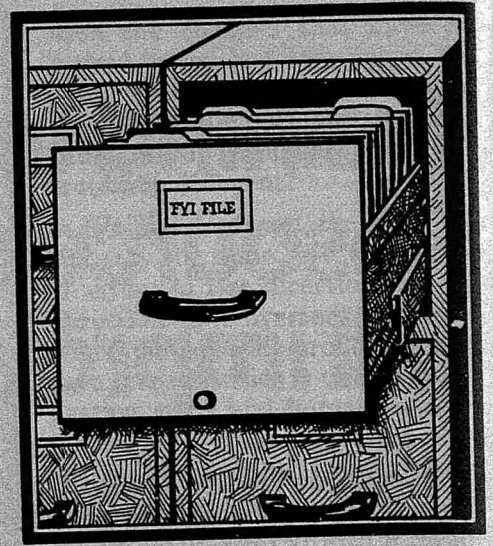


FYI FYI FOR YOUR INFORMATION... FYI



Tips to Ease Business Travel

Anyone can step on a plane or into a car to travel, but not everyone knows how to make good use of all that travel time.

The key to effective use of business travel time is to PLAN your trip as thoroughly as possible. Know what you are going to be doing, whom you'll be seeing, where you'll be going, and why.

But don't make the mistake of planning to do too much. That can be disastrous, especially if you have to miss one of your most important meetings because you are tied up in traffic on the way back from some less important activity.

And if you wear yourself out or lose that "edge" of clarity and concentration, you are liable to lose much more than you gain from that extra itinerary item.

So, based on my years of travel and my writing, thinking, and learning how to do it well, here are some time-saving tips on business travel:

PRE-TRIP PLANNING

1. Keep a file for every major business destination as well as minor ones you reach frequently. Start now, and keep track of hotel openings, restaurant reviews, prospects for business, special events, and so on. Bring these files with you for help with everything from picking the right restaurant to filling an unexpected "hole" in your schedule.

2. Keep a "travel kit" packed and ready to go. Leave in there duplicate toiletries, underwear, medication (if it won't spoil), first aid items, eyeglasses, a flashlight, and business cards. When it is time to travel, simply add the clothes and the files you need, and you're off in minimal packing time.

3. If your organization doesn't have a "travel manager," find a good travel agent to work with you planning routes. Your secretary has other work to do, and cannot do as good a job booking travel.

4. Avoid overscheduling. Appointments may start late, run late, or be farther from each other than you expected. If your schedule is crammed full, you'll certainly have to re-shuffle, cancel, and juggle with some pretty fancy footwork. Better to leave extra time for preparation and "optional" activities.

In general, three major meetings a day are the most

you can expect to handle well. Plan too many, and you won't be able to concentrate on any one of them. Also, take into account that it's quicker to get around in mid-Manhattan than, say, suburban Houston. So plan accordingly.

5. Give copies of your itinerary, complete with phone numbers, to both your secretary and your spouse. This greatly increases your chances of getting an urgent message in time to act on it.

6. Keep a blank check in your wallet, and a \$50 or \$100 travelers check, too. With these, you can always get cash from your hotel or from local merchants.

AIR TRAVEL

1. Overbook yourself. Missing a flight is one of the worst time traps for business travelers. Airlines overbook, so you should, too, particularly if you're flying during peak times or if planes are crowded for other reasons, such as fuel shortages or grounded equipment. If your plane is more than 70 percent full the day before your flight, make an alternate reservation, just for "flight" insurance.

2. When you (or your travel agents) reserve your flight, reserve your seat at the same time. American, TWA, and United will also give you a boarding pass for your return or connecting flight when you first check in. This can save time wasted waiting in long lines.

3. Join one or more airline "clubs." You get access to a VIP lounge at most airports, and more. For your \$25-\$40 annual membership fee, you get a quiet, restful haven among crowds and tight schedules. While you're working in the clubroom, the attendant can check your flight, get you checked in, even obtain your seat assignment. You can also use the facilities for meetings, phone calls, a message service, meals, and a quiet place to relax.

4. Get the airlines' "preferred" phone numbers. Frequent travelers and airline club members can call these direct lines and get through when other numbers are tied up. Also, call the airlines in a nearby small town when all the "big city" lines are busy. You'll get through fast.

5. Select a flight plan that minimizes layovers and changing planes. A direct flight with a stop can provide a good opportunity for working on the empty plane during the layover, but too many layovers will drive you crazy. And even though you're booked on an excellent flight plan, carry a pocket flight guide. Should equipment or weather problems occur, you'll be able to look for alternate flights to keep you on schedule.

6. Catch up on mail, magazines, and other work that doesn't require much concentration while you're waiting for your flight. And don't hurry to join the pre-flight boarding line. Once you have your boarding pass, wait until the last call to walk right on with minimum delay.

7. Just because your plane has touched down, don't think the flight is over. Keep working until the plane is at the gate, then get out fast. If you're going to be stuck in the exit line, you're better off waiting and working in your seat for those few extra minutes.

8. Have a main "flight task" that's important, and suited to the time span of the flight. Get arranged and started quickly. Once you finish this task, you can relax and work on lesser items.

9. A first class seat may be a good buy, the fare is 20 percent higher, but you get more room to work, better food and service, and virtually no danger of noisy children or adults disrupting your concentration. And since you can leave the plane first, you can save time there, too.

10. Do what you can to avoid checking baggage. You'll save time and avoid "lost luggage" worries. If you pack carefully, you'll be surprised how much you can carry on the plane with you. If you must bring more, use your business address on the tags to foil thieves looking for empty homes to rob, and mark your bags with colored tape or ribbons for easier baggage claiming on arrival.

11. Get to the airport at least 30 minutes before takeoff to minimize the chance of missing the flight, or of getting bumped. Unexpected traffic and other delays won't be such a setback.

12. Once settled in your seat, talk to your seat-mate(s) for a minute. Find out if they're potentially important business contacts or just interesting folks at the start, rather than at the end, of the flight. With pleasantries out of the way, you're free to concentrate on your work or socialize, as you choose. — *Written by Don Korn and Reprinted from the Mid-October 1979 Execu*Time Newsletter.*

Learning? Fun? Games? Bah Humbug!

Lest we lose those readers who may indignantly point out that "Fun and Games" have no place in the serious world of training and development, let us respectfully submit that these activities may well play an important role in our field of adult learning.

To begin, a quick definition of "games" may allay some of the aforementioned fears. In the context of this article, a "game" may be an exercise, illustration, activity or incident used to reinforce, support, or supplement a cognitive, affective or psychomotor type of learning. These activities, then, can have a rightful place in our teaching of knowledge, attitudes or skills.

LAWS OF LEARNING

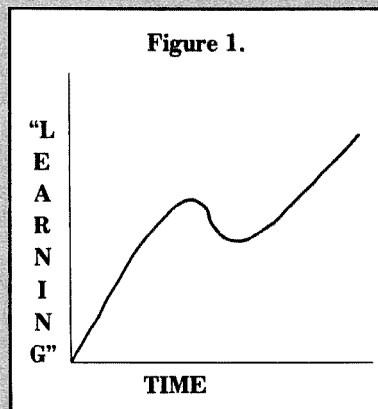
As the student of adult learning may recall, some of the laws of learning give credence and support for the use of non-threatening exercises in Human Resource Development. For example, the Law of Effect says simply that people learn best in pleasant surroundings and that they will tend to repeat those activities that are pleasant to them. Since games, as used here, are light and casual exercises that strive to be free of stress and may be even "fun," the learning process is enhanced. Indeed, learning can be fun!

The Law of Exercise states that retention is best with some involvement on the part of the learner, and further that a "learn by doing" concept is an important criterion. Since many of the exercises used by trainers are "hands-on" exercises, this gives further academic support to our premise.

A third law of learning — that of Association — points out that most of our learning must be tangential to that already known. Visualize a set of children's building blocks. In like manner to a youngster adding new blocks to the existing pile, as we add (learn) new bits of information, knowledge, skills, etc. to our existing body of knowledge, skills, and attitudes, we are simply going from the "known" to the "unknown." Certainly the more we can employ more of the five senses, the better, too, is both short term and long term learning.

LEARNING CURVE:

One final argument to build our case. Remember the so-called Learning Curve? As many trainers know, a typical learning curve looks like Figure 1. As illustrated, as a new skill or knowledge or concept is initially learned, the amount (vertical axis) of "learning" increases over time (horizontal axis). However, this gentle upward slope usually continues only to a point where a slowdown



— a "learning plateau" is often observed. As the experienced trainer fully knows, this leveling off is a very normal and expected pattern of the learning process. Unfortunately, not all trainers are familiar with this very ordinary process of plateauing. It's only a temporary condition usually followed by the earlier upward slope of the learning curve.

FORGETTING CURVE:

"Whoops, I forgot." Sound familiar? If so, you'll relate to Figure 2. As illustrated, forgetting is both immediate and plentiful! It may give all of us some small sense of comfort to realize that forgetfulness or poor memories is something that is not unique only to a few of us!

Consider these facts: 1) Immediately upon hearing something, most of us will have forgotten 50 percent of what we heard! If you doubt this, test yourself by reviewing your most recent conversation. 2) After 24 hours, we will have forgotten 75 percent of what was said!

As one can readily attest, anything that can be employed to enhance retention or reduce forgetting can be an important tool for any trainer's repertoire. It is here where games and exercises can creatively be employed

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by the designer or instructor of the training effort.

As a starter, here's a simple exercise that visually reinforces the old adage stated previously. For a person teaching communication or interpersonal skills, this first activity is a natural. It attempts to illustrate the difficulty in training or teaching to get the proper change in behavior. Here's how it works: Ask your trainees to follow your instruction as you visually illustrate. Ask them to extend their right arm to their side so that it is parallel to the floor. As you demonstrate, ask them to make a circle with their thumb and forefinger.

Now then, tell them to "bring your hand very firmly to your chin." As you speak these words, bring your hand to your *cheek* — not your chin. Make certain that your words are spoken to coincide with your actions, i.e., just as you say "bring your hand to your chin," bring your hand to your cheek. Wait for three to four seconds still with your hand on your cheek — make no overt signal to the group. Experience indicates that only about 10 percent will actually listen and follow your instructions (find the chin, NOT cheek, as you have demonstrated). After a couple more seconds, you'll see a few more smiles as people replay your words in their mind. A quick smile on your part as you move *your* hand to your chin and say "this (pointing to your chin) is your chin." The point is made in good fun and you can amplify with additional comments about the commonplace dangers inherent in the saying "Don't do as I do, do as I say!" Expand as appropriate.

RESISTANCE TO CHANGE:

The statement "People Resist Change" is legend. Learning has been defined as "Change in Behavior due to some experience." For those training new skills or knowledge, this exercise can be used to illustrate that learning can sometimes be difficult because of innate resistance to change. To illustrate how any change — even physical change — can be awkward or discomfoting, try this one! Ask your group to simply fold their arms in front of them.

Ask them "without glancing down, can you tell which arm is on top?" Likely a few smiles or laughs will tell you some in the group had to think or "feel their way" through defining how their arms were placed. Now say "Quickly now, unfold your arms and refold them the opposite way (i.e., if the left arm were on top in the first trial, the right arm should *now* be on top). Again, the mild laughter and smiles will quickly indicate the point is made. Because, however, some in your group are more adept and really may experience no discomfort at all, acknowledge "you see, for some of you this presents no problems; but for most of us, it just doesn't feel right." Expand at your discretion to make the point that change can be resisted, but often it's not that people merely resist change, people resist *being* changed!

TESTS OF OBSERVATION

How observant are you? Here's a quick way of determining one's skill in this area. Ask someone in the group to borrow their watch for a moment. (Caution: Make certain it is a non-digital type.) Tell them you'd like to test their powers of observation and ask the entire group to silently "play along" with the individual whose watch you are using. Tell the individual to assume his/her watch was lost and you found it. But before you return it, you want to make certain the watch can be identified as being theirs. Some sample questions include: What's the brand name? What color is the face? Anything else printed on the face? Roman or Arabic numbers? All twelve? Date . . . Day . . . Second Hand, etc.

If the group is silently responding as the volunteer

attempts to vocally answer the questions, the point is more easily made, i.e., most people cannot totally and accurately describe their own timepiece even if they look at it dozens of times a day.

Training is serious business. We're not suggesting the "cutesy" gimmickry for the sake of only fun and games, but we are submitting that practical exercises can be used to reinforce and strengthen both learning and memory.

If any readers feel the least bit uncomfortable with these activities they would be well advised to forego their use. But if one is open to new ideas and is ready to try some new tools that may enhance one's training effectiveness, why not give one or two of these items a try? You and your trainees may even agree that Learning Can Be Fun! — *By Edward E. Scannell, director, University Conference Bureau, Arizona State University, Tempe, AZ.*

OPM Booklet on Employee Performance-Evaluation

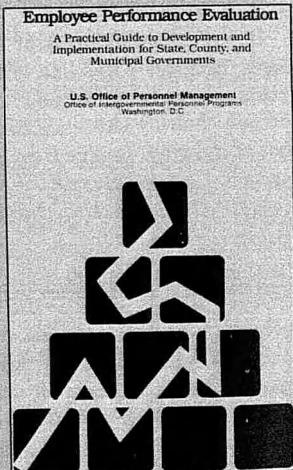
Employee performance evaluation is one key to effective management. It involves a supervisory review and appraisal of an employee's work and work results against preset standards.

Many state and local governments are undertaking efforts to improve their performance-evaluation systems. These efforts have been very helpful to the Federal Government in its progress toward improvement under the Civil Service Reform Act of 1978.

To help jurisdictions in planning a new or an improved employee performance-evaluation system, the Office of Personnel Management (OPM) has just published *Employee Performance Evaluation — a Practical Guide to Development and Implementation for State, County and Municipal Governments*. This 31-page booklet by Robert G. Pajer of OPM's Office of Intergovernmental Personnel Programs discusses the ingredients of a successful performance evaluation program. It recommends eight steps which should be implemented by assessing current strengths and weaknesses of the organization, forming a work team, planning a trial period, documenting the experience of implementation and working gradually in segments of the organization.

The guide is addressed to state and local government officials who are responsible for improving or designing a performance-evaluation system — managers, supervisors, employee representatives, personnel specialists and trainers. This general guide will be the companion volume to a projected technical study of the subject.

Single copies of the booklet are available without charge from the Office of Personnel Management, Office of Intergovernmental Personnel Programs, P.O. Box 14184, Washington, D.C. 20044. Multiple copies are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20462. Stock No. 006-000-01134-9.



Executive Lifestyle Newsletter

Executive success — how to measure it and how to enjoy it — is the topic of a recently launched, twice monthly newsletter published by Roy W. Walters & Associates, Inc., management consulting firm of Mahwah, N.J. who are also publishers of the very successful Behavioral Sciences Newsletter.

Executive Lifestyle pledges a continuing rundown of information designed to broaden the horizons of busy executives, to produce rapid realization of their business goals and greater enjoyment of executive rewards.

"This newsletter is for the executive who believes there is more to life than just earning money, and to those who define success as more than just long hours in the office and are looking to fully enjoy their lifestyle," says Bob Janson, Vice President of Roy W. Walters & Associates, Inc.

Each issue of *Executive Lifestyle* features tips to keep busy executives up to date on the world of arts, travel suggestions and methods to combat the effects of daily stress. Economic developments, investment opportunities, person fitness and current fashions are all topics to be found in *Executive Lifestyle*.

Inquiries and subscriptions to the new newsletter should be addressed to Executive Lifestyle, c/o Roy W. Walters & Associates, Inc., Whitney Industrial Park, Mahwah, N.J. 07430. Subscription rate is \$48.00 per year.

Industry and Education: Getting it Together in the Real World

THE PROBLEM: How does a multimillion dollar steel corporation with 18,000 employees train and certify qualified maintenance managers from within its own ranks?

THE SOLUTION: It joins forces with an accredited, non-traditional institution of higher learning to develop an associate degree program unique in both industry and education.

For a number of years, Allegheny Ludlum Steel Corp. had apprenticeship training programs for various crafts in its plants at Brackenridge and West Leechburg, PA. The programs had been so successful that they recently began to explore the possibility of establishing a management-level program for its maintenance supervisors.

They first worked closely with a local community college where Allegheny Ludlum personnel could enroll in associate degree programs in production management and business management. But a specialized industry needed a specialized degree to best serve its employees and its own management goals.

The craft apprenticeship programs had been carefully developed and designed with the assistance of educators and training specialists of the Industrial Training Division of ICS (International Correspondence Schools, Scranton, PA). Because the independent study programs had helped apprentices learn theory at the same time that they were getting the on-the-job they needed, Allegheny Ludlum turned again to ICS, specifically to the Center for Degree Studies.

The Center for Degree Studies itself is unique in higher education. It is the first nontraditional, proprietary institution to earn state approval and regional (Middle States) accreditation. Students enrolling with the Center can earn an Associate in Specialized Business (ASB) in Business Management or Accounting; or an Associate in Specialized Technology (AST) in Chemical, Civil, Electrical, Electronics, or Mechanical Engineering Technologies, and in Mechanical Drafting and Design Technology.

Training directors from Allegheny Ludlum and Curriculum specialists from the Center for Degree Studies worked together to develop an Associate in Specialized Technology with a major in Maintenance Management for the Steel Industry. The curriculum was submitted to the Pennsylvania Department of Education for evaluation and approval.

The Department of Education has been vitally interested in the concept of an industrial degree that would combine educational resources with the training needs of Pennsylvania companies. As a result of this interest, a team of evaluators from the Department visited Allegheny Ludlum in December, 1978, presented a positive report on the program to Robert G. Scanlon, acting secretary of education, who granted provisional approval for the program on February 1, 1979.

The AST degree program combines the best elements of industrial apprenticeship training and independent study in business and technology to provide a trainee with opportunity to progress both as an apprentice and as a potential manager in the steel industry.

The first three semesters of the program are made up of courses from the business and technology curricula of the Center for Degree Studies. The independent study aspect of the degree program provides students with the flexibility of enrolling at any time and proceeding in their studies at their own pace (or at a schedule established by the company). Working hours, shift schedules, vacations or travel will not interfere with the student's progress. All students are required to take proctored examinations, as in other CDS degree programs.

It is in the fourth semester that the special relationship between industry and education can be seen. A trainee who successfully completes Allegheny Ludlum's apprenticeship program will receive 12 credits applicable to the AST program. The apprenticeship program is considered the equivalent of 12 credits of resident laboratory training.

The student benefits from this program in two ways. First, it gives the apprentice the recognition he/she deserves for the work and study he/she has devoted to achieving journeyman status. And second, it provides him/her with the opportunity to grow and develop within the company itself. The clear-cut objectives of the program will enable the student to learn both the technical and managerial skills necessary for promotion within the company.

The uniqueness of the Allegheny Ludlum/ICS, AST degree program must be underscored. At a time when higher education is being criticized for not meeting the needs of students with professional goals, Allegheny Ludlum and ICS have joined to develop a program that meets the career objectives of student and industry. Students are provided with high-quality education in a specific career field. — *By James P. Murphy, Chief, Division of Two-Year Programs, Dept. of Education, Harrisburg, PA.*

New Training Center Opens in Elmhurst, IL

The Convenient Food Mart, Inc. system has a new, fully equipped National Training Center. In operation since December, the expanded facility in Elmhurst, IL, a suburb of Chicago, adjoins a corporate training store where those in training at the Center can apply operation and management training almost immediately.

A leader in sales in the Convenience Store industry, a basic and underlying factor in that success for the system has been the stress on training. With the new, improved equipment, a modern, new setting, and the enthusiastic atmosphere for learning the new National Training Center will accelerate all training programs for the company.

The main objective of the National Training Center as stated by Ralph Nielsen, training manager for the nationwide firm, is to accomplish two things with every person that is sent to Chicago for training.

"First we will do everything in our power to make his or her stay a total learning experience and to make sure that they are well prepared with the knowledge and skills to perform their management functions in the Convenient Food Mart system.

"Second, and perhaps even more important than the first, is the hope that as a result of their stay with us, they will not only develop an understanding of how to motivate others, but will indeed be motivated themselves."

Top priority in training this year at the Convenient Food Mart, Inc. Training Center will include such subjects as Delicatessen Management, Energy Conservation and Inventory and Space Productivity, all of which are important company concerns for the '80s.

Convenient Food Mart, Inc. is the international licensor of the Convenient Food Mart system, which at the end of 1979 consisted of 50 regional franchisors covering 34 states and Canada. The system has 890 stores nationwide and sales for 1979 totaled \$496 million.

For more information contact Mary Hortatsos, Suite 1401/John Hancock Center, 875 North Michigan Ave., Chicago, IL 60611,



authority of the human resources function, as well as the relative size of its budget, to increase during the next five years.

Major corporations, the study also shows, expect senior executives and the board of directors to become more involved in human resources management in the 1980s.

Most (89 percent) senior executives surveyed believe that management training/development is a combined responsibility of the human resources department and line executives, while 78 percent also feel the same about management succession planning. Among those polled, 69 percent of human resources executives are members of corporate policy committees.

But the study, conducted for Human Resource Services, Inc. (HRS) by Opinion Research Corporation, indicated some differences between the way human-resource executives see themselves and how they are viewed by top management.

Both senior managers and human resources/personnel executives listed "a good manager and administrator" and "a good communicator and good listener" as the most desirable characteristics for the position. Senior executives also mentioned imagination and creativity, good interpersonal skills and leadership capabilities as being high on the list of important attributes. On the other hand, human resources/personnel executives are much more likely to choose "pragmatic/profit-oriented," "initiative/proactive style," and "decisive/tough-minded" as desirable traits.

According to William K. Zinke, president of HRS, "we're going to see an increasing demand from senior executives for their human resources professionals to provide creative guidance in preventative or problem-avoidance systems.

"The more advanced companies already are anticipating problems and are moving to head them off," he added.

The research study, sponsored by 20 major U.S. corporations, presents the findings of 316 personal interviews with chief executives, chief operating officers, senior line executives, and senior executives responsible for the human resources function.

How do the executives view mobility between line and staff positions? A large majority of the human resources/personnel executives surveyed view movement of line executives into their function, particularly on a short-term basis, as desirable. They feel the same about their own movement into line positions. Senior managers, while less likely to agree, also see such moves as desirable, again on a short-term basis.

Human resources executives agree with senior executives, according to the study, that compliance with government regulation and the changing expectations of the work force are the two factors that will have the greatest impact on human resources management in their companies.

"That translates into the need for providing people with meaningful work experiences," according to the management consulting firm's president, Bill Zinke, "as well as structuring effective training/development programs and management succession planning."

"Increasingly," says Zinke, "top executives are recognizing that companies have only three resources: physical, financial, and human. They are realizing that better human resources management will impact on the bottom line."

For more information contact Linda Segal, Dudley-Anderson and Yutzy, 40 West 57th Street, New York, NY 10019.

Human Resources Executives Need To Upgrade Abilities

Human resources executives face an increasing challenge in the 1980s, according to a new survey of top management and senior human-resources executives in 266 of the Fortune 1,000 companies. They must be prepared to handle higher level responsibilities as the importance of the function continues to expand.

The study, "Human Resources Management in United States Industry — Current Status and Future Directions," shows that a substantial majority of the senior executives interviewed expect the importance and