

Training Newsbeat . . .

Educated Workforce Cited as Dominant Management Problem

MADISON, Wis. — The increased education of the work force creates one of the major problems facing today's manager, a retiring business school professor thinks. Prof. Harold E. Kubly, who retired from the University of Wisconsin School of Business in December, said, "There's a better educated group of people working today — both blue collar and white-collar — and they generally have higher needs and expectations."

Prof. Kubly noted that managers at all levels "face the problem of motivating those working with them. They are using techniques unthought of when I began teaching. And in the future they will no doubt be using techniques unfamiliar to us today."

Large corporations especially, Kubly believes, would gain by broadening the base of membership of their boards. He said businesses have a way of becoming ingrown and unresponsive to public needs, and that including public members on such boards is a way to make businesses more responsive.

"TA" Has Wide Applications

MILWAUKEE — Two industrial trainers here say Transactional Analysis "fits anything that involves interactions between people."

William Bergner, training assistant, and Harry A. Mosimann, supervisor of training and management development, Wisconsin Electric Power Co., periodically conduct a seven-hour Transactional Analysis course for the utility's employees, and say "TA" has applications for sales, production, safety, communications and many other activities.

The two recently tried to think of a human interaction situation in which knowledge and application of "TA" would not be helpful, and they could not. The key to communicating with people, they said, is understanding them, and in order to do that, one must know one's self.

Sex Differences in Training and Development Minimal

WASHINGTON — It is better to rear competent females rather than so called feminine ones, Julia Sherman, associate scientist at the Psychiatric Institute, University of

Wisconsin-Madison, says. Her thesis was presented at a symposium on sex-role learning in childhood and adolescence at the annual meeting of the American Association for the Advancement of Science.

Dr. Sherman offered evidence that the goals of training for femininity and training for competence are not the same. She listed studies in which those women found to conform most closely to the stereotypes of femininity were also found less mature and less healthy mentally.

On sex differences, she commented:

"While it is true that there are small average differences between sexes in psychological traits, it is also true that there is a great overlap."

The differences may be genetic in part. One aspect of this difference, which appears to be true of most cultures, is the greater verbal ability of young females while males are superior in spatial tasks — those involving understanding of position and distance.

It is Dr. Sherman's hypothesis that education, especially in elementary and high schools, short-changes females by concentrating more on verbal than spatial training.

It has been the belief for many years that spatial ability could not be enhanced by training. Practice was thought to have no effect on performance. Research has shown this not be necessarily so. Practice in visual training, in Dr. Sherman's preliminary work, shows improvement of this ability in tested females.