apt to be productive when dissent is freely expressed and silence is not taken as consent.

5. Training groups are encouraged to take charge of their own destiny.

6. Training groups are involved in a learning-decision-making continuum.

7. Training groups are encouraged to continuously practice and sophisticate their use of group process skills.

8. Training groups are encouraged to achieve a well-balanced interdependency while maintaining necessary flexibility.

EVALUATING STAFF DEVELOPMENT PROGRAMS

It appears that any staff development activity should include provision for evaluation in the context of the subsequent criteria.

1. Provide for the interpolation of the training program into clearly-identified, long-range goals and objectives.

2. Enable participants to share ownership in the development of training objectives.

3. Be differentiated in order to respond to the unique needs of each participant.

4. Be conducted as close to the reality situation as possible.

5. Consider the individual's training needs and objectives as opposed to superordinate goals not within the perceptual field of the participant.

6. Focus on essentially a re-educative process equivalent to a change in culture.

7. Recognize that the possession of correct knowledge does not suffice to rectify false perceptions.

8. Recognize that changes in sentiments do not necessarily follow changes in cognitive structures.

9. Provide for substantive blocks of time — facilitating continuity and reinforcement.

10. Reflect a recognition of change theory and concomitant change strategies and tactics.

11. Provide for leader/participant sharing in the planning and conducting of activities.

12. Delineate the objectives (outcomes) sought.

13. Focus on the active involvement of the participant in the training/learning process, and experiential approach as opposed to a didactic approach.

14. Deal with the multiple roles of each participant.

15. Provide for a constant evaluation of the training program to abet modification and mid-course alteration.

16. Place major emphasis on changing the behavior of participants with adequate attention to the development of support systems to re-enforce change.

17. Utilize a trainer of trainers approach.

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18. Provide a design and structure that is expandable and capable of utilizing additional resources, including external.

19. Make available adequate and qualitative training materials.

20. Facilitate the linkage of participants at all levels (central office, areas, field units) as well as a linkage system with external resources.

21. Possess sufficient flexibility and responsiveness to meet emerging and unpredictable needs.

22. Insure the utilization of qualified leadership (facilitators) well-grounded in the behavioral sciences with substantive experiences in the field.

23. Provide for the use of sophisticated technologies and processes in the training program.

(*Reprinted from* The Reflector, *a publication of the Los Angeles School District, June 1979.*)

Robert Mager Interview With Steve Becker

Learncom, Inc. has published *Robert Mager: An In-Depth Interview with Steve Becker*, an audio learning program that consists of six cassettes and a 40-page "Proactive Listening and Reference Guide."

Together, the audio and printed portions of the program provide the listener with the opportunity to lerarn more about Robert Mager's approach to the systematic and successful design and implementation of instruction.

Topics that Mager and Becker explore include: how to become a successful trainer; what the trainer cannot be held responsible for; a five-step procedure for selecting instructional media; the role of analysis; the organization of training; the importance of practice; necessary skills for the successful trainer; how to develop learning materials that work . . . and much more.

Their conversation is far reaching, open and lively. The "Guide" helps listeners focus what they hear on their own personal and professional needs. The "Guide" contains many self-analysis questions, mini-case studies, guidelines for growth and other exercises listeners can use to tailor their individual learning experience.

This program is another in Learncom's "Outstanding Contributor Series," which features well known professionals whose significant contributions to the field of training, education and development have influenced the methods and practices employed by all.

Mager has perhaps exercised more influence over the field of instructional technology than any other individual. His six books have been translated into 12 languages and are sold all over the world. He is also the author of two workshop courses, *Criterion Referenced Instruction* with Peter Pipe, and *Instructional Module Development*. He conceived, produced and directed the film, "Who Did What to Whom."

Robert Mager . . . An In-Depth Interview with Steve Becker is available now from Learncom for $180. Orders and inquiries should be sent to: "Robert Mager," Learncom, Inc., 160 State Street, Boston, Mass. 02109.

Planning Interruptions

A good time manager is like a conductor, conscious of timing and calling on different resources in a synchronous symphony of effort. But nobody can produce peak output every day. So one top-management team at a giant manufacturing center tries only to utilize each time period at the highest reasonable level. The secret, they say, is to orchestrate.

You start by becoming aware of your own highs and lows, strengths and weaknesses, moods and inclinations. Your time log can help you here by recording your mood and energy fluctuations over several weeks. Once you have an appreciation of these variations, you can work them into your schedule. You can even "plan" time for unavoidable interruptions.

1. Recognize your strongest time of the day or week, and plan on starting some new challenge while you're at your peak. You can also use your peak times for completing your most difficult work or handling that unpleasant or overpowering assignment you've been putting off.

2. Recognize the times when you like to socialize, the times when you like to bear down in private. Schedule interviews and even leave your door open during "social" preference times. Lock your door and shut off your phone to exploit your preference at other times for being a hermit.

3. Recognize the times when you like to run, the times when you like to go slow. Schedule your projects so your pressures to meet deadlines are in line with your urge to work hard and fast. This usually leaves time to ease off and work more deliberately during times you prefer to stroll.

4. Recognize variations in your power to persuade others and generate enthusiasm. Time your crucial presentations for your peak persuasive powers. Like catching a wave, you'll sweep others before you and carry the day — if only you learn to orchestrate your efforts. — *Reprinted from* Execu*Time, *September 1979.*

NSPI Awards Submissions

Each year the National Society for Performance and Instruction recognizes outstanding achievement in the areas involving human learning and performance. Individuals, organizations (military, private, industrial, and educational), and institutions are all invited to submit. Membership in NSPI is not required.

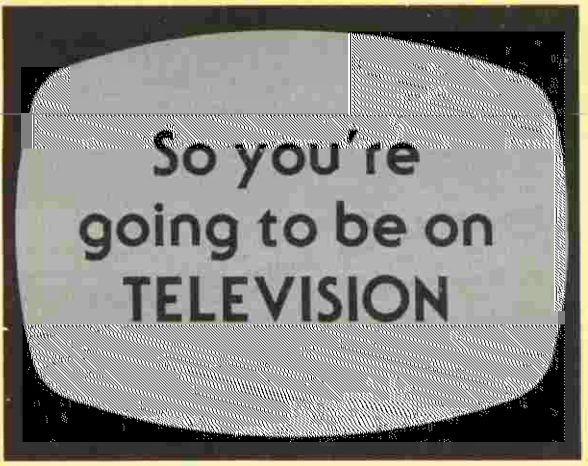
Fields that relate to NSPI awards include the following: training, learning, organizational development, industrial, psychology, educational psychology, behavior technology, performance improvement, and all forms of task and performance analysis.

Categories: Awards categories which are open include the following:

- Outstanding Instructional Development
- Outstanding Performance system
- Outstanding Research Effort
- Outstanding Communication
- Outstanding Organization

How to Enter: For additional information on the criteria used to evaluate submissions and the procedure for submitting a nomination, contact the NSPI Awards Committee Chairman: Seth N. Leibler, Deputy Director, Bureau of Training, Center for Disease Control, Atlanta, Ga. 30333, (404) 262-6671.

Deadline: December 15, 1979 is the deadline for submissions for awards.



Schorr and Howard Co., a New York public relations firm, suggests the following tips, do's and don'ts to help the executive who is about to face the television camera:

GETTING READY

1. DO be well-prepared. Be certain of your facts so that you can enter the interview with confidence.

2. DO wear a soft colored, conservatively styled suit or dress. Stay away from white shirts or blouses, striking colors, bold patterns and flashy jewelry.

3. DO bring along a visual or demonstration device. A chart, photo or product to which you can point during the interview will provide action and help you tell your story. Talking heads make for dull television.

4. DO get acquainted with the interviewer during the setup period. In the five to 15 minutes while members of the crew are setting up camera and light stands, discreetly find out how much expertise the interviewer has on the subject under discussion.

ON-CAMERA

5. DON'T be rushed when the camera starts rolling. Stop and think when a question is asked. The station is paying for the film, you aren't. When your answer is worked out, start talking.

6. DON'T use notes or prompter cards. They give the impression of being unprepared. The only exception; if you have to read a technical report or legal document.

7. DO concentrate on being yourself. Don't try and act out a part or affect a personality or style that is not you.

8. DO pretend that you are talking to just one person. Don't try to speak as if you were giving a speech to a large audience in an auditorium.

9. DO appear relaxed. Avoid nonverbal signs of tension such as clenched fists, gripping the arm of the chair, tightly holding one hand with the other.

10. DO maintain eye contact with the host and other guests.

11. DO smile. A poker face is deadly.

12. DO remember you are on-camera all the time. Don't mop your brow or chat with your neighbor when you are not being interviewed.

13. DO listen carefully to the interviewer. Don't hesitate to challenge and don't give credence to something said in error by remaining silent.

14. DON'T lose sight of your objective or let the interviewer intimidate you. Take the initiative sometimes. Ask questions. Volunteer information.

15. DO stick to the subject. Don't ramble. But if questions are too narrowly focused, don't hesitate to expand your answers.

16. DON'T wax expert outside your field.

18. DON'T jump to your feet at the end of the program. Assume you are on camera until the floor director walks in and says the show is over.

BUSINESS IS NEWS

The businessperson is fair game for the unblinking, unwavering, all-seeing eye of the television camera. If you are an executive with a newsworthy company, sooner or later you may find yourself on a news program, panel discussion or talk show.

Consumerism, regulation, environment are issues that are pushing the camera right into the conference room.

On the other hand, if your company is seeking to present its point-of-view, an aggressive effort may be required to be invited to participate on TV.

In either case, you will be subject to probing questions and intensive scrutiny.

But TV's inquiring eye is a unique opportunity to communicate. For when a business message is communicated well, by a spokesperson who is prepared, informed and confident, the results can be significant.

The preceding "do's and don'ts" will help you to prepare for a successful on-camera experience.

Copies of "So You're Going To Be on Television" can be obtained by writing Schorr and Howard Co., 6 East 43rd St., New York, NY 10017.

Affirmative Action Attention in 1980's

Blacks and the handicapped should receive the most attention in the 1980's from corporate affirmative action programs, according to a survey conducted during the annual meeting of the American Society for Personnel Administration (ASPA).

The survey, conducted by Barnhill-Hayes, Inc., a Milwaukee based affirmative action consulting firm, was taken by randomly sampling members of ASPA who attended the four-day meeting.

Eighty-five per cent of the respondents, who are responsible for implementing their company's equal employment opportunity and affirmative action programs, indicated that blacks should receive the most attention in the next decade, while 58 per cent chose the handicapped. Hispanics were next with 44 per cent followed by whites, 30 per cent and Vietnam veterans, 23 per cent.

According to Helen Barnhill, president of Barnhill-Hayes, "the fact that personnel administrators have focused on the handicapped as one of their top priorities for the 1980's indicates not only their growing awareness of the special needs of this group, but that corporations as well will be making appropriate changes to help solve the problems of the handicapped."

Eighty-five per cent of the respondents indicated that women in business should continue to be the concern of affirmative action. In addition, a sizeable minority (36 per cent) said they felt that in the wake of the Weber decision white males are being unfairly discriminated against.

Of the 155 respondents, 76 represented companies with from 200 to 1200 employees. Fifty-four were employed by manufacturing companies, 26 by banking, financial or insurance companies and 25 were in the service industry.

Controlling Your Meetings

Whether you spend one hour or 20 hours per week in meetings, it's a good bet much of your time is wasted. Most people today conduct their meetings no better than their ancestors did theirs. And yet today we know a great deal more about how to generate productivity, motivation, and flat-out results in meeting situations. And it's easy to do.

Most meetings have six basic "points of control." Let's examine each one in turn.

1) **Purpose.** This is the backbone of any good meeting. If you have a strong, clear purpose in mind, you can make your meeting extremely effective and exciting. If you don't know the purpose of your own meeting — in one sentence — don't expect very gratifying results.

Meetings are generally for problem solving, planning, training, or news. Sometimes the purpose is two-stage, for example: a first stage to explore the possibilities for solving a problem, then a second stage for final decision making; or a first stage discussion of a new pension plan, then a second stage announcement of the plan and how it works. First and second stages can be one meeting, two or even three, depending on specifics.

Your purpose is generally your central control factor, and you should use it to help define the other control points.

2) **People.** The most basic rule is, the more people you bring in, the more energy you must put in to make a good meeting. In general, you should limit attendance to the smallest number possible. Problem-solving and planning meetings work best with half-a-dozen people; training is OK up to 20 or 30; and news meetings are limited only by the number who can comfortably hear your voice. But if you want any feedback, keep news meetings under 50 people.

By controlling the attendance list, you begin to control your meeting. Limited attendance immediately creates an "in group" who feel more privileged and gain more influence than the "out group" who aren't invited. The desire to stay "in," or get "in" very often provides a strong motivational incentive that leads to greater effectiveness.

In addition, including or excluding specific people allows you to influence the course, mood, and tone of the meeting. The people you invite are a big factor in determing the success and outcome of the meeting.

3) **Discussion.** This is the meat of the meeting. You can exert tremendous control over the content, direction, format, and outcome of the discussion through a variety of control techniques. Here are some examples:

Positive or Negative Feedback: Facial expressions, head movements, body and verbal language all carry feedback on what you think of the discussion. Use your feedback power to guide the talk along fruitful lines.

Degree of Focus: Your questions — either more general or more specific — will unfocus or focus the discussion. Focus the meeting on valuable points, and open up the focus when the talk strays down the garden path. Tighten the focus to bring things to a pinpoint conclusion.

Recognition: A powerful tool to reward some, punish others. For example, a slight nod is a pat on the back, raised eyebrows are a stronger salute. Jot a note on your pad and others hear you clapping appreciatively. It works in reverse, too. Look bored and people hear your objection. Interrupt the speaker and you've objected even more. Simply direct a new question at someone else and you virtually shut off debate on the old point.

Summaries: A convenient means of meeting control. Move the meeting along with timely summaries and statements of "the consensus." Simply exclude points or options you don't like, opinions you cannot credit, and discussion you feel to be way off the mark. Your summary is often the basis for the next phase of the discussion, and frequent summarizing in one direction can guide your meeting in the direction you want it to go.

Conclusions: Here's a way to "fix" the discussion in a pattern you appreciate. As you press for a definite conclusion, options fall away and people accept the current concept and assumptions. If you ward off a conclusion by "unfocusing" and asking for "more study," you leave the field open for later conclusions that appeal to you more.

4) **Time & Place.** Here is an overlooked control point for your meeting. For effective problem solving and planning, as well as creativity, pick a morning time in a quiet, comfortable location. For news meetings and training, hold short meetings in-house, 4-8 hour meetings somewhere else.

5) **Timing.** Here's another control point too often overlooked. A timed agenda not only controls a meeting, it controls the preparation by signalling how much you think each item is worth. Intelligent timings also help you cut off the long-winded, and pace you to an upbeat ending.

6) **Last 5 minutes.** This can be the most important control point of your meeting, since these are the minutes people will remember the most. Your last 5 minutes can set a pattern and create respect for your meeting skill.

Provide an upbeat ending, particularly when your meeting has been too long, acrimonious, or fuzzy. Play it safe and prepare a short, snappy, satisfying item to end the meeting on a positive note. Do what you can to gain agreement on something positive, so people leave without a lot of hard feelings or pent up frustration.

Then take two minutes to re-state all assignments and their deadlines resulting from the meeting. Create a strong final note with definite instructions on what has been done, what must be done, and what still remains to be done at the next meeting. — *Reprinted from* Execu*Time, *August, 1979.*

"Use of Management Consultants"

Retaining a management consultant may be a sound approach to business problem-solving or it may be a fiasco. Much, of course, depends on the consultant's experience and expertise. Equally important, however, are the expectations and attitudes of the company's executives.

A consultant can be a valuable addition to the management team when a company is experiencing problems — or even when it isn't. Sometimes having a consultant review a company's operation can determine if the company really is doing as well as it seems. Such independent evaluation has definite value in providing "comfort" for both management and stockholders.

Most of the time a consultant is called in when a company's internal attempts to solve a problem have been unsuccessful. Indications could include rising costs, loss of market, narrowing margins or inadequately function-

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ing financial controls.

A consultant may be useful when a company is undergoing a major transition, such as during expansion, a merger or while making significant price changes.

SELECTING A CONSULTANT

Consultants are expensive; rates may range from $40 to $100 or more per hour. So the decision to hire one should be thoughtful and methodical. Finding the right person for the job can prove an investment with immediate as well as long-term benefits. But the selection process must be conducted carefully. Here are several factors to consider:

- It is more to the point if the consultant is skilled in the general area where his/her expertise is required (accounting, marketing, etc.) rather than in any particular industry.
- A good consultant must be able to communicate well, both orally and on paper. A finished report may contain exactly the right solution, but if the ideas are presented poorly, they must be almost impossibe to implement. It is important to note here that listening skills are equally essential. After all, on many projects, the primary source of information is employee interviews.
- A consultant must deal honestly with clients. For instance, a good consultant will not take on a project which is unnecessary or ill-advised without first clearly stating an opinion to management. Further, if a preliminary study indicates that no further work is needed, a report to management will state just that.
- Good judgment is probably the primary prerequisite. Without it, even significant technical skill may be misdirected or poorly utilized. The best measure is the consultant's track record with previous clients.

WORKING WITH THE CONSULTANT

Management must not believe that having chosen a consultant, they can sit back and wait for solutions to appear. Management cooperation and involvement is essential every step of the way. Here are some suggestions to assure that the finished product will be complete and to specification:

1) Don't present the consultant with a predefined problem and source location. Present only the situation and all the perceived indications of a problem's existence. The actual problem may not, in fact, be what and where it appears to be.

2) Communicate all your thoughts and ideas on the situation to the consultant candidly. Whatever you hold back can reduce the potential benefit of the project.

3) Ask for and carefully read an engagement letter and make sure you have a clear understanding of it. It should cover:

- The problems you wish addressed.
- Tasks to be accomplished.
- Methodology to be employed.
- The nature of the end result you want.
- The estimated cost of the project.
- Names of consulting personnel to be assigned.
- The project's starting date and anticipated duration.
- The nature and extent of support you are to supply in the project.

If there is any vagueness in the letter, ask for additional written clarification.

4) Few consulting projects have much chance for success without the support of top management. This should be evidenced by close, continued cooperation with the consulting personnel.

5) Full disclosure of consultant's purpose and project should be made to all relevant personnel in the company, with appropriate indications of management support.

6) Generally, it is advantageous for the company to provide some administrative, clerical and basic research support for the project; it is usually more economical and time saving than having the consultant perform such activities. A good idea is to have the consultant provide a list of what will be needed prior to actually starting the project. Also, a liaison should be established with sufficient authority to assist and support the consultant.

7) A significant proportion of the consultant's initial research should be done on location. Only through actual presence on the scene can the consultant gain a valid feeling for the company and its situation.

8) For large projects which will span an extended period of time, periodic, written progress reports should be presented by the consultant. These should discuss the project in terms of the engagement letter, enabling company management to measure progress and make sure the project is developing in the right direction.

9) A written report on the project should be presented to the company and its recommendations acknowledged by management. Even if a manager disagrees with the consultant's recommendations, they may still be useful despite any reservations. It's well to take the time necessary to let your organization absorb the revised methods and procedures, working out transition problems.

10) Frequently, it is desirable to retain the consultant long enough to assist in the implementation of recommendations. This requires follow-through on the part of the consultant and helps to insure the practicality of the recommendations.

11) A post-engagement evaluation can be useful. Consider such questions as: Was the work planned and executed efficiently? Did the consultant handle the engagement in a professional manner? Can the consultant's recommendations be implemented practically? Can the company continue efforts in the direction initiated by the recommendations? Was the project concluded on time — or nearly so? And at the cost originally estimated? Would the company feel comfortable bringing the consultant back for a future assignment?

CONTINUING RELATIONSHIP WITH CONSULTANT

Typically, a consultant is called in for a specific project, and the relationship with the company ends when the work is finished. For a small or medium size business, however, having a continuing relationship with a consultant could provide management with an on-going source of expertise and assistance. The relationship would be similar to that developed between companies and their law and auditing firms.

Under this system, the consultant is called in for formal engagements as well as informal discussions and periodic evaluations of the business. In this way, the consultant becomes more familiar with the particulars of a company and can provide more efficient and improved services when working on specific projects. The consultant would also develop a deeper interest in the company and its success and be less likely to "hit and run," that is, to present canned solutions, collect the fee and disappear.

For this kind of approach to be feasible, the company should choose a broad-based consulting organization which has a variety of personnel and expertise to draw from. Even then, specialized help from other consulting services organizations may be needed. In these instances, the regular consultant would be in a position to assist management in the selection of specialists outside his/her area of expertise, and in the planning and coordination of a particular project.

Calling in a consultant at the first suspicion of a problem can sometimes prevent a small problem from mushrooming or provide reassurance that management is on the right track after all. — *By S.J. Murdoch, CPA, Alexander Grant & Company, Houston, TX.*