

Proceedings  
**16th Annual Conference**  
**American Society of Training Directors**  
**The Chase - Park Plaza Hotels**  
**St. Louis, Missouri**  
**May 3, 4, 5, 1960**

OPENING GENERAL ASSEMBLY—9:00 A.M. TUESDAY, MAY 3

- Chairman:* LAWRENCE J. ALLEN, Personnel Manager, Brown Shoe Company (Associate General Chairman, 16th Annual ASTD Conference)
- Invocation:* DR. T. S. SMYLIE Pastor, Oak Hill Presbyterian Church
- Greetings:* ROBERT B. BURR, ASTD National President
- Welcome:* HONORABLE RAYMOND R. TUCKER, Mayor, City of St. Louis
- Introduction:* EARL F. VOELZ, Supervisor, Training Coordination, Union Electric Company, St. Louis, Missouri

KEYNOTE ADDRESS: 9:30 A.M., MAY 3

**LEARNING THROUGH CREATIVE ENCOUNTER**

*Speaker:* DR. PRESSLEY C. McCOY, Associate Director, Danforth Foundation

While some conferences may not offer sufficient rewards to justify the time, effort and money required; others, I am convinced prove eminently worthwhile. The mark of a successful conference, as well as its justification, is a learning among participants in depth, scope, and quality which would not be possible in any less expensive or time consuming manner. After all, information as such, reports, and addresses could easily be mimeographed or printed and distributed by mail. However, there is a qualitative factor which the mailman cannot deliver, namely, the possible inspiration

and strengthening of motivation which can result from engaging in significant dialogue on serious problems with those who share our concerns. The worth of this conference will be determined by the relative depth of our concerns and the quality of our discussion about them. A conference like the classroom, seminar, or training program should provide a setting for *Learning Through Creative Encounter*. This then, is my keynote. Keynotes have a way of becoming sour notes when speakers succumb to the temptation of saying what the speaker thinks the audience wants to hear rather

than the somewhat less pleasant but more meaningful truth of the matter as he may see it. To desire being liked more than being honest in frankness is to insult an audience's intelligence. I hope that I shall not be guilty of that sin.

My keynote suggests this basic question: "What are the prerequisites to maximum creative learning in the encounter of human beings?" I have in mind three interdependent and overlapping dimensions of learning:

1. Creative encounter between and among individuals;
2. Creative encounter with the problems facing us; and
3. Creative encounter with what we consider to be ultimately true.

Before speaking to these central points, I want first to express my indebtedness to your Committee for an assignment which has obligated me to indulge in some learning on the nature and extent of training and education in American business and industry. Through personal conversations with training directors, reading your association Journal, and such books as "Classrooms in the Factories" by Clark and Sloan, Employee Training Handbook by von Bleicken, Developing Executive Skills by numerous authors under the auspices of the American Management Association, I was both encouraged and discouraged by what I found. It was encouraging to discover that 84.8% of 349 of America's largest corporations have been carrying on some kind of educational activity requiring regular attendance; that corporation expenditure per student often ranges from \$10,000 to \$12,000, compared with an average of \$4,600 per student for a four-year course in American

colleges and universities; that whereas in the early years of this century the liberal arts degree was viewed with indifference or hostility, leading business men are now speaking and writing of the need for continuing education which liberates the individual. A book entitled, "Toward the Liberally Educated Executive," written by leaders in business and education, demonstrates this interest.

The millions of dollars which American firms invest in educating employees on the premises and on campuses, the willingness of hundreds of business leaders to serve on the Boards of Trustees of educational institutions, and the existence of educational foundations established by men through earnings which their work in the private enterprise system has brought them, indicates that the interest of the business community in education is substantive as well as financial. In 1958 American business contributed \$158,000,000 to educational institutions, not including private foundation giving. Just as the college or university needs to operate in accordance with sound business principles, insofar as these are applicable to its purpose and procedure, so is the business community aware that its responsibility to education is not completed with subsidies or series of grants to education, important as these are. While it is true that school, business, government, and church should remain separate in organization and function, we must recognize and accept the fact that our responsibilities and concerns actually overlap; that economic, political, social, and spiritual truths, never seen with final clarity, are intertwined, ultimately merging in One Truth which in my confession of bias I would call spiritual by nature. This is



fundamental as a prerequisite to our nation's intellectual, economic, political, and spiritual growth.

I have greeted you as "Fellow Educators." Some of you may have preferred to be acknowledged as Training Directors as your Society's name suggests. At any rate, at this point I am moving to my first concern relating to the encounter of one person with another. In human relationships it is important that we see ourselves as clearly as possible. How do you see yourselves? As Trainers? As Educators? As Both? Is it apparent to you and your colleagues back home when you are training or educating? Most of us who have been on campuses have been involved in both and I would judge from the literature in your field that this is also true of your work. Of 349 major corporations responding to a questionnaire, 85.4% were conducting courses in human relations. Is it possible to train people in human relations or is this a matter of education? Before pursuing this point further, I should like to first indicate the connotations of the

term "education" as distinguished from "training."

Webster's unabridged dictionary lists ten separate meanings of the transitive verb form of "train" and three separate meanings are offered for the intransitive form, one of the three now rarely used. The two meanings relevant to our consideration are: (1) "To subject oneself or be subjected to a course of instruction or discipline; (2) to undergo drilling, regular exercise, dieting, etc., in order to attain the desired proficiency, skill, or physical condition; as, to train for the baseball season." Synonyms offered are school, rehearse, discipline, direct, focus.

Synonyms presented for the term "education" are develop, teach, inform, enlighten indoctrinate. Education is defined as "The totality of the information and qualities acquired through instruction and training which further the development of an individual physically, mentally, and morally; as a liberal education." According to the dictionary then, education is the general and formal word for schooling of whatever sort,



President Robert B. Burr addresses ASTD General Council meeting at 16th Annual ASTD Conference, May 2, 1960, St. Louis, Mo.

especially as gained in an institution of learning; training suggests exercise or practice to gain skill, endurance, or facility; discipline, severe and systematic training, especially with a view to right conduct or prompt and effective action; breeding, training in the amenities and courtesies of life.

In a sense, education involves more risk than training. For example, in an educational course on economic systems properly taught, some students, being encouraged to analyze for themselves, may emerge with the conviction that some system other than private enterprise is most to be desired. Through indoctrination, on the other hand, it would be our temptation to present our convictions that private enterprise is superior in such a way as to reduce the possibility of free choice.

We are forever treating our fellowman as an object to be exploited, used, and manipulated rather than as an individual. Even our language betrays us and our intentions. In a chapter discussing a course on human relations I found one executive writing that "handling people is always one of the most important parts of any job—even a scientist must sell his ideas." This suggests that persons are objects to be handled or, like ideas, to be sold so that a personal or company objective is met. The supervisor or teacher who sees and treats others as instruments through which personal or institutional objectives are realized is confronting objects not persons. He has violated the spiritual foundation of human relations which any number of courses on the subject will not rectify. We are quick to criticize the communists in their obvious effort to use individuals as tools of the state

and to mold their thinking accordingly. To a degree, on the campus and in the factory, we are guilty of the same fault. We speak of accomplishing objectives *through* subordinates rather than *with* them.

Dr. William C. Meninger of Topeka has stated that while we spend about \$12 billion annually on material research, only three-tenths of 1% is for research on people. He estimates that 2% of the industrial work force is composed of alcoholics and that 80% of all dismissals are due to "lack of ability to get along with other people."

In reading the objectives of some courses being offered in human relations, I have the uncomfortable feeling that there are some educators who believe that the most successful approach in learning and working with others is to find out what motivates each individual, adapt the incentives to his particular motivation, add reinforcement as needed, pull the right strings at the right time and you have a puppet dancing the desired tune. I am concerned about the motivation of the motivator and reinforcer. Perhaps there is a correlation existing between our consumer installment credit debt outstanding in 1958 for the amount of \$200,354,000, mortgage loans for \$117,887,000, an estimated 80 million single prescriptions for tranquilizers, and the "organization man" tendency in so many of us.

There are a number of teachers in higher education, especially those in the behavioral sciences, who declare that man is simply and wholly the product of his heredity and environment. A leader in personnel work in this country once told me that he wouldn't consider himself a good scientist if he did not be-

lieve that the time would come when sociologists and psychologists would be able to predict and control human behavior. He agreed that this meant control of all variables, including man's relation to God for those of us who may take belief in God seriously. This view is important, not only for its theological and philosophical implications, but for our view of the teacher-student relationship and the learning encounter as well.

If man can be equated with heredity and environment, and if education is equated with knowledge, then the best answer to learning is the automatic teaching machine. Early experimental evidence indicates that the imparting of information to a student can be done more efficiently with machines. I have been told that the Air Force is teaching a complete course in electronics by this method.

It has been said that the mark of an educated man is simply the possession of symbolic and verbal knowledge. I choose, however, to believe that there is a larger and deeper learning which arises from the fundamental facts that man, in spite of or in addition to the influence of heredity and environment, possesses a measure of freedom to decide. If this is true, then we must assume responsibility for educating persons in their ability to decide, to be, and to act. It was John Dewey's assumption that action is the final step in the reflective process. Between the knowing and the doing, however, there is a gap involving human attitudes, values, and motivation. Here is the qualitative factor which a machine cannot understand nor respond to for it deals with the quality of being and of relationship. A machine can only be as good as its programmers in

the nature and extent of information which it transmits.

Teaching machines may help us teach students and employees rules of grammar, arithmetic, or more complicated subjects, but we should not expect them to help us in holding on to the 80% of those who are lost to industry because of difficulty in relating to other human beings.

What is the deepest, most liberating motivation of the human being? Some say that if you are going to be realistic and practical you must admit that it is self-interest, that only the idealist would claim that the deepest motivation is significant service which may include but transcend self-interest. While it is true that many of us stop short of the ideal, I have known enough outstanding educators and business leaders whose primary motivation seemed to be service to believe that the ideal is ultimately the most practical. I say practical for it is this motive which heightens sensitivity to the needs of other persons and the larger national and international community.

If man were wholly and solely materialistic operating in a world void of political, moral, social, and spiritual realities, then I could agree with this viewpoint. But it is certainly a difficult position to support for any of us who hope to take our Christian heritage seriously.

If at the forthcoming conference of union and management leaders in Washington, each group pursues its self-interest rather than the interest of the consumer and general public at large as well, there are dark days ahead for our nation. I do not believe that the sole motive in the private enterprise system

need be self-interest. If this is the case in both theory and practice we are certainly doomed to spiritual anxiety. It is impossible to serve materialistic, self-interest six days a week and then pretend on the seventh a devotion to a higher, transcendent cause. Just as the spirit of man affects the educational process, so should this dimension pervade economic, political, and social processes. Try as we might, we carry our concept of man and reality into the home, the classroom, factory, business office and even to Congress. It is these beliefs which are the source of our motivation and from these basic presuppositions we develop our sense of values. Our values in turn should influence our decisions and actions. Every person lives according to some philosophy, whether verbalized and systematized or vaguely perceived. Every person follows some mission, be it the limited one of self-interest or the greater cause of service to the community as well as self.

When such concerns are limited to the self-interest of the group, community will be in-grown and sickly, but when interest reaches out to include the needs of the community, the city, nation, and all of mankind, then the foundation for community will be firm and lasting.

Self-centered causes result in self-centered actions. We are most concerned about security and long life when there is no cause worth the risk of life. Thus our motto becomes, "play it safe" and get what you can *from* life while the getting is good. Business as much as industry needs the Gadfly who dares risk disapproval in his mission to encourage dialogue on significant issues, who challenges accepted premises, and keeps the community moving forward in search of

what is true. Hear how Socrates described his purpose in the Apology:

"I am that gadfly which God has attached to the state, and all day long and in all places am always fastening upon you, arousing and persuading and reproaching you . . ."

Here is the antidote to the organization-man-tendency in us. It seems to be that you as Training and Educational Directors must fulfill the gadfly responsibility. It is you who are largely responsible for creating that cultural island of change without which progress is not possible. It is you who can help create a climate wherein labor and management are considered to be functions rather than classes of people. Neither your task nor mine is done until we have done all within our power to help every individual develop his power to the fullest so that he might think critically, reason logically, and feel deeply about the problems demanding solution. Our task is not done so long as any firm or campus continues to practice discrimination based on color or present closed minds on the basis of creed. These problems involve more in the learning encounter than the distribution of information; they demand re-learning of attitudes which is not wholly a didactic matter.

Let us keep before us one important principle in our classrooms—that mass production and consumption, technical proficiency, and even storehouses of knowledge crammed full of assorted facts, have little to do with the quality of being, with wisdom that begets understanding in human relations, nor with love which transforms our relationships. The theological and philosophical aspect

of our educational task becomes all the more urgent with the expansion of knowledge about matter and the universe. It is the decisions which determine our values which will make the difference in man's survival.

Skills and knowledge, while important, are not enough. Education, whether in business or on campus, must include the dimension of value and spirit. We neglect it at grave risk to our survival. Only when this dimension is taken into account can there be the creative encounter which makes a difference in hu-

man affairs. In the final analysis it is the adequacy of our vision that should give us greatest concern, for it is upon this that individual and national destinies rise and fall.

"If we take people as they *are*, we make them *worse*. If we treat them as if they *were*, what they *ought to be*, we help them to *become* what they are capable of *becoming*."

There is no better motto for training and education—this is the essence of teaching and learning through creative encounter.



Barbara Bates Gunderson, Commissioner, accepts ASTD Bronze Accolade Award to U. S. Civil Service Commission for outstanding contribution to the field of employee development from President Robert Burr at Opening General Session, May 3.

CONCURRENT SESSION A—10:30 A.M. TUESDAY, MAY 3

## QUO VADIS - WHAT DOES THE FUTURE HOLD FOR TRAINING?

(An Abstract)

- Chairman:* DR. JOSEPH W. TOWLE, Professor of Management, Washington University, St. Louis, Missouri
- Panel Members:* HARRY S. BELMAN, Chairman, Industrial Education Curriculum, Purdue University  
 JAMES H. MORRISON, Training Program Planner, Western Auto Supply Company, Kansas City, Missouri  
 RICHARD B. JOHNSON, System Training Director, Consolidated Natural Gas System, Pittsburgh, Pennsylvania

The panel discussion was opened by Dr. Belman, who stated that the purpose of the discussion was to present a picture of the future and the demands of the future in training people.

Each member of the panel outlined what he thought were significant trends in business, industry, government and education, and their relationship to training.

MR. MORRISON:

Mr. Morrison stated that a most significant trend in industry today is the increasing attention to longer range planning on the part of merchandising organizations. He pointed to his own company as an example, stating that five years ago they planned for a season at a time whereas today they have three planning stages:

1. Short Range—6 mos. - 1 yr.
2. Intermediate—1 yr. - 3 yr.
3. Long Range—3 yr. - 10 yr.

Mr. Morrison said that another significant trend shooting through many different activities is *Intellectualization*. By this he meant that there is increasing attention to develop theoretical models to map the field in which one works, in such a way so that you know where you've been, where you're going and where you're going to come out. He

said that if you develop a theoretical model, you can use it as a yardstick to measure at what point you fall on the developmental scale.

He admonished training directors not to use a *laissez-faire* approach to development, even though all development is self-development. He said training people must provide opportunities for self-development for people at all levels; and he concluded by stating that training directors must provide opportunity for their own self-development if they are to meet the challenges of the future.

MR. JOHNSON:

Mr. Johnson entered the discussion by pointing out the trend of the *emergence* of the *professional* manager. He described the evolution of this trend and the speed which it has gained recently. He described the professional manager as a fellow who is just as successful at running one type of business as another, provided he is backed by highly qualified specialists. Relating this same idea to training, he said that training directors in the future must become more professional in the sense that they can become just as successful as the training director of a chain store system or government agency or large insurance company.

Mr. Johnson said another facet of the emergence of the professional trainer to be considered was how to award professional recognition by associates for experience and service.

Another trend discussed by Mr. Johnson was that of a more effective utilization of group potentials. He said that through a greater use of the results of research in the social sciences, we can understand how to be more helpful to groups and that we can do this efficiently, safely, and economically.

Mr. Johnson said that top management and line management have problems, that they want leadership and they welcome a serious dedicated interest by training people in their problems.

He concluded that training people are at a point in their professional evolution where, through re-examination of their pace and direction, their terminal objectives, they can come out twenty years from now into a position of influence, responsibility and reward that can be fascinating.

#### DR. BELMAN:

Dr. Belman stated that the trend toward professionalization is not a selfish one and he then outlined eight earmarks of a profession.

1. Intellectualism
2. Set of ethical principles
3. Body of common and specialized knowledge
4. Period of extensive and intensive preparation
5. Continuous in-service growth
6. Association with others in same field
7. Emphasis upon service
8. Close knit professional organization

Dr. Belman said training can be professionalized by changing its function from what way he called an organization in the sociological sense to what might be called an institution.

To protect the integrity of this institution, training people must recognize the forces at work, the changing conditions, the new learning about human behavior, and use these things intelligently. They must prepare themselves with a solid foundation of theory in the various disciplines and subject matter areas. They must recognize the different types of specialized occupations in the field of training. Finally, they must give thought to the requisites and qualifications of the people involved and establish means of recognizing categories, preparation, and performance.

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## Proceedings Compiled by Karl Royker and St. Louis Committee

Karl Royker, of Union Electric Company, and his Conference Proceedings Committee are to be commended for the prompt and excellent job of producing the manuscript material for this issue of the *Journal*.

Due to space limitations, the Com-

mittee had to condense or abstract many of the Conference presentations.

The other members of Karl's Committee were: Donald E. Fels, Donald B. Kamp, Richard L. Mahoney, John D. Mellott, Joseph M. Pfeifer, William A. Sanford and Donald C. Zick.



CONCURRENT SESSION B—10:30 A.M. TUESDAY, MAY 3

### TV's TRAINING POTENTIAL

(An Abstract)

*Chairman:* DR. EDWIN B. WENZEL, Supervisor Personnel Department, Northwest Paper Company, Cloquet, Minnesota

*Speaker:* DR. EUGENE JOHNSON, Assistant Dean, University College and Director of Television Activities, Washington University, St. Louis, Missouri  
 GEORGE ARMS, Operations Manager, Station KETC, St. Louis, Missouri

The method of presentation used in this session consisted of Dr. Johnson asking questions with Mr. Arms supplying the answers. Comments from the audience were invited and were injected at various points throughout the program.

In answer to the question of whether television is playing any role at all at the present time in industry, several comments were made. For example, closed circuit TV is used in areas of danger (radio active materials, processes subject to explosion, etc.) and areas of control (controlling movement, quality, etc.). The generalization about business and industry is this: a great deal of money has been spent on television as a tool to help in the operation of machinery, but business and industry has spent practically nothing on TV to assist in the operation of its people.

As far as non-business applications of closed circuit TV are concerned, there have been several applications. Several such applications are:

1. At all school levels to enable teachers to instruct larger groups.
2. By medical and dental schools in close-up training of technical procedures in surgery.
3. As an aid in guarding prisons.

4. In the military field to give commanders overall prospective of battle developments as they happen.
5. At airports as a means of traffic control.

Examples of applications of open circuit TV are educational programs, such as those sponsored by the League of Women Voters and Dr. Johnson's Viewing Posts for Adult Education. Also, it has been found desirable to televise governmental bodies in action at all levels—federal, state and local.

The subject of costs in relationship to applications of TV is an important one. Commercial open-circuit TV for training purposes by private industry, in most instances, carries prohibitive costs. Educational TV channels can be used economically within certain legal limitations providing the programs are educationally sound. However, there are presently about 1,000 UHF TV channels in operation. Large companies or companies who have combinations of interests in various parts of the country should investigate the possibility of taking up one of these UHF channels—whether commercially or educationally—as a direct training medium.

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**BE SURE TO PLAN EARLY FOR  
 NEXT YEAR'S 17TH ANNUAL ASTD CONFERENCE  
 IN PHILADELPHIA**



CONCURRENT SESSION C-10:30 A.M. TUESDAY, MAY 3

## REMOVING WRITER'S CRAMP

(An Abstract)

*Chairman:* E. R. CASSTEVENS, Head, Industrial and Adult Education, Southern Illinois University, East St. Louis, Illinois

*Speaker:* DR. JOHN LIPPERT, Correspondent Consultant, University of Minnesota, Minneapolis, Minnesota

Letters have not always been with us. Almost no letters were written up to the time of the Civil War. Since every community was independent there was no need for letters. All business was transacted on a cash basis which eliminated the need for sales letters, letters of inquiry or reply, and collection or credit letters.

During the Civil War there was increased demand for goods which the local merchant couldn't supply. In order to satisfy the demand tremendous industrial facilities were developed which served the local manufacturers and this brought about a need for communication or letter writing. These first letters were very effective.

The introduction of the "model letter book" produced an adverse effect on letter writing. These books were very general in order that they appeal to every profession, and these generalities eventually crept into the written letters of the people using the book. In addition to this letter book, the stiff, complex, long-winded and pompous reports of world events published in the newspapers at this time, likewise, influenced the letters written after the Civil War. All of these characteristics have been passed from one generation to another and have been inherited by the letter writers of today.

The introduction of typewriters into company offices resulted in a change in

the form of letter writing. Paragraph indentation was needed in hand written letters, but persisted even with typewriters. Closed punctuation in the return address box, the signature box, and the salutation was also a costly practice since they provided the opportunities for mistakes.

In 1920, the industrial engineers developed the *block form* letter. In this type, only the first line of paragraphs are indented and the open type of punctuation was practiced. This method eliminated all punctuation at the end of the lines in any of the headings, except the complimentary close and the salutation. The depression forced the evolution of the *full block style* in which all writing begins at either the left margin or the center margin.

A new and highly efficient form was devised during World War II. This form has all the writing beginning at the left margin and all punctuation in the headings and complimentary close are eliminated. A modern, stream-lined operation is characterized by this style letter.

There has recently been a movement to eliminate completely the salutation and the complimentary close, but they are still very prominent.

Some forms of the salutation are:

A. Dear Mr. Jones

- B. Dear John or Joe (Used if person is known on a first name basis)
- C. Dear Sir (Went out with the buggy)
- D. My Dear Sir (Almost an insulting formality except in the British Commonwealth)
- E. Gentlemen (Used for even most ladies organizations)
- F. Ladies, or Madam, or Dear Madam

Some complimentary closes are:

- A. Sincerely (Is preferred since it covers all situations and is one word which is easy to spell)
- B. Very truly yours (Is unnecessarily long and somewhat pretentious)
- C. Cordially yours (Only acceptable on special occasions)
- D. Advertising slogans are acceptable complimentary closes.
- E. Respectfully yours (Is a boot-licking type of closure and is best suited for high church officials and for state occasions, but not for regular use)
- F. Fraternally yours (To be used only within an organization)

A letter is divided into the beginning or "Come-On," the middle, and the ending or the "Gimmick." The *Come-On* serves three purposes. One is to generate enough interest to get the reader to read the letter. The second purpose is to introduce the subject, and the last purpose is to set the basic friendly and informal attitude.

The gimmick is the last paragraph and the action-getting part of the letter. If the letter is of a sales type, it should make the reader reach for an order form; or, if it is a collection letter, it should make him reach for his checkbook. The

gimmick makes the letter definite, positive, emphatic, and pleasant.

Arabic figures should be used throughout the text of a letter since they provide less opportunity for mistakes. They are also faster to type and if a mistake is made, it is more noticeable in arabic form. Dates should also be typed in arabic numerals with the "st", "nd", "rd", and "th" omitted, since these will be inserted when the letter is read.

Items listed in a letter should be preceded by a dash (—) rather than numbers, since this is faster and just as effective as enumeration. Likewise, proper names should be used since they make letters interesting. These should be the names of firms, products, cities, and the name of the reader. Two other very important aspects of letter writing are brevity and accuracy.

The reasons for letter and report writing training programs are:

- A. To cut down the time in producing a letter.
- B. To improve customer relations, since in most businesses the first and most constant contact with customers is by mail.
- C. To improve the morale and results within a company.

A letter writing training program is best administered by a specialist brought in from outside the company. Such a program can be very beneficial in reducing the cost of producing letters. It aids in building the company, since both sales and profits usually increase. Better functioning within the firm is also a result of better letter writing. Letter writing training programs can be valuable for nearly all firms that choose to initiate them.

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CONCURRENT SESSION D—10:30 A.M. TUESDAY, MAY 3

**REMEDIAL READING - PANACEA OR . . . "?"**

(An Abstract)

*Chairman:* B. M. FRANKLIN, Superintendent of Training, St. Louis Public Service Company, St. Louis, Missouri

*Speaker:* DR. WILLIAM KOTTMEYER, Assistant Superintendent, St. Louis Board of Education, St. Louis, Missouri

It is necessary that you are familiar with the general problems to give you a thorough background, rather than just the specific problem of rate. College graduates have a range from 190 words per minute to 900 words per minute, which is a tremendous range. The average college graduate reads at about a rate of 300 words per minute and this is pitifully slow. It is quite possible to build up to 600 words per minute with some effort.

A most rudimentary necessity is the comprehension of words as a group, rather than word by word breakdown on the printed page. Recognition from the printed page is surprisingly lacking in many people. Along with word recognition you have to provide the connection of word meanings and with silent reading tests you can determine the degree of difficulty of the vocabulary.

Thinking in terms of improvement of rate, you have to consider the kind of



John E. Monaghan (right) 16th Annual Conference Chairman, accepts award for successful Conference from President Burr at the Banquet Session, May 5.

stuff which you are reading and the purpose for reading. The intelligent reader evaluates what he is reading as he goes along, and the trivial stuff he disregards.

You should also be able to identify the central thought. Training should be to improve one skill at a time. Don't make the assumption that because a person has gone to college, or is a high school graduate he can read, because that is not necessarily true. The variation is tremendous, so be aware of it. For college students, the average comprehension is  $1\frac{1}{4}$  words. You actu-

ally see nothing when your eyes are moving, but you have several fixation points. The rapid reader is a person who makes relatively few fixations, he has a very wide recognition span. He is also a person who spends little time on fixation. Rate correlates highly with comprehension. Rates of most adults are generally settled down at about the 7th grade level.

You have to get to the point of making individual diagnosis. The kind of material determines completely the rate of reading. Skillful readers read only 50% of the words that are in print.

CONCURRENT SESSION E-10:30 A.M. TUESDAY, MAY 3

## DISCUSSIONS WITH PEOPLE ABOUT SPECIAL JOB SITUATIONS

(An Abstract)

*Chairman:* G. S. WATTS, Corning Glass Works, Corning, New York

*Speaker:* LLOYD FLIGOR, Personnel Counselor, Southwestern Bell Telephone Company, St. Louis, Missouri

Mr. Fligor's talk had, as its main purpose—to show training directors the visual aids available when interviewing and the main principles that should be followed in these interviews.

The aids that were shown and explained were:

1. Movie Films.
2. Slides.
3. Tape recorder.
4. Charts.

The main principles that should be followed by an interviewer during an interview are:

*Step I*—Put at ease.

The skills used by an interviewer in this step are:

- A. A pleasing manner.
- B. Interested and attentive listening.

*Step II*—Encourage talk.

The skills used are:

- A. Carefully framed opening statement.
- B. Lead-off question.

*Step III*—Follow-up key thought skills used:

- A. Open question.
- B. Interested and attentive listening.

## LUNCHEON MEETING—TUESDAY, MAY 3

**TRAINING IN AN AGE OF UNCERTAINTY**

(A Condensation)

- Chairman:* LOUIS T. LANZ, Training Director, Monsanto Chemical Company, St. Louis, Missouri
- Invocation:* REVEREND W. E. LESHER, Pastor, Reen Memorial Lutheran Church
- Welcome to Missouri:* HONORABLE EDWARD V. LONG, Lieutenant Governor, State of Missouri
- Introduction:* ROSS C. SHANNON, Ross C. Shannon & Associates, St. Louis, Missouri
- Address:* DR. NICHOLAS GONCHAROFF, Secretary of International Education, Y.M.C.A.

The most remarkable event of our time is the speed of change which is so rapid and unpredictable that our intellect and our emotions are not always capable of comprehending the results.

The majority of people living in the 20th century are not yet accustomed to that new speed. In Paris, Rome, Copenhagen, Cairo, Singapore and Tokyo, people have on their lips words like "rapid progress" and "revolution." The world is facing not one but several different revolutions:

1. *The Second Industrial Revolution* with inventions in scores of fields, e.g., the vacuum tube and the giant calculators.
2. *The Revolution of Communications* which started with new intercontinental mass media, closed circuit television, jet travel, new techniques for influencing the opinion of people through propaganda, etc.
3. *The Fuel and Power Revolution* which started with the release of atomic energy.
4. *The Anti-Colonial Revolutions of the Afro-Asian Nations* who demand justice, freedom and the liberty to decide their own affairs.
5. *The Communist Revolution* which

took more than 900,000,000 people under its control in 40 years.

6. *The Demographic Revolution.* With the introduction of modern medicine to less technically developed countries and with the betterment of social standards of life in those countries, we observe almost a "population explosion" in many parts of the world.
7. *The Revolution of Space Travel.* Man is standing at the threshold of the most significant and almost unbelievable penetration of outer space.
8. Last but not least the *Personal Revolution* which is going on in the minds and hearts of men everywhere in the world, challenging and changing their traditions, attitudes and way of life, challenging their religious beliefs as well as social, economic and political outlooks.

All of this has happened in the last 20 or 30 years. Can you imagine how difficult it would have been to maintain real stability if all of the following had happened within the space of two or three decades:

The collapse of the Roman Empire  
 The invention of gun powder  
 The surge of Islam under the banner of the prophet

The industrial revolution of the 18th century  
 The Renaissance  
 The discoveries of Copernicus, Galileo, Newton and Darwin  
 The French Revolution  
 The discovery of the new world  
 The invention of the airplane, electric light and radio  
 World War I

It sounds unbelievable. These changes happened over centuries and centuries, but the revolutions I described before have all taken place since World War I. What a change in the speed of events!

### **The Uniqueness of American Culture and Civilization**

What is the unique contribution of American culture and civilization to the world? Is it only technological and scientific know-how or the impressive and truly fantastic development of automation and very high standards of life for the average man? It is a well-known fact that our per capita income in the United States is eight times higher than in Latin America, for example. What makes this country great? What impresses people from abroad in the United States—splendid highways, the media of transportation or millions of new homes? These are certainly miraculous developments in a country which has a short history compared with the rest of the world.

But how often do we ask ourselves why so many people in this great country devote an unbelievable amount of time, energy, imagination and money to provide social and cultural services to the people in various communities? Last year Americans spent more than \$750,000,000 in voluntary contributions to

various causes. I believe that this and similar signs in our culture explain in part the unique task in our American culture, namely, to achieve not only technological and scientific progress, but to fight for the kind of progress which will help to improve man in his behavior and ability to serve another man or group or community or nation as an independent, creative individual.

This is probably one of the greatest gifts of freedom, that in our country every man has a chance to fulfill, to make a contribution of culture which sees that ultimately progress means improvement of man.

As soon as a person is not hungry and he has a roof over his head, he begins to search for something deeper. On the one side, we cannot be indifferent to the needs of the world. But we are facing a spiritual and cultural as well as religious hunger in the world. The message and behavior which can produce dignity and integrity in our relationship to another person, another race may serve as the greatest power for mutual understanding and respect between us and our neighbors to the North, South, East and West.

The ability of the United States to advertise products is known throughout the world. To further improve this ability our schools, for example, should start a serious program of study of foreign languages on the elementary school level. In our secondary schools we should include philosophy of history which would help to train our young growing generation in the best thoughts and ideas which have been produced through centuries in philosophy, history and literature.

In our communities we *should not assume* that every citizen understands the

greatness of American spiritual, social, and cultural heritage. If we set up voluntary courses all over the country, conduct seminars and work shops dealing with this "American Heritage" we can help to educate our citizens, so they will be more aware of their duties and of America's role in the world of today.

### **A Task for an Individual**

Many people make glib distinction between concepts of culture and civilization; culture is the state of being of a young society awakening to new life, a vibrant organization with complete flexibility and a dynamic, irrepressible growth. Civilization is a rigid crystallization of a society; it emphasizes the original and unique; civilization is common and general.

What is an individual's role when reflecting the culture of a community?

What is his main task, considering education and knowledge?

Plato expressed the essence of education in these words: The total life of *Knowledge* does not create happiness and well-being. A *single branch of science* does it: The science of *knowing good from evil*.

Important as they are, this purpose will not be achieved merely by the extension of social services in our communities. It will be brought about by *a change of mind and heart*. It is a task for education in the broadest sense in all our educational institutions. "The noblest of all studies is the study of *what man should be and how he should live*" (Plato).

Do we give this enough attention? Knowledge is important for with it comes power. But more important than *Knowledge* is what a man believes, what he

## Journal Article Awards

For the first time, awards for best *Journal* articles were presented at the Breakfast Meeting, May 4, Annual ASTD Conference in St. Louis. The awards made in several categories were as follows:

1. The Training Profession, Its development, Character, Extent or Future—*Ross Pollock* for "A Philosophy of Training," Nov. 1959. Accepted for Mr. Pollock by Civil Service Commissioner Barbara Bates Gunderson.
2. An Unusual Group Training Effort, Based on Experience—Posthumous award to *Oliver Hanpeter* for "Course for Civilian Working Leaders," May 1959. Accepted by Foster Hockett, Director of Training, Maxwell AFB, Alabama.
3. Application of Training Techniques to Community Problems—*Art B. Levy* for "Chapter Community Services," Dec. 1959.
4. Best Article—*Harvey A. Sartorius* for "The Rise and Fall of the Training Director," Apr. 1959. Accepted by Vernon Sheblak.
5. Most Popular Article—*Harold F. Adams* for "Problems in Appraisal Programs," Sept. 1959.

considers good and evil, whether he has clear values and standards and is prepared to live by them. The important thing is therefore not educational machinery, but the education of the individual in Christian thought and atmosphere of life.

Ours is an age of change. Our real problems lie deeper than problems in politics, scientific thought, and perplexing economics. Without a spiritual ideal we shall never solve these problems. If we go on as we do now, we shall probably decline into an economic religion worshipping material prosperity. Such a religion is inglorious; it does not satisfy the deeper needs of man and is therefore short lived.

### **Training for Greatness in Leadership**

1. We are revolutionaries or sources of revolutionaries. We must remind ourselves that American history gave us the great ideals of freedom, liberty, dignity and integrity of an individual.

2. The American Revolution gave the world its finest revolutionary ideal that a nation's government is *the servant*, not the master, of the people. The communistic regimes of the Soviet Union and China, who call us "reactionary," have turned their societies back to the ancient dictatorships, denying the most sacred idea for an individual—freedom.

3. We need a fresh image of ourselves as well as fresh words to describe what we are and what we stand for. Perhaps *Free Enterprise Democracy* is the most realistic expression to describe our political, economic, social and cultural foundations.

4. It is time to organize public opinion in the United States and to call upon

the President and both major political parties of our country to convene a special session of Congress to discuss the greatest of issues in our times: "*What are We For?*" We should come up with a clear "Declaration of Principles" in which we believe—The world should know where we stand on colonialism, on the Afro-Asian social revolution, and on subjected nations' demand for complete liberty, independence and justice. Such a pronouncement could be just as powerful and have the same far-reaching influence as had the Declaration of Independence.

5. The American businessman is a builder of American culture. Every manager is a missionary and whatever he does, wherever he goes, people will judge his country according to his behavior.

6. An expression like "foreign aid program" should be revised and called "fraternal help and assistance to the nations of the world." We should be careful in using the expression "underdeveloped nations." This can be misunderstood and many people abroad believe, that we in the United States think about them as "underdeveloped nations" not only in the economic sense, but also with respect to culture, civilization and other values. Such misunderstandings create many unnecessary problems and conflicts.

7. We must send students, particularly post-graduate students, to various countries to study and understand their economy, culture and needs, as well as opportunities.

8. The American Society of Training Directors might try to encourage nationwide programs in every community for



potential tourists, or for people who are going abroad for pleasure, vacation and business. They should learn at least 500 words of the language of the country they will visit. Learn something about the history, culture and pattern of life in the country where they will go. And they should refresh their knowledge of America's heritage, what our country can share with the rest of the world as far as our ideas and way of life are concerned.

9. Millions of people in various parts of the world are fighting the same kind of revolution in which America was involved a few centuries ago. They need

help and assistance. We can no longer live in a half-free and half-enslaved world.

This is an age of uncertainty only so long as we do not grasp the wonderful opportunities to extend understanding, help and service to millions who could be won to our side, and at the same time create actual security and further prosperity for our own nation. This would require not just our good behavior and extension of help, but certain sacrifices on the part of every individual as well as the nation. Without sacrifices and without enthusiasm, nothing great was ever achieved.

CONCURRENT SESSION A—2:30 P.M. TUESDAY, MAY 3

## HOW TO EVALUATE TRAINING PROGRAMS

(An Abstract)

*Chairman:* E. W. AMUNDSEN, Training Supervisor, National Lead Co. of Ohio, Cincinnati, Ohio

*Speaker:* DR. DONALD L. KIRKPATRICK, International Minerals and Chemical Corporation, Skokie, Illinois

Dr. Kirkpatrick's talk had as its purpose the clarification of the meaning of Evaluation as applied to Training Programs. The talk was based on the premise that one training director cannot borrow evaluation results from another but that he can borrow evaluation techniques. Dr. Kirkpatrick felt that the best way to clarify what evaluation means is to break it down into a four-step process. These four steps are:

- I. *Reaction*—How did people feel about the program?
- II. *Learning*—What did people actually learn in terms of facts, information, knowledge and principles?

III. *Behavior*—As a result of the training program, did anyone go back to the job and do anything differently than before?

IV. *Results*—What resulted from the training? Any reduction in costs? Increase in profit? Increase or improvement in morale?

Dr. Kirkpatrick then commented on and discussed each of the above steps.

### 1. *Reaction*

Dr. Kirkpatrick defined reaction as how well the trainees like a particular training program. He went on to point out that measuring and determining reaction was the easiest step in the Evalu-

ation Process and that each successive step was increasingly more difficult to measure.

Dr. Kirkpatrick suggested that the following guide be used for evaluating Reaction.

1. Determine what you want to find out.
2. Use a written comment sheet covering those items determined in Step 1 above.
3. Design the form so that the reactions can be tabulated and quantified.
4. Obtain honest reactions by making the forms anonymous.
5. Allow the conferees to write in additional comments not covered by the questions that were designed to be tabulated and quantified.

Dr. Kirkpatrick concluded his remarks on Reaction by stating that it is important to measure reaction for two reasons.

1. Decisions by top management regarding training programs and training people are frequently made on the basis of how certain key people reacted to a program.
2. From the standpoint of learning, the more enthusiastic people are about the program, the more apt they are to learn.

## II. Learning

Reaction does not give any indication or assurance of learning and measurement of learning is a more important but more difficult area of evaluation. Area of learning requires a scientific approach and is one in which the trainer would need the assistance of statistical and research people. Learning can be defined as the principles, facts and tech-

niques understood and absorbed by the trainees. The following guideposts can be used in establishing a procedure for measuring learning.

1. The learning of *each conferee* should be measured so that quantitative results can be determined.
2. A *before* and *after* approach should be used so that any learning can be related to the program.
3. As far as possible the learning should be measured on an *objective basis*.
4. Where possible, a control group (not receiving the training) should be used to compare with the experimental group which receives the training.
5. Where possible, the evaluation results should be analyzed statistically so that learning can be proven in terms of correlation or level of confidence.

Dr. Kirkpatrick suggested two methods of measuring learning. These two methods were:

1. Classroom performance.
2. Paper and pencil tests.

Under Classroom Performance, in programs where you are teaching skills or have demonstrations (i.e. Job Instruction Training, Effective Speaking, Effective Writing, etc.), you can evaluate the learning by watching the demonstration. However, under Paper and Pencil Tests, where principles and facts are taught, it is more difficult to measure learning. Here, a test should be given at the beginning of the course to see what the participants know. The program should then teach what they don't know. At the end of the program the test should be given again to see if they

know more at the end than at the beginning. Dr. Kirkpatrick emphasized that the test given must accurately cover the material presented to be a valid measurement.

Dr. Kirkpatrick closed his discussion of the learning step by reiterating that it's much more difficult to measure learning than it is to measure reaction.

### III. Behavior

Dr. Kirkpatrick stated there was a big difference between learning principles and techniques and using them on the job. In making the transition from learning to change in behavior on the job, five things are required.

1. The person being trained must have a desire to improve.
2. He must realize that he needs the change.
3. He must work in a permissive climate, i.e. encouragement by the boss.
4. He must have coaching and help from someone interested and skilled.
5. He must have rewards in terms of satisfaction or approval from the boss.

Dr. Kirkpatrick defined behavior as a change in on-the-job behavior. Five guideposts should be followed in evaluating training programs in terms of behavioral change.

1. A *systematic* appraisal should be made of on-the-job performance on a *before* and *after* basis.
2. The appraisal of performance should be made by one or more of the following groups:
  - A. the person receiving the training.
  - B. his supervisor or superior
  - C. his subordinates
  - D. his peers or other people thor-

oughly familiar with his performance

3. A statistical analysis should be made to compare before and after performance and relate changes to the training program.
4. The post-training appraisal should be made three months or more after training so that the trainees have an opportunity to put into practice what they have learned.
5. A control group not receiving the training should be used.

Dr. Kirkpatrick called attention to two studies he felt were the best on determining change in behavior:

1. Stroud, P. U., "Evaluating a Human Relations Training Program," *Personnel*, Nov.-Dec. 1959.
2. Sorensen, Olav, "The Observed Changes Enquiry," Manager Development Consulting Service, General Electric Company, Crotonville, New York, May 15, 1958.

### IV. Results

The whole purpose of training is to get results. Getting good reaction, teaching facts and changing behavior are all done with the intent of achieving results. You want to achieve results in terms of morale, reduced costs, profits, etc.

He posed the question, "Can we measure results?" The answer is "yes" with respect to certain areas where you have specific programs such as typing, how to run a machine, etc. However, with management people on such things as human relations, communications, delegation, etc., it's practically impossible to measure results directly.

The real difficulty is trying to attribute results to training programs because

there are so many variables. There is a dearth of material in the area of evaluating results.

We need uniform terminology when talking of evaluation and we must talk in specific terms such as reaction, learning, behavior and results to clarify and

breakdown the complex area of evaluation.

NOTE: For those who would like to read Dr. Kirkpatrick's talk in unabridged form, please see the November-December 1959 and January and February 1960 *Journal of the ASTD*.

## CONCURRENT SESSION B—2:30 P.M. TUESDAY, MAY 3

### DEVELOPING A TRAINING BUDGET

(An Abstract)

*Chairman:* EDWARD F. HAYES, Director, Education and Training, The Hanna Furnace Corporation, Buffalo, New York

*Speakers:* JOHN E. BLIEK, Assistant Professor, Industrial Education, Purdue University  
CHARLES F. KENDALL, Management Specialist Training, A. O. Smith Corporation, Milwaukee, Wisconsin

JOHN BLIEK:

There appear to be three major management considerations that must be utilized when working with budgets. They are the Support, Control and Evaluation aspects of budgeting. Survey information indicates that many training people are not in a position to use budgeting adequately for support, control and evaluation. This puts them at a distinct disadvantage as managers of training.

The Functional Budget is a good approach to training budgeting and may be defined as: "an analysis of the work of a department according to its major functions, activities or projects."

The creator of a functional budget depends largely upon local procedures and systems of cost accounting. However, the following system can be basic:

Step One: Establishment of classes of items such as "salaries," "operating expense," etc.

Step Two: Allocation of expenditures of the classes in Step One to functions.

Step Three: Creation of a system for program or service analysis.

CHARLES F. KENDALL:

At the A. O. Smith Corporation, training people have the following budgets:

1. Administration Budget — Annual amount of approximately \$60,000
2. Communications Budget—\$59,000
3. Welding Institute—\$21,000
4. Trainees—\$48,000

Total annual amount of approximately \$190,000.

In preparing their budget, data is gathered from the following items:

1. Salaries
2. Materials
3. Travel
4. Operating
5. Space and equipment

One important part of their operation is that training costs are charged back to the department benefited.

Several important factors or principles which should be considered in budget work are:

1. Training costs should be assigned to products in the same way as inspection costs. Identify training costs with the product or products.
2. Be sure the budget includes *all* costs you expect to incur especially in the case of multiple-plant operation.
3. Production departments should include apportioned training costs in their budgets also.
4. Plan your costs, but plan or provide for some flexibility.
5. Make certain the trainees whom you have budgeted are in your control.

CONCURRENT SESSION C—2:30 P.M. TUESDAY, MAY 3

### BUSINESS GAMING

(An Abstract)

*Chairman:* DR. STERLING H. SCHOEN, Professor of Management, School of Business & Public Administration, Washington University, St. Louis, Missouri

*Speaker:* JOHN W. ZIMMERMAN, Training Manager, The Pillsbury Company, Minneapolis, Minnesota

Simulation is a technique every training director should become familiar with, whether they plan to use it or not. It is considered by many a major breakthrough as a training technique. It is only a technique, not a panacea. It does



Vernon B. Sheblak (right), accepts desk set award for service as Region IX Vice President. Dr. Sheblak is Executive Vice President Elect. J. E. Gallagher, Vice President, Region VII received a similar award but could not attend the award meeting.

not stand alone but must be integrated into a total program. Many people feel that within a few years simulation may become a significant and standard tool in management training.

Simulation satisfies the following requirements for a good training program as set forth by Mr. Robert M. Robbins:

1. Participants are *fascinated*. The technique provides sufficient involvement to get reception.

2. Simulation stimulates the participants to dig out additional source material regarding the subjects discussed. This activity could be termed related self-development.

3. Simulation enables the participants in the program to see applications to their own jobs.

4. Simulation provides the opportunity for managers to experiment realistically with their decision-making skill in a non-job environment.

Simulation can be defined as a technique for studying a defined business situation and/or a management function by representing it as a mathematical model. The model is manipulated to produce the consequences of decisions in terms of outcomes determined from combinations of economic and financial relationships which have been built into the model.

The Pillsbury Company had three major reasons for developing its sales management model.

1. Improve the understanding and application of job accountability.

2. Increase awareness and understanding of the complex factors which affect a decision.

3. Improve the understanding between headquarters and field personnel, i.e. show sales managers what is sup-

porting them in the way of research, advertising, etc.

There are three major steps in developing and using a business game. These are:

1. Develop and test the model.

2. Implement or integrate the business game into the rest of the training program. Simulation teaches no facts at the manager level, it only teaches principles.

3. Evaluation of the whole process.

The game developed by The Pillsbury Company consists of five firms competing in a particular market. Each firm makes two products. The number one products of all these firms are close substitutes for each other. The same situation exists for product two, but product two is not a substitute for product one. Each of these firms is managed by a number of individuals. The participants make decisions in terms of men, money and time and these decisions result in tonnage (sales), a share of the market and a profit for that firm. The game is played for 16 quarters (four years). Decisions made and results generated are typical for Pillsbury Consumer Products Division sales management.

The critique at the end of the seminar is the most important aspect of the whole process, and a full day is devoted to it. In the critique, no stress is placed upon winning or losing the game, since it is not yet known what direct relation this has to success upon the job. The best indication of success in the game, however, is the extent to which the firms achieved their original goals or objectives.

The critique is accomplished in four ways: The first of these is a report made by each firm to a simulated Board of

Directors. This report is based in part on the following typical questions:

1. How would you explain your final position?
2. What factors caused success or failure?
3. How would you play the game a second time?
4. How would you operate the firm for the next five years?

The second part of the critique consists of an economic and financial review of the operations of each firm to determine the merit or demerit of their particular decisions. For example, the factors influencing demand (advertising, price, promotion, sales force, and relative effectiveness) are plotted and discussed. This is done both in terms of absolute quarterly values and relative quarterly value when compared to the other firms.

As the third portion of the critique, the men are asked periodically during the game to complete certain questions regarding interpersonal-group dynamics situation of the team in which they were members. The responses to these questions are carefully related, studied, and fed back to the teams.

A report made by an independent observer comprises the final portion of the critique. Throughout the game, a trained observer is studying the goal setting, planning, time utilization, etc. of each

form. Comments to teams are made during and after the game.

Some advantages of simulation for training purposes are:

1. Condenses the amount of time required to study a complex series of events. This is made possible by the use of computers.
2. Allows for actual alternative strategies, several combinations of which may lead to business success.
3. Creates increased awareness of relationships between major company functions.
4. Provides for participant-oriented discussion and evaluation.
5. Allows for self-comparison of decision-making skills.
6. Permits decision-making experimentation without actual risk.
7. Stimulates awareness and understanding of the complex factors interacting to determine the relative success of decisions.
8. Permits test tube study and research in a realistic business environment.

Business management simulation does not stand on its own. It will only bring out those principles that have been built into it. Simulation isn't magic. Other good training methods must also be used to support these principles with facts and actions applicable to the job.

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**BE SURE TO PLAN EARLY FOR  
NEXT YEAR'S 17TH ANNUAL ASTD CONFERENCE  
IN PHILADELPHIA**

CONCURRENT SESSION D—2:30 P.M. TUESDAY, MAY 3

## OPINION POLL OF EMPLOYERS AND MANAGEMENT

(An Abstract)

*Chairman:* DR. LEONARD C. SILVERN, Hughes Aircraft Company, Los Angeles, Calif.

*Speaker:* ROBERT GRAY, Director of Industrial Relations, California Institute of Technology, Pasadena, California

Recent literature in management publications shows that opinion polls are growing in interest, acceptance, and use by American industry. Mr. Robert Gray, in his role as Director of Industrial Relations at the California Institute of Technology, has been one of the principal figures behind this recent growth. Since 1944 he has organized and administered 49 surveys in 32 companies, covering about 100,000 employees.

First, Mr. Gray briefly described what an opinion poll is and how it is to be constructed. He pointed out that at least six major decisions are required before the poll can be started:

1. *Should a poll be conducted?*

Is there a need for one? What are the needs?

2. *Whose opinions are to be asked?*

Supervisors only? Rank and file only? Everyone?

3. *What questions are to be asked?*

What do you want to know?

4. *How are questionnaires to be distributed and collected?*

Experience proves that the best procedure is to hold a meeting and have the forms filled out there. Polls conducted by mail show only 50% to 60% response.

5. *How are the questionnaires to be tabulated?*

Total figures are not always the most meaningful. Sub-group figures are often most beneficial when the form

is developed to provide these groupings.

6. *What will be done with the results?*

Total results should be distributed to everyone who was eligible to participate. The company should attempt to solve any problems revealed by the poll or explain why nothing can be done.

With this background material covered, Mr. Gray related his work to that of the training director by answering the following two questions:

1. How can an opinion poll measure the need for training?

2. How can an opinion poll measure the results of training?

In measuring the need for training, polls can be used in a variety of ways. In one company, employees were simply asked what things would help them get their jobs done better. Forty one per cent requested more training. A more direct approach was taken by another company, when they asked employees to rate their training program. In this example, the program was rated as excellent by 7.8%, good by 38.1%, fair by 34.9%, and poor by 15.6%. There was no answer by 3.6%.

These and many other illustrations were given to suggest the variety of ways by which a poll can measure the need for training. Well-designed questions can even point out the specific topics upon which training is needed.



Once an opinion poll has indicated a need for training, the company would logically institute a program to cover that need. The effectiveness of this program or the results of any training can be evaluated by another poll. This second poll would contain many of the same questions as in the first, and a comparison of the results will give an accurate picture of how much good the training has done.

In his concluding remarks, Mr. Gray stressed the necessity of every company building its own program to meet its own demonstrated needs. Opinion polls are effective guideposts for action and decision making on training, communication, and the other personnel policies and practices affecting the largest but most hidden and overlooked assets of a company—the men and women who work there.

CONCURRENT SESSION E—2:30 P.M. TUESDAY, MAY 3

### CONFERENCE LEADERSHIP SPECIFICS

(A Condensation)

*Chairman:* KARL ROYKER, Union Electric Company, St. Louis, Missouri

*Speaker:* DR. EARLE S. HANNAFORD, Safety Engineer, American Telephone & Telegraph, New York, New York

Conferences and meetings have existed and been used as a means of communication and decision making ever since Adam and Eve were thrown out of the Garden of Eden. As long as people exist, conferences and meetings will continue whether we like it or not. As long as decisions have to be made and action taken, conferences and meetings will be our tools.

I do not propose to lecture a group of expert training men such as you on the elements of conference leadership. Therefore, in giving this picture of what I feel is essential to holding more effective

conferences, I would like to make our discussion this afternoon center about four questions.

These questions are:

1. Which should it be, a conference or a meeting?
2. How do conference groups think and solve their problems?
3. Why do we accept and believe something regardless of the facts of the situation?
4. What can we do to make a conference click?

In answering our first question, let's look at what types of meetings there are:

When your address changes, be sure to notify:

1. YOUR CHAPTER SECRETARY  
and
2. ASTD HEADQUARTERS  
OFFICE  
2020 University Avenue  
Madison 5, Wisconsin

In order:

1. to receive your *Journal* regularly
2. to assure a correct listing in the Membership Directory
3. to receive the name and address of the Chapter Secretary at your new location
4. to avoid losing out on any of your privileges of membership.

### *Types of Meetings*

| <i>Purpose</i>  | <i>Name</i>        |
|---|--------------------|
| 1. To tell them something.  | Instruction        |
| 2. To find out what they think - opinions.  | Opinions Requested |
| 3. To get group acceptance of some particular idea or purpose.                    | Informational      |
| 4. To have the group develop a procedure to be followed.                          | Developmental      |
| 5. To reconcile conflicting interests (not opinions).                             | Reconciliation     |
| 6. To achieve a general, nonspecific purpose - no single objective for the group. | Nonspecific        |

Let us now examine a definition of a conference. "A conference is an oral interchange of thoughts and reactions to achieve group acceptance of a viewpoint through shifts in the zones of knowledge of individuals."

Therefore, type 3—the Informational meeting, type 4—the Developmental meeting, and type 5—the Reconciliation meeting, are conferences.

Thus we see that the answer to our first question is not so difficult after all. We should have a conference when our purpose falls in line with the definition given and when this purpose falls under our description of the type 3, 4, and 5 meetings.

#### *Normal Thought Process*

1. Problem isolation
2. Accumulation and evaluation of facts
3. Trial solution
4. Final conclusion
- 5.

You will note that we have added a step to the normal thought process. It is association. With this step we associate our conclusion to our situation and show how this conclusion may be used.

The general conference process then is the "natural flow" process for a dis-

Our next question was, "How do conference groups think and solve their problems?"

Groups think and reason as groups. They have a group personality and pattern. The leader *must* know the basic reasoning patterns so as to guide the group to a sound conclusion.

There is what is called the Normal Thought Process. It is as follows:

1. Isolate the problem.
2. Accumulate and evaluate the facts.
3. Arrive at a trial solution.
4. Develop the final conclusion.

Now, let's compare the normal thought process to the conference process and see just how conference groups think and solve their problems.

#### *General Conference Process*

- Approach
- Drawing out
- Acceptance
- Summation
- Association

cussion and, since it is a rephrasing of the Normal Thought Process which is the way people think, the general conference process is something that a group has to follow to reach a conclusion.

Our third question, "Why do we accept and believe something, facts or no

facts?" is, associated with the field of interests, attitudes and attitude formation. All training men know that conferences would be a cinch if everyone would automatically agree with the group leader.

We must, however, face the facts. Let's review the steps in attitude formation:

1. The cumulative effect of many small favorable responses leading to an attitude.
2. The personalization of those responses and the ideas underlying the attitude.
3. The setting home of the attitude by a personal experience and/or striking

idea or a shock or trauma knocking out the old attitude.

4. The exposure to experts or group opinion.
5. The taking of a positive action on a voluntary basis, thus slipping the new attitude into the vacuum left by the old discarded one.

Steps I and II of the conference process can be made to provide the first two of the above items, while Steps III, IV, and V of the conference process take care of the last three items.

Our fourth and final question, "What can we do to make a conference click?", is well-answered by the items on the conference effectiveness check sheet shown below:

Effectiveness Check of Safety Training Conference (*Following Conference*)

Items

Satisfactory      Unsatisfactory

1. Selection of type of conference procedure.
2. Was conference process followed.
3. Participation.
4. Use of questions by leader
5. Acceptance (Behavior change expressed and checked).
6. Closure (Definite conclusion or Action).
7. Reasoning Pattern.
8. Sense of Belongingness as observed.
9. Original Conference Plan.
10. Group interest.
11. Lack of domination by leader.
12. Discussion control and guidance.
13. Board work.
14. Use of illustrative experiences by group and leader.
15. Role Playing (If used).
16. Field Follow-up plan.

In closing, I would like to point out that the four questions we have discussed are the ones upon which the full success of a conference depends. No matter how fine a detailed, technical job of conference leadership is done, unless these overall, fundamental requirements

are met, we cannot hope to achieve our objectives of *More Effective Conferences*.

*Note:* Mr. Hannaford made use of effective demonstrations of his points through role playing by a panel. Due to their nature and length, we are able only to mention them.

GENERAL ASSEMBLY—4:00 P.M. TUESDAY, MAY 3

## MANAGEMENT'S RESPONSIBILITY TO SOCIETY

(A Condensation)

*Chairman:* KINGSLEY M. WIENTGE, Washington University, St. Louis, Missouri

*Speaker:* JAMES D. GREENSWARD, President, Canadian Allis-Chalmers, Ltd., Montreal, Canada

When speaking of management's responsibility, let us begin by asking, "What does the word management mean?" I think I can answer this question by saying that management is getting things done through the efforts of other people. If this be true then what are the principal ingredients of *good* management? Some are; character, courage, drive, vision, leadership, judgment, financial sense, and a high sense of personal responsibility for good citizenship.

Let us, as managers, attempt to put more emphasis on the latter—a high sense of personal responsibility for good citizenship.

Along this line of thinking then, what attributes should a good manager bring to his own job? Some of these should be: loyalty, belief in teamwork, ability to communicate, alertness, decisiveness, resourcefulness, and the ability to select and build people beneath him.

Besides these useful things, we must also have good beliefs and philosophies. The prime essentials of our beliefs and philosophies should be:

1. A belief, by the manager or supervisor, that he was put on earth to help contribute to the well-being of his fellow man, and a willingness to give more than he takes.

2. A firm belief in our type of economy, part of which says that without profits we cannot continue at our present standard of living.

3. We must always attempt to enhance our ability to serve our customers through improvement of our products and facilities, remembering that only through profits can we do this.

4. We must also seek the means to eliminate the human faults that cut down the potentialities for a profit.

The whole point so far being that—A manager should always have a clear cut recognition of the responsibilities, not only of his own but the responsibility of his enterprise, to society.

An enterprise such as any of you represent, has a tremendous responsibility to society. This responsibility being, once again, to operate at a profit and grow while making this profit.

Remember that your responsibility is to society rather than the stockholder alone. The stockholder can sell his share, but society is stuck with your business.

We must, therefore, believe in operating at a profit or we cannot be good members of a society. Being a believer in our economy, or on making a profit, then takes, what I have already mentioned, giving more to society than we take.

The world should be better off because we lived or because the enterprise that we are working with existed and was successful.

Now let me speak for a minute about ourselves as managers and supervisors.

Are we willing to pay the price? If anyone of us were asked if we wanted a promotion we would probably say yes without thinking too much. We must give more thought to the greater obligations of a promotion. If we are not willing to accept these obligations, we should not accept the job. At the higher levels we *must* contribute more to the job and to society. Frequently it becomes less and less possible to spend as much time with your family and friends. The question I ask, "Are we willing to pay the price?" should never be taken lightly. The price is only worth it to those people who really love to manage and supervise.

We must also ask ourselves another question. "Are we problem solvers or are we problem presenters?" Don't ask your boss to do your job for you. We

must always recognize the problem, analyze it, and come up with the *recommended* solution. Then, talk it over with your boss.

For goodness sake, also, never hide a problem. Bring it right out in the open and attempt to solve it. Along this line remember that a good manager will be a strong supporter when a problem is a big one or when you are having trouble with something.

We must also ask ourselves whether we are good at communicating. A well-run organization is one which is good at communicating. A good manager must clearly explain to others the job to be done, and the expected results. Most of the time it is also good to tell why the job is being done. Communications, both up and down are one of the most necessary things that we should strive for.



Robert B. Burr (left), outgoing President receives gold ASTD membership card and honorary life membership from Past President Ralph Hartmann at the Breakfast Membership Meeting, May 4.

Now, you have to face up with disagreeable things also. A good manager realizes that he must handle disagreeable items with dispatch and not let them slide.

Another question we must ask ourselves is, "Do we make things happen or do we just let nature take its course?" A manager has to "make" things happen. You give me a fellow who causes things to happen, of a constructive nature, and I will show you a man whom everyone is after.

The most significant principles or truths which are synonymous to good management can be summed up in a few items. These are not complete, but you can be sure that these are some of the most important. They are:

1. Identify the people in an organization as its greatest asset.
2. Make profits in order to continue rendering service to society.
3. Approach every task in an organized conscientious manner so that the outcome will not be left to chance.
4. Establish your long and short range objectives to assure greater accomplishments.
5. Keep the individual members of a team well adjusted.
6. Concentrate on individual improvement of others through regular review of the performance and the potential.
7. Supply satisfaction to those who perform better than others.
8. Think all the time that to be supervision and management you are trying to get things done through the efforts of others.
9. Use the organized, conscientious, and human approach to all problems. I emphasize using the human approach for it is a human and not an object with which we usually deal.

If we have a sincere interest in people and want our part to be successful, you have taken a large step already. By doing these things I have listed you will serve on a higher level; you'll be giving more to life than you take; you will exert more influence; you will be valuable to more people and to yourself.

The wise man doesn't expect to find life worth living, he makes it that way.

GENERAL ASSEMBLY—10:00 A.M. WEDNESDAY, MAY 4

### **MANAGEMENT EVALUATION AND DEVELOPMENT FOR PRODUCTIVITY**

*Chairman:* LINN R. COFFMAN, Training Supervisor, Olin Mathieson Chemical Corporation, East Alton, Illinois

*Introduction:* WILLIAM A. CRUTCHER, Training Director, Monsanto Chemical Company, Monsanto, Illinois

*Speakers:* DR. JOHN M. O'BRIEN, Technical Assistant, Management Evaluation, I.B.M. Corporation, Endicott, New York  
R. D. JARVIS, Program Manager, Management Development, I.B.M. Corporation, Endicott, New York

Management Evaluation is a most difficult and controversial field. It is a field in which much has been done by

many, and in many and varied ways. A review of the activities in this area at I.B.M.—Endicott should undoubtedly

prove valuable to training people and to people in other areas of management as well. This talk will be devoted to a discussion of the concepts and principles which are helpful and even essential to dynamic management evaluation.

In speaking of management evaluation, it is necessary to begin by establishing a concept of management. This concept may vary slightly from company to company. So for purposes here, let us define management as all personnel who have supervisory duties and obligations over others, and as all non-supervisory administrative, technical, or professional people who qualify.

The primary purpose of manager evaluation is the further development and improvement of a manager in his present job. This idea is not readily accepted by everyone, but as we move along here it should become more logical. Too often we allow ourselves the license of thinking that evaluations have solely to do with promotions or wage increases. This is an incorrect concept. Truly, there are important secondary purposes of manager evaluation. Promotional lists, reassignment lists, demotion lists, and even separation lists are all important by-products. Evaluation also tells us a great deal about the quality of our manager selection and our manager training as well. It is extremely important, however, not to lose sight of the fact that these are secondary functions, and that the primary purpose is the increased development and improvement of the manager on his present job.

We in management evaluation at I.B.M.-Endicott use what is known as the "third party interviewer" technique. In this technique we take the role of the trained, professional interviewer. It is

our function to assist the direct supervisor of the manager to be evaluated in his evaluation. We coach, encourage, and aid him in every way possible. It is interesting to note that every member of our management team is evaluated at least once every twelve months.

A step-by-step approach as to what happens in the third party technique should give you a clear insight as to how it works.

The first step in evaluating a manager is to contact his supervisor a week or ten days ahead of the evaluation day. He is contacted by phone simply to remind him of the coming interview and to ask him to review his thoughts on the individual to be evaluated. This is simply a technique to stimulate the evaluator's thinking on the individual in question.

The next step occurs when the actual interview takes place. On the appointed day and time, the evaluator comes to the office of the professional interviewer. The conditions here are carefully arranged so as to provide for complete privacy. The evaluator is assumed to be ready and able to speak authoritatively of the manager in question. He was supposed to have been preparing himself for this interview a week or ten days in advance. Notice that the man to be evaluated is not present.

The role of the evaluator is to evaluate "manager X." The role of the interviewer is to so conduct an interview as to get the evaluator to think of "manager X" as he had never thought of him before. The interviewer can ask questions; he can challenge, stimulate, and draw out the evaluator in such a way as to provide the maximum amount of thought and concentration on the individual in question.

It is well to note that general answers are not accepted. For example, if the evaluator should say that his "manager X" is a very fine supervisor of people, the interviewer would immediately ask what made him say so. Specific factors are always sought after. If the evaluator replies that "manager X" trains people well, for instance, the interviewer would ask what sort of training does he do. This interview is usually a trying experience for the evaluator until he learns what to expect. But the whole function of the interviewer is to pin down the evaluator until he comes up with the actual facts. The main problem of the interviewer is to maintain good rapport with the evaluator throughout the interview. Irrelevant items are discarded. Bias is, of course, blasted and not permitted. The performance of "manager X" on his job is the only thing under consideration.

The interviewer makes use of a checklist simply to make sure that all the major items of evaluation are covered. The manager's ability in selection of employees or his planning abilities are examples of items to be found on this checklist, but these are only broad areas to be covered. The interviewer does not supply any of the answers. This is left to the evaluator.

As the interview is in progress, both the interviewer and the evaluator jot down any noteworthy characteristics that come out about the individual. After all the areas of major consideration on the checklist have been covered (this usually takes about two hours), these noteworthy characteristics are entered on the official form. This is the third step in our particular brand of the third party technique. The role of the interviewer

is to check over the official evaluation form and to question the evaluator on any omissions or discrepancies. For instance, if during the interview, the evaluator had said that "manager X" was strong on safety and then made no mention of that fact on the official form, the interviewer would question him about it and find out if he wanted to put it down or not. Likewise, we often run into situations where the evaluator generally runs down his "manager X's" ability during the interview and shows good reasons for doing so, and then reverses his field at the end and rates the individual as adequate. Since the interviewer has no authority to make the evaluation, he must often carefully persuade the evaluator to give a poor rating when one is due.

The next step in this technique is to have the evaluator make some specific recommendations which would improve "manager X" both in his present job and in his future development. Here again, we are looking only for specifics. If the evaluator says, for instance, that this individual should go to school, the interviewer immediately asks what school and what courses should he take. All recommendations must be supported by good reasons.

The next step in this process is an entry by the evaluator as to whether "manager X" is promotable, satisfactory, or inadequate. If the person is indicated as promotable, the interviewer would try to find out to what degree or to what position is he promotable. Again, we can see the pin-pointed accuracy which this technique requires. Likewise, if the person is indicated to be satisfactory or inadequate, the interviewer immediately ascertains *why* he is satisfactory or *why*



he is inadequate. Every statement that goes onto the official evaluation form must be backed up by sound, logical reasons. Only in this way can bias, prejudice, or personal feelings, whether they be favorable or unfavorable to the individual, be eliminated from the evaluations.

The final step in the interview is when the evaluator's supervisor is called in for a review of the complete process. If the evaluator is a second-line supervisor, for instance, then the third-line manager would be called in for this review step. This step occurs, incidentally, immediately after the interview, when everyone still has all the materials and facts fresh in their minds.

The interviewer begins this final step by reading the completed evaluation form to the reviewer (the third-line manager). This form, when completed, contains the evaluator's estimation of the individual's strong and weak points, his recommendations as to how the individual could be improved both in the long and short run, and his rating as to whether the individual is promotable, satisfactory, or inadequate.

After it has been read aloud the evaluation is given to the reviewer so that he may see it. This setup gives the reviewer an opportunity to question, to challenge, and to draw out the evaluator, much in the same manner as the interviewer has already done. He is put to a second test, so to speak. It is a unique situation wherein the evaluator and his supervisor sit and discuss "manager X." The exchange that goes on between these two affords an exceptional opportunity for learning on both sides. Should this exchange not get going by

its own initiative, the interviewer will throw out a few questions or get it started in some way.

While the review represents the final step in the interview, a *most* important job remains to be done in order to complete the entire evaluation project. Our friend, "manager X," has been conspicuous by his absence throughout the whole proceedings. Since all our efforts have been in his behalf, since our primary purpose has been to further his development and improvement in his present job, it only makes good sense to inform him of the results of his evaluation. The interviewer gives the evaluator written instructions to communicate these results to the individual as quickly as is feasible. If "manager X" has strong points, he is to be praised on them. If he has weak points, he should be cautioned to correct them. The individual should receive effective counseling on all his noteworthy characteristics without delay. The specific recommendations for long and short run improvements which the evaluator made should likewise be communicated immediately. Only the information regarding his promotability is withheld from the individual. Through this method of written instructions, we believe that we have whipped this difficult communications problem that bothered us so much at first.

Although we in Management Evaluation were quite satisfied with our third party technique, we were asked to experiment and to see what we could do about developing a checklist evaluation system of some kind. After a great deal of time and effort we came up with what is now our present-day system. We think

that what we have done is to combine the two systems in such a way as to utilize the advantages of both, without losing any of the good features of either. Basically, the major change that we made was to substitute the checklist for the essay responses that we had in our original system. Instead of giving written responses, the evaluator simply puts a check in the appropriate square. As before, however, the interviewer requires and demands the reasons behind every response. In this way, as I mentioned before, it seems as though we have

adopted the good features of both systems.

The success or failure of any system of management evaluation, however, depends on at least two factors. The first requirement is top managements' interest and active support. Without this support no evaluation program can get off the ground. The second requirement is that you must have trained, professional personnel to carry on the program. Both these factors are absolute necessities to a successful and dynamic management valuation program.

GENERAL ASSEMBLY—12:30 P.M. WEDNESDAY, MAY 4

### OUR NATION'S TRAINING NEEDS

*Chairman:* ROBERT A. GRAHAM, Staff Superintendent of Training, United Airlines, Inc., Stapleton Field, Denver, Colorado

*Speaker:* HONORABLE WALLACE F. BENNETT, U. S. Senator from Utah

It's a privilege to be here today, to participate in this program and to try and discuss our Nation's training needs against the framework of the relationship of government and its citizens, and in the atmosphere of this assemblage of Training Directors.

The one thing you didn't put in, in that biography, is that I had one year as a high school principal. And so, I still have a little bit of the schoolteacher in me, and I'd like to start by taking you to the dictionary for a minute or two to define the word "government" and the word "citizen." The word "govern" comes from an ancient root which means to steer or to pilot. And of course the word "citizen" is a combination of the words city and another word denizen, which describes someone who lives in a city. So theoretically, a citizen is someone who lives in a city. But actually, over the years, it has acquired a much broader

meaning than that. It describes a person who has a relationship with government, who has certain rights and privileges, and who also must assume certain responsibilities.

It is this relationship of rights and responsibilities that leads me to my next observation which is that in life, and particularly in this relationship of a citizen and his government, there are constant and almost infinite conflicts. I think that the meaning of the word government or govern, to steer, is important in this context because the man who has the responsibility for steering a ship has to help it make its way on a definite course in the face of a variety of courses which would turn it from that course.

Certainly, since I've been in the Senate, I have to realize more than ever before just how very real, how very persistent and how greatly different are the

conflicts which beset us. Citizenship implies a kind of loyalty. Loyalty to the government or to the group to which one belongs. And in government, I have come to realize what a tremendous variety of conflicts these various loyalties of ours create.

We are, as individuals, a mass of conflicts and contradictions. We are pulled between unselfishness, an attitude of service, and selfishness and ambition. We are pulled between idealism and materialism. We are pulled between faith and fear. We are pulled between the love of adventure and the willingness to take risks and the desire for security, the desire to be saved from the risks. While it is true that as citizens we have rights and responsibilities, there are many of us who would like to have the rights without the responsibilities. And these conflicts are creating the forces between which we must steer.

Government as in individual or separate entity or function is subject to the same kind of conflicts; and realizing it, the founding fathers set up a system which we proudly describe as containing checks and balances, whose real purpose is to contain and control these conflicts. But there is an essential and basic conflict in the whole function or concept of government. At the extreme pole on one end is the idea that men have that they can set up a unit or an entity onto which the individual can load all his responsibilities or which will have power to move in on the individual and take over all his responsibilities. And at the other extreme is the concept that in a "free" government, the ultimate sovereignty rests with the individual. The government has no power that he does not surrender to it. And in the relation-

ship between government and the individual, you find these mutual series of conflicts operating on each other. You find many people who, anxious to avoid responsibility or seeking for security or material well being, would like to form a government to which they could surrender these problems which would undertake to solve these problems for them.

And yet you find other individuals who agree with Abraham Lincoln that government should undertake to do for people only those things which they cannot do for themselves.

When we move out of the field of government into the field in which you work, the field in which men and women actually earn their living from day to day, we find similar conflicts of loyalty, of interest, and of willingness to take responsibility. In a very real sense in America today, in our economic and social pattern, there are two rather important forces that impinge on the life of most people. Millions of Americans belong to labor unions, which demand loyalty and which require acceptance of a variety of concepts and points of view. These same people earn their living within the framework of this labor union loyalty, in jobs provided by capital. These people have a terrific conflict to resolve; unfortunately, not enough of them realize it. Because while labor unions can argue with the employer and can claim to have provided better wages or better working conditions, only capital can supply the jobs to which these apply. Labor unions can set a wage scale, but they can't create a job; and this conflict is one with which you live in a very real sense.

Now having identified these, let me go back again and philosophize a little.

These conflicts exist; conflicts between black and white, between right and wrong, between faith and fear, between freedom and tyranny. And many of us live in a world believing that someday one will triumph and the other will be destroyed. The thing I've learned painfully in my work in government, is that this will never happen. We don't move to one pole, one extreme or another; we live always between them and the important thing in life is to determine the balance we are able to achieve between these conflicting forces. This is the process by which we steer our way towards success or failure between these various pressures.

And in many respects the ability to achieve and maintain a balance as well as a sense of direction, can be even more important than our understanding of the existence of the conflict. The relationship of the citizen and the government between the idea of tyranny on one side and complete anarchy on the other, is the question of balance. From my point of view, we have a successful balance when we're nearest the pole of the free individual and farthest away from the extreme of a completely autocratic government. But there are others who disagree with me. So we have the whole gamut. I think that's true with respect to the relationship of the employe and his divided loyalty with respect to his union on one side and his job on the other.

Now it is at this point, I think, that what I am trying to say to you impinges on your responsibilities as Training Directors. Unions, of which so many of our people are members, are essentially, in spite of all they say to the contrary, autocratic governments. The power

comes down from the top. There is a "line"; and the members of the union are taught the line. This is the same kind of orientation, from my point of view at least, that we find in civil government when the power of the central state becomes stronger than the power of the individual. So, if we are to have a successful balance, a balance which will benefit the individual, someone must match this power of the union by helping to develop, within each individual, the powers he innately possesses, and which if developed, can enable him to remain as an individual, to operate as an individual, to make wise decisions as an individual.

Now, you don't have the full responsibility. In my concept of the ultimate mission of the Church, I hold the ideas of the Church must supply the spiritual leadership which encourages a man to respect himself, to develop himself, and to fight to maintain his individuality. The Church doesn't talk about "mass" salvation. Salvation is an individual thing, as happiness is and as is success.

If you embark on that program, I'm sure you'll spend most of your time helping this man solve the practical problems of his job. But behind it, I think there are some other training needs.

My work in the Senate, particularly the last few years, has made it perfectly clear to me that most of the problems we face in government have an economic base. And most of them are created because the American people do not have true economic literacy. We are economic illiterates and many people can be persuaded to accept economic falsehoods, economic myths, economic errors, because they seem palatable, because they seem to promise an easy answer to

some of life's problems. They inevitably lead away from individual freedom and responsibility toward the all-powerful state.

I have come to realize too, that in the last few years, our friends who are the leaders of unions realize that they're operating in an economic field in which their power, centralized in force, is challenged. And so to maintain it, they are actually developing economic theories, economic systems, which are taught to their members, which in my book are based on completely false concepts. The whole economic philosophy of the New Deal is a part of this. The philosophy which produces inflation, which says we can only grow by going into debt, which

says we shouldn't worry about balancing the federal budget because we only owe the money to ourselves, all these things are part of the economic ideas which say to the ordinary man, the ordinary man who is a member of the union or an employee of a company, follow our lead, we can get you something for nothing. Now this has got to be offset. These theories have got to be exploded if we are ever to have economic stability in this country, a sound dollar, a wise fiscal and monetary policy. It must be based on understanding, and I know of no better way to face this challenge of economic literacy than in training programs of the kind you administer because at your very hands and in



Robinson F. Barker (right), Vice President and General Manager, Glass Division, Pittsburgh Plate Glass Company receives ASTD Presidential Plaque from President Elect Robert Graham in recognition of the Company's support and advancement of training.

the daily experiences of the people whom you serve, you have the teaching material, you have the example, you have the basic store of knowledge. This is a very serious problem. We have been able to get along now for twenty years or so, particularly for ten, because all the rest of the world was prostrate at the end of the war, and we alone were rich. We could afford to be extravagant and idle.

But now there are other nations, other men in the world who, toughened by the experience of their poverty and the difficulties they faced, are in a position to use the American Free Enterprise system more successfully than we can, to have more faith in economic freedom than we seem to have. And in the rising tide of imports, we see a situation in which American capital is being exported abroad in order to compete more successfully in the American market, while at the same time union leaders are calling for higher costs and widening the competitive gap. If we are not to come to the day in which we lose our markets to the foreigners and thus lose American jobs because we priced ourselves out of the market, then somebody has got to educate the men and women who work in America as to the true meaning of sound fiscal and economic policies. You can export capital; you can't export jobs, and you can't export a labor rate. This is the thing. We'll either learn by being taught, or we'll learn the hard way when the jobs have begun to disappear.

This, I think, is one of the great training needs in the United States today. There's another one that is parallel with it and in part created by the same forces that created this one. That is the need for education in political citizenship. I

understand that when I get through this afternoon, your meeting will continue and this will be the theme of the afternoon and I'm very happy about it, so I'm not going to take your time to talk about it now. Except to make the observation that these same union leaders, in order to buttress their empire and protect themselves against the very knowledge that you must supply to their members in order that they may vote intelligently on economic problems, have moved into the political field. This challenge, then, is spread to you.

In all of these situations, it is not enough to give people the theory, it is not enough to take them through a class period and show them some examples. I think those who are preparing, particularly programs in political education, need to see that they carry people to the third step which is to make sure that they actually get out and operate in the political arena and practice what they are taught. I can talk about this with some sense of freedom because I was in business for thirty years and never having touched politics, then I suddenly found myself projected in it. I've been in it now for ten. Enjoyed it very much. There's plenty of room for all of you and I think you'll have the same kind of satisfaction.

These are our problems. They grow out of the essential conflicts, the variety of forces that pull our loyalties in one way or another. The pressures that identify our self interest with what we like to call principles. They are political, they are involved in our relationship with our government, they are very much economic, they are involved in our relationship from day to day where

we earn our living, and they are political in the sense that ours is a government built on the pattern which permits the individual citizen to choose the man who will represent him in administering the law and who in his name will from time to time, change the law, either to his benefit or to his damage.

The process of training must not only enable a person to prepare to steer his own life, it must supply him with an understanding as a chart of the problems that he faces and it must supply him with a set of values on the basis of which he will make his choices in order that he can achieve the most successful balance among these conflicting pressures.

I'd like to close with a statement attributed to the man who organized the Mormon Church. Toward the end of his life, the Mormons all gathered on the banks of the Mississippi in Illinois, and they were coming from all over Northern Europe, from all parts of the United States, about 40,000 of them in that little city, which at the time was bigger than the city of Chicago. And somebody asked this man how he could govern this very heterogeneous group of people with this wide variety of backgrounds. And I leave his answer with you as my summary.

He said, "I try to teach them correct principles so they can govern themselves."

CONCURRENT SESSION A—2:45 P.M. WEDNESDAY, MAY 4

### APPRENTICESHIP — INVESTMENT IN THE FUTURE

(An Abstract)

*Chairman:* KENNETH J. WHELAN, Manager, Personnel Development, Warner & Swazey Co., Cleveland, Ohio

*Speaker:* R. A. CLAYBAUGH, Technical Trainer, Sheffield Division, Armco Steel, Kansas City, Missouri

Mr. Claybaugh introduced his subject by pointing out that there is a critical shortage of skilled manpower in many crafts and trades today. He emphasized the fact that the coming of automation would impose even more severe demands on industry in training men as skilled technicians to operate and maintain new equipment. He felt that apprenticeship programs were the logical answer to improving this situation.

Mr. Claybaugh stated that apprenticeship was a twofold investment in the future in so far as it benefited both the company giving the training and the

apprentice receiving it by building a sound economic future for both of them. The following points were enumerated and discussed by Mr. Claybaugh as being essential to the organization of any apprenticeship program.

1. Forecast needs.
  - A. Determine the trades in which you need craftsmen.
  - B. Make a survey to determine how many you will need in each trade from past experience and future expansion.
2. Determine the *length of time* needed to train men for each craft or trade.



3. Select the man carefully.
    - A. Use recognized tests.
    - B. Analyze past work records, education, age, physical condition, interests.
    - C. Interview the man.
  4. Select a *well rounded* course of study.
    - A. Devise a good ratio of on-the-job training to related study.
  5. Make a *breakdown* of all the types of work and kinds of equipment that will be worked on in the craft.
  6. Keep a close conscientious *record* on each man's performance.
  7. Consider each apprentice as the *investment* he is and not as just another hand.
  8. *Guide his training.*
    - A. Let him know what he has to do and learn and see that he does it.
  9. Give the Apprentice *recognition.*
    - A. Plan a special dinner meeting banquet or other gathering for graduates and their wives.
    - B. Have a high management official present them their journeyman certificate.
- Mr. Claybaugh closed by exhorting everyone to remember Apprenticeship investment is twofold—both company and employees reap the benefits.

#### CONCURRENT SESSION B—2:45 P.M. WEDNESDAY, MAY 4

### THE NEW ARENA - POLITICAL EDUCATION

(An Abstract)

- Chairman:* M. A. WITTEVRONGEL, Director of Vocational Education, Granite City Community High School, Granite City, Illinois
- Panel Members:* W. J. HENDERSON, Director of Education and Public Relations, Associated Industries of Missouri, St. Louis, Missouri  
 A. E. CASSLING, Employment and Training Manager, A. B. Chance Company, Centralia, Missouri  
 C. P. HOEVEL, Manager, Industrial Relations Department, Ford Motor Company, St. Louis, Missouri  
 VERNON SHEBLAK, Manager, Educational Department, Pacific Finance Corporation, Los Angeles, California

Chairman Wittevrongel pointed out the need for political activity by mentioning that many of our present government representatives have been elected by organized groups and indifferent minorities. We usually vote for people chosen by party leaders who generally have a biased opinion. Many times the few people who vote, vote negatively; that is, they vote for a particular man because they don't like his opponent, not because he is the best man for the job.

Mr. Henderson stated that good citizenship should be enough reason to

get started in political affairs. However, he felt that there were two other particular areas that should provide the encouragement needed for people to become active in political activities. He pointed out that the Federal Government operates 700 corporations and nineteen thousand small businesses with a total of over two million employees. All these corporations are losing money and are drawing taxes from the public in order to sustain themselves. His other point was directly related to unions organizations and manpower, effective pro-

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If you are experienced in work related to the above areas, you are invited to write: Research and Development Staff, Dept. G-102, 962 W. El Camino Real, Sunnyvale, California. U.S. citizenship or existing Department of Defense industrial security clearance required.

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grams in influencing their members on how to vote by means of; endorsing their own political candidates and spending the funds gained through dues to support and aid the candidates with labor leanings that are elected to Congress. Mr. Henderson continued that political education can be done best by the individual through active participation in governmental affairs, understanding the issues, knowing the candidates, participating in political parties, encouraging their own particular legislators, and offering their own intelligent service to political activities.

Mr. Cassling outlined a program followed by his company on political education which involved keeping up-to-date on governmental legislation directly affecting his company, "get-out-the-vote" campaigns, reading rack materials, a freedom forum that is held at Harding College in Arkansas each year and encouraging employees to take an active part in local affairs. He outlined the basis of the program that the A. B. Chance Company uses in political education training which involved the presentation and discussion of the Constitution, pointing out the differences between Federal and State Governments and showing how the Federal Government has continued to encroach on the rights of the State and the individual Governments. A. B. Chance has outside experts and their own company trainer which handle the various sessions of political education. They have a questionnaire and discussions of said questionnaire, a presentation of the organization of Federal, State and County Governments, an explanation of political party organization and operation which are obtained from the party chairman in

the particular locality, and finally, nominating and election machinery as explained by various experts in the field of politics.

Mr. Hoevel stated that anytime a company takes a stand on public issues concerning political education, it risks losing public esteem and employee loyalty. However, the company has certain obligations to customers, stockholders and employees, to speak out on legislation directly affecting it. Generally, the company takes no stand on parties or candidates, but only a non-partisan approach. The more people who enter the field, and who become well-acquainted with the term politics, the more favorable will be the connotation of the word, which in the past has received very unfavorable comments. Even though, as Mr. Hoevel stated, there is more and more labor opposition to company activities in the political field, it is also quite possible to have the company and labor to express and carry out viewpoints which are the same. The training course, as set up by Mr. Hoevel's company, was: (1) Effective Citizenship course, (2) a party volunteer plan whereby employees are provided with contacts in the party in which they are interested, and (3) availability of possible contributions to the party of their choice, should they so desire. He concluded, that politics is everybody's business, not only the company, but also the people who work for the company.

Mr. Sheblak spoke about his company's political education program for scattered small offices throughout the country. It was necessary to make a package program that could be sent to the individual people at each one of the

offices. This program comprised a sound slide film, a booklet called, "Politics and You," and a series of mailed bulletins which would concern political and economic issues facing the public and would

contain thereon the pros and cons of the issue and his company's position concerning that particular issue. This program is available to companies, schools, clubs and organizations.

## CONCURRENT SESSION C—2:45 P.M. WEDNESDAY, MAY 4

### SELECTION AND TRAINING OF NEW PRODUCTION SUPERVISORS

(An Abstract)

*Chairman:* WALTER H. KEE, Staff Assistant, President's Office, Boeing Airplane Company, Seattle, Washington

*Speaker:* DEWITT M. ESSICK, Assistant Manager, Training, Armstrong Cork Company, Lancaster, Pennsylvania

The Armstrong Cork Company first introduced a plan for the selection and training of new foremen into their operations in 1951. The purpose of the plan is to assist line management in identifying the best qualified hourly workers and feeding them into shift foremanship openings as they occur. The plan combines a proven comprehensive selection procedure with an intensive period of training for those selected. Its net result is an increase in the certainty that foremen picked are those individuals with the greatest capabilities and potential.

The steps in the procedure for selecting foremen include:

1. General recruitment of candidates by open bidding and nomination by plant management.
2. Meeting of, and full explanation to, all candidates.
3. Collection of all essential data for each candidate.
4. Foreman's evaluation of past and current performance.
5. Testing.
6. Multiple interviewing by one or more general foremen, the plant superintendent and a representative of

the personnel department.

#### 7. Final selection.

After the foreman has been selected he is put through an intensive training plan consisting of three phases. The first phase is on-the-job training, taking place in the department to which the new foreman will be assigned.

Supplementing the on-the-job training is a program of staff training, conducted and coordinated by the plant personnel supervisor. Among the things the foreman learns here are some 128 points defining his areas of authority and responsibility. Staff training covers a total of some 40 days, during which the trainee is scheduled through all departments of the plant so that he will derive an understanding and an appreciation of the overall operations.

The third phase of the training plan consists of a two week training course at the home office. This takes place shortly after the new foreman goes on the job. It is an intensive program with a test each morning and a test at the end of the course. This course is a more formalized training program and has been found to be a good morale builder.

CONCURRENT SESSION D—2:45 P.M. WEDNESDAY, MAY 4

## PHOTO CASE-STUDIES IN SAFETY TRAINING

(A Condensation)

*Chairman:* JACK C. YOUNG, Union Carbide Nuclear Company, Oak Ridge, Tennessee

*Speaker:* A. B. BARNES, Safety Engineer, Fiberboard Paper Products Company, Oakland, California

I am quite delighted to be on the program here today. Although I am not directly involved in training as such, certainly a complete safety program involves a good measure of training at various stages of its development. This program of case histories is a training method which can be used for many types of situations.

Dramatic impact is also a valuable aid in establishing an idea in the trainee's mind. These cases are dramatic and they are real. They are re-enactments of an actual accident-injury case, in the actual location of that accident.

The procedures we have used at our conferences are as follows: By means of slides we will present the facts and events leading up to an accident. At that point the lights will be turned on again and we will discuss the accident.

### Case No. 1

The first case might test your powers of observation. We'll call it "The Case of the Left-Handed Sample." (Slides show details leading up to the accident.) In this case, we see where a worker catches his hand in between the paper and roller of a machine that "wrinkles" the paperboard you see in between layers of paper in cardboard boxes.

Now, as on all these accidents we will illustrate, let us discuss:

1. What caused this accident?
2. How could it have been prevented?

### Case No. 2

Same procedure for "The Case of the Lynched Lift Truck Driver." (Slides show details leading up to the accident.) In this case a man is tying down a load on his truck. In the process of doing this, he throws the rope over the load and it falls around the neck of a fork-lift truck driver. The driver is pulled off the back of the lift by the rope as the fork-lift moves onward. The driver suffered ¼" deep rope burns, a strained neck, a bruised hip, a bruised elbow, and a lacerated eyebrow. (Discussion followed.)

### Case No. 3

Similar procedure followed in "The Case of the Missing Link." (Slides show details leading up to the accident.) Here, the operator of a toilet tissue rewinder noticed that the cores going through a loader were not properly feeding into his machine. He called a mechanic and this mechanic found that a gear box had frozen. He proceeded to remove the key from a drive chain. At this time, the machine was inadvertently turned on and the mechanic lost the ends of two of his fingers. (Discussion followed.)

### Case No. 4

"The Case of the Missing Check." (Slides show details leading up to the accident.) In this case, a man enters a dump chest in a bleach plant which is filled with SO<sub>2</sub> gas. A gas mask was worn, but the man collapses upon exit-

ing from the dump chest. (Discussion followed.)

You have seen an example of these presentations that we have used in the safety conferences. Undoubtedly you have ideas for improvement and for adapting the idea for your own uses. When based upon real cases as these were, the presentation is dramatic and

different and is a forceful way of using the only advantage of an accident; i.e. the lesson learned.

I sincerely thank you for the privilege of being here and for your kind attention and participation. We hope that we have given you some ideas that you can use for your own purposes and more particularly in safety training.

## CONCURRENT SESSION E-2:45 P.M. WEDNESDAY, MAY 4

### THE BIRTH, CARE, AND FEEDING OF VISUAL AIDS

*Chairman:* GEORGE B. RODENHEISER, Director, The David Ranken, Jr. School of Mechanical Trades, St. Louis, Missouri

*Speaker:* NORMAN E. CURTIS, Director of Training and Employment, Pittsburgh Plate Glass Company, Cumberland, Maryland

Visual aids are defined as any device or means using vision as the chief medium to aid instruction. When used in conjunction with sound, they are termed audio-visual aids. Since the objective of these aids is to communicate, a better title for them would be *communication aids*.

The drawings found on the walls of caves indicate that visual aids are not new. Their use was expanded considerably during World War II because of the need to train large numbers of people in the shortest possible time. Today, they are recognized as a valuable training tool and are used to:

- A. Clarify
- B. Strengthen
- C. Speed up the communication process
- D. Get the story across
- E. Enable conferees to retain information
- F. Create, maintain or stimulate interest

G. Establish a common ground for discussion

A particular word may have different meanings to different hearers. That is, it conveys a meaning different than the one intended. Visual aids establish the correct meaning. Three broad categories of visual aids are lettered, graphic, and pictorial.

The *lettered type* is used to emphasize key words, phrases, or thoughts. They are useful to place topics under discussion before the group or to summarize.

*Graphic* visual aids are charts, graphs, maps or diagrams used to organize, simplify and condense information.

The *pictorial type* consists of photographs, slides, movies, and drawings. These illustrations require little special knowledge or mental effort and enable people to see things, scenes, events and occurrences which because of time, cost or distance would be impossible to see.

The types of non-projection Communication Aids to choose from are:

A. *Chalk or Blackboard.* These are used to direct group thinking, impart information and summarize discussions. The writing should be large enough, legible and not crowded.

B. *Pad Board.* This consists of an upright easel containing a pad of newsprint or bond paper. When using this, the information or material does not have to be erased, since the pages can be torn off and retained for future use.

C. *Charts.* These aids are valuable because of permanency and portability. They should be kept simple if they are to be read. Types of charts are straight lettering, strip-tease (points are covered with paper), graphs, flow charts, and diagrams.

D. *Flannel Board.* This is a very flexible aid and provides a step-by-step method of presentation. Three dimensional objects, such as those cut out of styrofoam can be prepared and used on a flannel board.

E. *Magnetic Board.* These are used in the same manner as the flannel board except that magnets are employed.

F. *Displays.* Some types of displays are photographs, lighted maps, blueprints, or products, safety equipment and tools. These displays can be temporary or permanent.

G. *Models or Mock-ups.* Models should be of suitable size for training purposes, have a resemblance to actual object, and be of durable construction. Three types of models are:

*Solid*—these illustrate external features.

*X-ray*—shows inner construction and operation.

*Working*—demonstrates operation or process.

The following are communication aids of a projection nature:

A. *Opaque Projector.* This is the "poor man's artist." It projects photographs, drawings, printed forms, books, magazines, fabrics, small objects, or whatever can be placed on the platten.

B. *Slide Projector.* This aid permits a person great latitude in preparing his program or in adapting one he has previously developed. Slides should always be made in duplicate to compensate for possible loss of originals.

C. *Overhead Projector.* This is used for the projection of transparent materials. The transparent slides enable the operator to draw or write on the platten and have the image of what he writes projected on the screen at the same time.

D. *Sound Slide Projector.* This aid operates using a strip film in combination with a record player or tape recorder. It is important to keep the sound and the film carefully synchronized.

E. *Motion Picture Projector.* The operator should always select the proper film to achieve the purpose, preview the film before presentation, introduce the film properly and don't use a training film as entertainment since these are tools to be used to educate.

Any training session using projection aids would profit from a suitable room and chair arrangement. The screen should be set up for the optimum viewing. The machine should be kept clean and lubricated and a spare lamp should be available. The speaker should have a dress rehearsal prior to the meeting.



A good visual presentation has these basic parts:

A. *Unity*—It retains the basic idea of a central theme.

B. *Simplicity*—This requires eliminating the unnecessary and the fancy.

C. *Organization*—The parts should all tie together and be easily understood.

D. *Visibility*—Everyone should be able to view the visual aids.

If something can be said so everyone can understand it, then there is no need for a visual aid. Visual aids should not be constructed and used for the sake of having them, but only if they serve a training function.

Four areas to consider in developing visual aids to determine if they will serve their purpose are:

A. *Facilities*. Where will they be used and how are they to be used?

B. *Audience*. To whom will they be presented and what is the background and interests of these people?

C. *Subject*. What is the subject being dealt with; what objectives are desired?

D. *Techniques*. What methods and equipment can be used and how much time is available.

The following are other essential points for the speaker to consider when using visual aids:

A. Become familiar with any aid that is to be used.

B. Know why you are using this aid and be familiar with the purpose and content.

C. Use aids in proper sequence; time exposure or exhibition of aids for maximum effect.

D. Speak to the audience, not to the aid.

E. Check the lighting for visibility.

F. Keep the aids simple and legible.

If these are done, they will contribute to achieving the overall objective of communicating. If something can be better said, however, avoid using a visual aid altogether. Only imagination and ingenuity are the limits to the successful use and development of visual aids. When used properly, they can contribute to a highly effective program, but no aid will result in an effective program unless it accompanies a good job of teaching. Visual aids are a supplement, not a substitute, for good teaching.

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GENERAL ASSEMBLY—7:00 P.M. WEDNESDAY, MAY 4

## EXECUTIVE SWEET - THE UNIQUE ROLE OF THE MANAGEMENT WIFE (An Abstract)

*Chairman:* BILL C. LOVIN, Supervisor of Training, Granite City Steel Company, Granite City, Illinois

*Introduction:* WILLIAM LEVY, Executive Director, National Management Association, Dayton, Ohio

*Speaker:* MR. and MRS. MAX H. FORSTER, Manager of Management Development, International Minerals and Chemical Corporation, Skokie, Illinois

The primary characteristics of a successful modern executive, as listed by the W. E. Henry study, are a strong desire for achievement and social advancement, identification with superiors, and being decisive, assertive and practical.

Fortune magazine says "They must have an intuitive grasp of figures, an emotional feeling for abstractions, and be able to analyze men rationally."

A summary of studies shows the executive needs a strong drive toward specific objectives without deviation, high mobility and adaptability, dedication and hard work, and skills in power usage to control and guide others. He must be an autocrat with democratic skills, have patience and maturity, be a positive man of action and realize that he will be alone on a communication isle.

An AMA study shows that Mr. Management devotes 11 to 18 hours overtime per week, he has constant involvement with other people, and his work is the hub of his whole life.

The executive must be a generalist with appreciation and skills of a specialist. He must understand the complex roles of business, home and community, and realize there is extreme competition in a fast changing environment. The executive must establish a self-picture in terms of being the boss as well as a leader-helper. Mr. Management should

understand that he plays roles on stages set by others.

Mrs. Forster, in explaining the role of the management wife, stated that we must look first at the American woman of today.

Catherine Marshall said, "That to be a woman today is exciting, challenging but difficult."

It is exciting in presenting endless opportunities and modern freedom. It is challenging in that status is constantly shifting; population is changing, people are living longer and are generally better educated. It is difficult because new freedoms and privileges lead to new responsibilities and duties; there are new demands and pressures. The woman is shifting from homemaker to multiple roles all demanding her energies, time, emotions and interest.

These multiple and overlapping roles consist of: (1) home, where there is a changing relationship in the family toward matriarchy. (2) Community, where there are tremendous civic and social demands. At least 65% of all women belong to at least one service organization. (3) Business world, where the shift is most predominant. Figures from the Bureau of Labor Statistics on women in the working world show that over 1/3 of all women are now employed. More business responsibilities in the home and

# In '61 It's Philadelphia

May 1-5, 1961

Bellevue-Stratford Hotel  
Philadelphia, Pa.

Guy B. Ford  
General Chairman

## 17th Annual ASTD Conference

As indicated by the proceedings published in this month's *Journal*, the St. Louis Conference brought forward many worth while and stimulating ideas for all members of the training profession.

Unpublished, but probably even more important to those who were there, are the enlarged and lifted insights gained from on-the-spot exchanges with training theorists and practitioners from all parts of the country.

The seriousness of today's training responsibilities, plus the built-in personal advantages in conference partici-

pation, challenges the Philadelphia Chapter to urge all-out attendance in '61 at "the Conference you can't afford to miss."

In Philadelphia, this phrase is foremost as Conference plans progress: "Professional Trainers—Producers of Profit." The word "profit" is construed in its largest sense—for the professional trainer, his fellow employees, his company, and his country.

Plan ahead to profit from attending ASTD's Annual Conference. In '61 it's Philadelphia.

### 1961 ASTD Conference Committee Chairmen

#### General Conference Chairman

*Guy Ford* is Assistant Manager, Employment Practices and Training, The Pennsylvania Railroad Co., and a past president of the Philadelphia ASTD Chapter.

#### Program

*William M. Read*, The Atlantic Refining Co.

#### Arrangements

*Lincoln J. Walz*, Scott Paper Co.

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*Edwin L. Wiederrecht*, E. I. du Pont de Nemours & Co., Inc.

#### Business Administration

*Harold W. Hansen*, Westinghouse Electric Corp.

#### Special Events

*Patrick C. Farbro*, Radio Corporation of America and *Nathaniel G. Webb*, The Electric Storage Battery Co.

there is more recognition by industry of wives in management clinics and a closer relationship of business to home.

On this stage "Mrs. Management" plays her role. To her comes the challenge to mesh her exciting, challenging but difficult part with that of her executive husband with his pressures and demands to achieve a harmonious life together.

These divergent demands and needs of the modern manager and modern woman are brought together inside the wedding band. The strength of this band versus the strength of the external forces such as home, business and community determines the effectiveness of "Mr. and Mrs. Management."

In recent years there have been studies and surveys made on how the executive wife feels about these conflicting demands. Such management consultants as John A. Patton Management Engineers and George Fry and Associates have conducted opinion polls among many wives of top management men.

Findings of the Patton Study of over 4000 women show they approve of the company's interviewing the wife in possible selecting of their husband as an executive and are more concerned with high prestige than high salary. The study made by the Forsters indicate more women would not want to be interviewed with 56% saying no and 44% saying yes.

Women feel that ability is the most important factor in success, and oppor-

tunity for advancement is the most important factor in evaluating a job. Women do not want their husband to travel, but are generally willing to move anywhere as long as their family will be together.

Assuming she is a good mother and home manager, studies show Mrs. Management must be informed in the modern business world, a sounding board—to listen without interference, a reflector with understanding and empathy, adaptable, endowed with social poise, be good by *not* doing and be an individual in teamwork.

The conclusion of a George Fry management clinic was, "Fundamentally the most successful business wife appreciates and maintains a home and family in which her husband is permanent chairman of the board."

Mr. Forster concluded, "The Management marriage can be a complementary companionship or a competition of careers. The home needs and business demands severely compete and challenge the solidarity of a happy, full life. What can be a challenge with opportunities for enriched living for one couple can become a damaging threat to another. Out of the awareness of each other's problems and needs comes the mutual respect necessary for a successful marriage. Today business is making large investments in Management Development—there must be a comparable investment from the management marriage."

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**BE SURE TO PLAN EARLY FOR  
NEXT YEAR'S 17TH ANNUAL ASTD CONFERENCE  
IN PHILADELPHIA**

GENERAL ASSEMBLY—9:00 A.M. THURSDAY, MAY 5

### **CORALLING A HEADSTRONG ECONOMY**

- Chairman:* DONALD S. PAGE, Training Director, Emerson Electric Manufacturing Company, St. Louis, Missouri
- Introduction:* CLIFFORD A. DAVIDSON, Training Supervisor, Shell Oil Company, Wood River, Illinois
- Speaker:* DR. ROSS M. TRUMP, Dean, School of Business, Washington University, St. Louis, Missouri

I want to talk with you this morning about change—and the lack of it. You know so many changes occur so slowly that we are not really aware of what has happened until a major change has taken place and it is often too late to do anything about it.

Our talk this morning on “Corralling a Headstrong Economy” must first start with something of the dimension of the problem. When we speak of “corralling” we might say “controlling” because that is its implication. When we make that implication, there are two or three things which follow immediately. We are talking today of an economy for which the government has accepted responsibility. One of the responsibilities is obviously the responsibility for full employment. This affects your company and you can be quite certain whenever there is any indication that we will have less than full economy, some corrective government action will be undertaken.

One of the major factors in insuring full employment is the roll of credit. You are aware, of course, when the prime rate changes. But you may never have given much thought to the fact that the Federal Reserve Board has the responsibility for manipulating the interest rate—up or down. Also, for changing the reserve requirements for banks in such a fashion that full employment

will be encouraged but that run-away inflation will be contained.

I want to broaden this responsibility a little bit right away. This is not a responsibility for just our economy because we are looked to by the entire western world and a good bit of the uncommitted world for a role of leadership. Take, for example, the countries of Africa. Those that are already independent, still cry “Nationalism” and make statements of what their country needs and why they need the help of the western world. The countries that are not independent claim hatred for colonialism and recite threats of what they are going to do if their independence is not granted rather soon.

You might say at first glance, “Interesting, but what does it have to do with me?” Two things. If you have had any connection with the iron or steel business, you know that the Mesabi Range in Minnesota, which for many years produced our iron ore, is just about gone. We increasingly bring iron ore from South America and from Africa. We are running out of many, many things which Africa has in abundance—that’s one reason. The other reason may be even more immediate and even more pressing. In every single country still uncommitted in Africa, we will engage in a race with the Soviet Union to see

which bloc can furnish to that country the technical aid and economic assistance it needs for development. Those countries are determined to develop, and develop they will. They won't leap overnight from the 15th to the 20th century, but they will develop—either with our aid or with aid of the Soviet Union. So you will see much more activity and much more unrest and much more economic interest in Africa than anyone dreamed possible as recent as ten years ago.

But let me turn to something that for some of you may present an even more immediate problem. Some of you have been in the Orient recently and you know that Japan has staged a most remarkable post-war recovery. Areas of Japan that were completely flattened in World War II are today thriving industrial centers producing not just cheap goods, but very high quality goods. You may or may not be aware that Japan is shipping into this country such unlikely products as some high quality steel, plywood and plate glass in addition to other products you are familiar with.

In Europe there have been two developments of great importance to our economy. Nobody expected that immediately after a great war certain nations which fought against each other would be able to reconcile their differences and get together, but they did. The first development was the European Common Market comprising France, West Germany, Italy and the Benelux nations. The Common Market group had two objectives: the one, an objective of reducing the trade barriers between countries and the other, eventual political unity.

I think Britain was caught somewhat short by this development of these countries getting together. At any rate, Britain was the leader in the second organization which is called the Outer Seven or the European Free Trade Association. This consists of Britain, the Scandinavian countries, Switzerland, Austria and Portugal. There are two separate economic groups but both groups belong to the Organization for European Economic Cooperation. Both groups have one external objective and this is to foster trade. Both groups are announcing July 1 of this year an across-the-board 10% reduction in tariffs—the second such reduction they have participated in. If you are not aware that competition is increasing—just wait. The Frenchman who previously had the French market all to himself, now faces competition from the rest of Europe. So where does he go—where does he look for a market to make up for any loss he may suffer? Quite obviously he looks to this country. In the United States today is there a store so small that it does not carry some imported articles in it? I doubt it. It is extremely common and will become much more so.

The activities of the European Common Market and the Outer Seven could, of course, be countered very quickly by us. All we'd have to do would be to set up import quotas, tariffs or other restrictions. Yet what has been the history? Time and time again, companies in our country have petitioned to the State Department for embargos on foreign products. The answer has always been the same—that is, the companies concerned should produce an item of better quality and not try to compete on price. This has been the rule all along and is likely

to continue to be. So if in your business you are counting upon a tariff, or embargo, or on some other type of action to protect you from foreign competition, you are living in a dream—it won't happen.

A great many American companies have set up plants in Europe or in the Orient. It's not their purpose to capture the market of that country, rather it is their purpose to use this low-cost producer as a means by which they furnish their own export market all over the world. Sears-Roebuck, for example, has just opened their 14th buying office abroad.

I am leading up to one specific thing. If you had looked at the financial side of your company's operations recently, you can not help but be aware that costs are rising and have been for fifteen years. Everything you buy today costs more and I don't care what it is. But the most costly thing you buy is the time of people—and that is more costly than ever before. There is no indication whatsoever that this will change. On the other hand, what about the things you sell? I submit, that for everything you sell, there is a price ceiling whether it is legally established or not. There is a limit to what you can charge. That limit being what the public is willing to pay. Several rather large industries have discovered this to their sorrow. They have had to make major shifts in policy because they were pricing themselves out of the market without recognizing this was the case.

Here we are faced with this kind of a situation: A ceiling on prices and constantly rising costs. You see, the moment these two get together, then you better look for another company to work for

because your company is not long for this world. This is what we call the "profit squeeze." We are in it and we'll stay in it for the foreseeable future. There is only one thing that can keep these two lines apart. This is to find some way to increase prices or some way to reduce costs.

We've got one hopeful sign that I must mention. That is, that the birth rate in 1939 and '40 experienced a rapid upturn. Those babies are now the young married couples of today. If they continue to have children at the rate their parents did, then we are in for a population explosion. We face, therefore, a perfectly terrific expansion in all our markets. Now, I do not mean just consumer goods. I am talking about highways, roads, bridges, schools, churches and hospitals, because we face a dramatic expansion of our population. I don't know what the current census will show—something under 180 million, I think. But by the end of this decade it will be between 215 and 220 million people. By 1975 our best guess is it will be 250 million people. Thus a 50% increase over what we are now. Yet this is one of the changes I mentioned earlier. One of the changes which will occur a little at a time, so you may not be aware of it. But this is a change and it is happening very fast. It will be the most dramatic increase in our population we have ever experienced in anything like a comparable period of time. This can be a bright spot if we are able to maintain our prices at a level acceptable to the public and keep our costs from meeting that price structure. It's a bright picture only under these circumstances.

You people stand between these two points. It is you and your activities that



keep these two lines from meeting and nothing else. That is your basic responsibility. But what is the biggest expense your company has? People. You're responsible for seeing that this expense does not get so high in relation to productivity, that there is no profit left because our system is based upon profit. I think we've been altogether too quiet about this point in recent years. There is nothing immoral about profit, because just the minute we quit making any—we quit. Somebody has to accept the responsibility for seeing that these two opposing forces do not meet—and that job falls to you.

In fact, we've got to start out on a program of cutting costs—intelligently. Right now, I want to suggest several things you can do. Let me take one which is not your particular province, but you do your share of it. Do you do in your business a good deal of paper shuffling? Most of us do altogether too much. Our files are cluttered with letters thanking somebody for thanking us. One of the areas which can stand a fresh look is the importance of every document you handle, make out, file or otherwise record.

I want to urge that you look more carefully than ever before at the people whom you hire. Look upon the person whom you hire today as the person who is the guarantee of your retirement pay. Make a better selection than ever before. Insist your personnel department make a better selection of the people they send you. Because, first of all, the starting pay is higher than it ever was before and it's going only one way—up.

Let me suggest that in training, itself, there are two or three particular responsibilities that fall to you. The one, I

think, will come as a surprise to you. Do you think that the company for which you work is a good place to work? A number of you may be in doubt and I recommend that you quit today and get a job with a good outfit. But, if after thinking it over, and you decide it is a good place to work, then let me suggest you tell a new employee that it's a good place. Few companies do and in the case of many outside employees, the last good word they ever hear about their company is when they leave your training program. From then on they only hear of what is wrong with this company. If you think it's a good place to work, let them in on the secret.

One of the areas in which researchers, academicians and others, have let you down is that we don't know much about what makes people work. We can test and you can test. We can tell what people *can* do. Nobody has yet devised a test for what they *will* do. So we have to accept on a kind of blind faith, the assumption that if they can, they will. You and I know this isn't true. What will people do? They'll do what you expect them to do. Not much less than you expect because if they do we have a term for them—former employees. Will they do much more than you expect? Yes, for the first three days until they learn what is expected of them in this company. Then their production drops right back to the average and it never moves from that very much. What will people do—what you expect them to do. I submit that the time is long overdue in which we ought to expect more than we've been getting.

Let me close with one final point. When you think of control, when you train people who will go into any area

of control—control inventory, control purchasing, for example—we have often gotten far away from the facts. When you control inventory, you control things? No. You control people. As long as you are designing and thinking of a system for controlling things, you are on the wrong track. You're trying to control people. We need therefore to get more people oriented than ever before. I charge you with these responsibilities. Contribute your part to their selection. You see, training directors, in general, do not stand up on their hind feet and assert themselves. You carry a tremendous responsibility. In many companies

you do not make your voice heard, you do not get the respect that you're due. I suggest that you start doing that—and now.

Make your voice heard on the selection of people. Get your hand into any method which will assist in the motivation of people. Make your voice heard on anything concerning the control of people. With those three points, you will make a significant contribution to intelligent cost-cutting which is the only way we can corral a headstrong economy. The only way we can provide the world leadership which we need—it has to start at home in your plant, now.

CONCURRENT SESSION A—10:30 A.M. THURSDAY, MAY 5

### WHY TRAINING PROGRAMS FAIL - AN OUTSIDER'S VIEWPOINT

(A Condensation)

*Chairman:* LOUIS T. LANZ, Training Director, Monsanto Chemical Company, St. Louis, Missouri

*Speaker:* DR. HERBERT G. HENEMAN, Acting Director, Industrial Relations Center, University of Minnesota, Minneapolis, Minnesota

Dr. Heneman began his talk by giving a word portrait of the Ideal Training Director. He then pointed out that employees are always receiving training, either with or without the aid of training directors and that the question to be answered is not "Do we or don't we want training?", but rather, "What kind of training do we want?"

Dr. Heneman then listed what he considered the major sins of training directors.

1. We are inclined to think of training as a one shot, superficial sort of inoculation. We tend to train the new employees, whereas the crucial role of the training director is to retrain old employees and foster continuing develop-

ment. We should not go overboard on any one plan, such as management development and work simplification.

2. Training directors train the wrong people. Executives and managers, who set the climate for an organization should be the first trained.

3. Training Directors begin with the content of a program such as human relations training or supervisory training. They should be more concerned with specific group and individual needs.

4. They go overboard on certain techniques and may think that the conference method is the *only* method.

5. They ignore individual differences.

6. They ignore the basic principles of learning.

7. They ignore evaluation or follow shoddy evaluation procedures.

8. They ignore scientific job analysis and try to make silk purses out of sows' ears and vice-versa.

9. They are afflicted with the disease "Copy-Cat-Itis." This is especially true in management development programs that may carry the Good Housekeeping seal of approval.

10. Training directors too often ignore objectives. They feel that the objectives are obvious and can be taken for granted.

11. Training directors think that training must require the same type of classroom or course as in education whereas most training is most effective when it takes place on the job.

12. They take a piece-meal approach rather than trying out and planning a well-rounded and long-range training program.

13. They don't use learning curves or other records.

14. Training directors neglect to train trainers.

15. They fail to explain purposes and use of training to employees.

16. They fail to be honest when propagandizing.

17. Training directors sometimes may use the "witchcraft approach"—the Hitler Big-Lie Technique, saying for example, that employees retain 90% of what they see and only 10% of what they hear. Many who believe this then turn their headdresses around when talking of communication and say that verbal communications are most effective. The truth is that neither is right.

18. These training directors too frequently use the "Put-Out-The-Fire Approach."

19. Training directors are inclined to use training as a general panacea—like blood-letting.

Summarizing, Dr. Heneman said:

At this point you might well ask, "If training is so rotten, is training really necessary?" Actually the real villains in this piece are the line managers who in permitting and encouraging today's lousy training, display their own colossal unfitness for their jobs. Although I charge line management with stupidity, in self defense they may plead ignorance as their excuse—and I guess they are right. They are not only ignorant of management principles but of their own job duties.

When you talk to line managers about the nature and role of their job, all too frequently they do not seem to realize these concepts, that a manager is the leader of a work team and that if he's going to get things done through other people, he should be judged not by what he does, but by what his team does. This automatically casts him in the role of a teacher or coach or counselor.

In conclusion, we should not abandon hope. It's helpful to have sessions like this where we are not just critical, where we really attempt to come to grips with some of the problems of our chosen profession. That we carry away some resolves and determination to attempt to do something about this.

Meetings like this won't do the job. The place where the job must be done is right out on the firing line by people like you. There are a number of these sins that may or may not be present in your own particular training program. But if you take only one of these and clear it up this year, you're better off than you were a year ago.

CONCURRENT SESSION B—10:30 A.M. THURSDAY, MAY 5

## SALES MANPOWER DEVELOPMENT - THE MODERN CONCEPT OF SALES TRAINING

*Chairman:* EDWARD G. WEAVER, Administrator - Sales and Administrative Training, Allegheny Steel Corporation, Pittsburgh, Pa.

*Speaker:* GENARO A. FLOREZ, President, Florez Incorporated, Detroit, Michigan

No function within the structure of marketing has been subject to as much abuse and misinterpretation as the function usually called "sales training." However, everyone agrees that the reason for sales training is to help increase sales results.

Sales training when properly implemented, helps increase the efficiency of every member of the selling team. This objective is to get:

- the right people to do
- the right things in
- the right way
- TOGETHER!

The key to developing this teamwork lies in a process called "sales manpower development." The process is not new for the fundamentals comprising it have been recognized and used throughout recorded history for developing an effective team.

The following are elements of this sales manpower development:

*Marketing Philosophy*—This is the extent to which a company wishes to assume responsibility for training the people who comprise its selling team.

*Sales Methods Research*—to determine the methods by which salesmen can be successful.

*Job Descriptions*—enable anyone to thoroughly understand what each job

consists of as it is presently being performed.

*Job Procedures*—After it is understood what is to be done, it is necessary to indicate *how* the job is to be done by means of job procedures.

*Manpower Specifications* by which a company can know what *kind of man* is best suited for each of the jobs to be filled.

*Recruiting, Hiring and Selecting* permits the meeting of needs effectively. *Orientation* enables new man to get off on the right foot—will begin his work in a healthy and informed frame of mind.

*Initial Job Training*—This activity can take four forms: personal contact with the boss; personal contact with the outgoing man; self-study of materials provided by company; and group conferences with people newly assigned to same positions.

*Supervision*—The supervision that a man receives on his job is one of the most important factors in his success. Also one of the costliest mistakes is to assume that because a man is a good performer, he will automatically become a good supervisor as well.

*Incentives*—The best incentive is to place a man in a job which fits *him* so well in every respect that he willingly does his best to keep it.

*Continuous Training*—Every effort must be made to encourage men to continue their growth and development throughout their tenure on the job.

*Performance Review*—This is one of the most important elements, since it enables the company to evaluate its people and let them know where they stand.

Management is conditioned to dele-

gate and to buy. But real training cannot be bought. Plans, counsel and media can be bought, but the training must be done by line management. Training is an intrinsic and inseparable part of the jobs of these people as managers. When that lesson has been finally learned, training will assume its proper place among the functions of marketing management. It will help management to achieve the greater sales results which it wants and needs.

CONCURRENT SESSION C—10:30 A.M. THURSDAY, MAY 5

### TESTS - THEIR USAGE

(A Condensation)

*Chairman:* KINGSLEY M. WIENTGE, Washington University, St. Louis, Missouri

*Speaker:* DR. HAROLD G. SEASHORE, Vice-President and Director, Test Division, The Psychological Corporation, New York, New York

It's a pleasure to meet with personnel people, and this time people interested primarily in training.

I've picked out three or four topics that sort of intrigue me, topics which might be provocative, topics the discussion of which may fill some gaps in your knowledge or at least send you home to do a little thinking. I want to talk about the utilization of tests in industry with emphasis on the training officer's role.

First, some comments on the significance of testing at the time of employment. Some companies emphasize selection of qualified persons while other companies are willing to hire almost anyone, the latter perhaps thinking that they are large enough to have a place for any type of person. Now, of course, the use of tests in these companies will be different. The main thing, then, is to remember that training and the use

of tests must be different in these different companies. In the small company we usually want versatile people, people we can train in various jobs. In a large company, however, one need not worry as much about versatility since more employees can be assigned more limited jobs. Certainly, a company that has a large number of mass laborers has different employment problems than a company requiring mainly skilled labor. Even in a mass labor type of company, however, there are differences in how tests can be used. One firm may take a machine-tending viewpoint as against a machine-operating viewpoint in hiring people, the latter viewpoint assuming that employees need more mechanical ability.

We should be aware of such differences when setting policies for the use of tests when hiring. We must consider the facts about our own specific com-

pany in planning a sound pre-employment testing program.

I believe there is need for more effective testing at the time of employment. If you work out a testing program for your own specific situation you can assure yourself of trainable people, shortened training periods, more efficient filling of special positions, and a sounder basis for promotion from within.

A test score is just a "bit of information." There are thousands of these bits of information about an individual. Remember, we also have questions on application forms, credit checks, the person himself to interview, etc. to use in judging individuals.

A test will not make your decision for you, but the test data provide diagnostic bits and these bits must be integrated with other data. This problem of integrating the bits is the task of the selection officer and the training man. So, bits of information regarding aspects of the individual are what we should look for in tests and not a cure-all for all selection and training problems.

Don't ask a piece of paper to play God. Goodness knows, that test makers and test users sometimes have a hard time avoiding playing God with their little scores, but they must.

The next point I want to talk about is a kind of negative one. It is that of the cutoff or minimum score. We receive many requests for recommended cutoff scores for hiring people for different jobs. We maintain that this is an impossible task. Cutoff scores cannot be set by a test maker in a general sense so that they will apply to the whole country and all companies. Companies are different, jobs are different in companies, and the same labelled jobs with-

in companies are different. Therefore, a published recommended cutoff score is a dangerous type of advice for a publisher to provide.

If you ask me for a recommended cutoff score I say for what job, in what company, when, where, what employment philosophy, what skills, and who is available?

The next point I would like to delve into is one I have no name for at all. I started to call it the inverse use of tests, but goodness knows that's frightening. I just can't find a catch phrase for it. It has to do with the manpower problem and the maximum utilization of the manpower we *have*.

If a company hires good people then it should also say that if these persons fail it is the company's responsibility to a large extent. We should not fail to observe a person's assets. We shouldn't fail to reassign a person on the basis of his talents. This, largely, is the job of the training director. Here tests come into the picture because if you get an adequate picture of a person at the beginning, then you are in a better position to evaluate what is happening to him on the job.

I want to conclude my talk by just mentioning a few facts concerning personality measurement. This is the hot spot today in testing. However, there have been no major break-throughs in personality measurement for purposes of personnel selection. This is not to say that you cannot buy tests which measure aspects of personality. The plain fact, though, is that we cannot effectively measure personality at this time.

If we measure dominance, anxiety, etc., we still cannot say whether the scores are good or poor because dom-

inance, stubbornness, etc. can be good or bad depending on how they are expressed on the job. Frankly, we need more adequate theories, more intensive and competent studies in companies, and

much improvement in the definition of the criteria of performance.

I hope these miscellaneous points have given you some ideas to chew on for a while.

CONCURRENT SESSION D—10:30 A.M. THURSDAY, MAY 5

## DEMONSTRATION OF ROLE-PLAYING IN TRAINING INTERVIEWERS

(An Abstract)

*Chairman:* ELBERT W. BURR, Manager, Personnel Development, Monsanto Chemical Company, St. Louis, Missouri

*Speaker:* DR. ROBERT HOPPOCK, Professor of Education, New York University

Dr. Hoppock explained that the purpose of the session was to acquaint beginners with the techniques of role-playing and to assist them in their understanding of this method of training.

One purpose of role-playing in training interviewers is primarily to provide practice in a situation where mistakes are expendable. Another purpose is to help the interviewer see how his behavior affects the behavior of other people. A third reason for using role-playing is that it is frequently an effective means of stimulating discussions and of keeping discussions close to the subject.

In the actual application of role-playing the first thing needed is the "players." Players may be obtained in several ways:

1. By assigning someone arbitrarily
2. By signing them up in advance
3. By seeking volunteers from the group

Assigning persons is perhaps the easiest way of obtaining players, while seeking volunteers is the most difficult. There are several aids to getting volunteers. Among them are:

1. The understanding with the player that he will deliberately make mistakes without having to identify

them—thus not exposed to error.

2. That any comments be prefaced by, "I think I would have done it this way" rather than, "He should have done this." This reduces the feeling of personal criticism.
3. The mere fact that people want to learn or they wouldn't be in attendance should stimulate volunteers.

Two interviews were held; each was of five minutes duration and was followed by a ten-minute discussion period. The first interview was that of a person applying for a job. The other situation was a separation interview where the employee had not measured up to standards and the department head had to notify him of his discharge.

The use of role-playing, therefore, has wide extremes. On the one hand, demonstrations with professional actors, rehearsals, etc. can be very effective in training interviewers. The other extreme is that the role-playing may be spontaneous and unrehearsed. Whatever the situation, this method of training interviewers is particularly good because it provides practice, is not expensive, and will not cause harm to the interviewer, the interviewee, or the company.



CONCURRENT SESSION E—10:30 A.M. THURSDAY, MAY 5

## LABOR RELATIONS FOR FOREMEN

(A Condensation)

*Chairman:* C. R. STOCKHUS, Vice President, Labor Relations Department, Union Electric Company, St. Louis, Missouri

*Speaker:* JOHN R. STOCKHAM, Attorney, St. Louis, Missouri

In modern industry, the foreman is required to know a great deal more than was previously the case. He must know the company's policies, rules, and regulations; he must know theories of cost control, quality control, and time and motion study; he must know national and state labor laws; and above all, he must know the labor contract under which his company operates. Along with all these things and many others as well, he must also find time somehow to get the work out. With all these areas of knowledge required, it can easily be seen that a foreman's training program is indeed a vast undertaking.

While national and state labor laws have considerable bearing on a company's operations, the real binding law is the labor contract. The foreman is one of the principal legislators of this law. Many provisions, both good and bad from the company's viewpoint, are directly caused by his actions.

The "good" provisions are made possible through the foreman's ability to recommend constructive bargaining proposals. He is closest to the problems that exist, and is most qualified to assist management in assuming their bargaining position. Bargaining is not a one-way street, and management should utilize the resources that foremen represent in order to come up with positive constructive bargaining issues of their own.

Foremen are also responsible, however, for many of the restrictive and

harmful clauses that contracts often contain. Many "mutual agreement" clauses or "voluntary overtime" provisions are due to a foreman's inept handling of the introduction of a new machine or his unfair or discriminatory distribution of overtime.

In order to train foremen in the labor contract, the training director must of course know the contract himself. It is not enough, however, merely to know how the contract stands at the present time. He must know *why* every clause exists and the history or evolution of every clause as well. He must know the purpose of every clause; he must know the mechanics of carrying it out; he must know whether the clause is workable; and he must know whether or not the clause works properly and fairly. The training director must know all these things and communicate them to the foreman.

One of the most important factors in training foremen for labor relations is the company's labor relations policy. Ideally, this policy should be formally written down and should serve as a guide or general outline for the foreman to follow in his day-to-day activities.

Too many companies, however, follow a policy of expediency. Whatever course of action best suits their immediate short-run needs is the course they follow. When top management follows a policy of expediency, the foreman soon learns to do the same. Often, of course,

because of being overruled so often, the foreman seeks to shy away from all decision making. When Peter Marshall was the Chaplain of the United States Senate, he made a statement in a prayer that fits this type of situation very well. I would like to quote this brief prayer.

"Dear Lord, give to us clear vision that we may know where we stand and what we stand for. Because, unless we stand for something, we

shall fall for anything."

A policy of expediency is something that has happened all too often in labor relations. Companies have not known where they stand, or what to stand for. This situation has got to be corrected if the foreman is ever to be brought up out of the area of chaos and confusion in labor relations, and become the aid and assistance to top management that he should be.

CONCURRENT ASSEMBLY A—2:00 P.M. THURSDAY, MAY 5

### THIS WAR WE COULD LOSE!

*Chairman:* FRANCIS L. DOCKEN, The Maytag Company, Newton, Iowa

*Introduction:* W. J. HENDERSON, Director of Education & Public Relations, Associated Industries of Missouri, St. Louis, Missouri

*Speaker:* DR. LOUIS G. MILIONE, Field Director, American Economic Foundation, New York, New York

"This War We Could Lose" is the title of an editorial that we have recently published at the American Economic Foundation. This, incidentally, is only one of the means that we use in our work in order to get a simple message across monthly. For example, we also have a series called "The Economic Fallacies of Life," a series of films called "How We Live In America," and so on.

I would like to go over this editorial with you and then try to show you how we are able to get through the semantic difficulties and the problem of economic illiteracy which have hampered us.

As Senator Bennett said the other day, "The seventh wonder of the world is our economic illiteracy. The eighth wonder is, of course, our productivity in spite of it." But we have reached a point now, where economic illiteracy is going to pose quite a problem and a serious one.

I want to make that point by reading this editorial to you.

"As long as both sides have enough atom bombs to incinerate each other, the start of a world wide shooting war is highly unlikely. However, a different type of war has already started—the most massive trade war in all history. This war we could lose!

The weapons of this war are better tools of production. The arsenal of this war is the savings of the people, which, when invested, provide the tools. The bullets of this war are high quality, attractively-priced goods. The crack troops of this war are skilled workers who can and will get the most productivity out of the tools.

To understand our danger we can look back to the days when Great Britain was the world's leading industrial nation. It was about 200 years ago that

the English invented the steam-powered tools that so tremendously multiplied their human energy that no nation on earth could surpass the price and the quality of their goods.

But about 100 years ago, the English began to let their tools grow old. They actually fastened them to the floor, and forgot that any tool that has become old-fashioned wastes manpower and should be scrapped, *even though it be in perfect mechanical condition*. We, in America did not make this mistake, and at the turn of the century moved into a commanding lead which held firm until about five years ago.

The present threat to American leadership is the result of four events.

First, since World War II, a determined desire to industrialize has swept the entire world. This desire was sparked by the success of America's high-volume, low-markup policy.

Second, since 1945, the taxpayers of the United States have given foreign nations some \$72,000,000,000 to acquire the finest tools in the world.

Third, through inflation we have increased the replacement cost of American tools about 200%, but have not allowed American business to lay aside the extra cost before taxes. The corporate



Outgoing President Robert Burr (left) presents President's Gavel to President Elect Robert A. Graham.

taxes in this country are 52%. Russia does not penalize her industrial productivity in this manner, nor does any other nation in the world.

Fourth, through our labor policies we have developed a constantly rising wage structure that has marched out ahead of productivity, thus making many American goods "poor bargains" in comparison with foreign goods.

The next ten years *could be* the twilight of American leadership. Although the danger is not yet obvious, we now have all the makings of a second rate nation. There is already a great fear for our currency. In fact, it is now considered to be a second rate currency. If you have visited Canada recently, you will appreciate that fact. Remember, it is the wealth of a nation; it is the kind of currency that a country has that decides whether it is first class or second class. Therefore, we already have the earmarks of the second rate category.

With present costs, many of our manufacturers will soon lose most of their foreign markets, and in some classes, a great deal of their home market. It seems that France is one of the few countries left where we can compete, because France has had inflation that is comparable to ours.

Already billions of private American tool dollars have gone abroad to furnish jobs to foreign workers who do more work for less money, and where taxes are more favorable to business.

On the other hand, the next ten years *could be* a new dawn for American leadership, provided we can get three things: a sounder dollar, more modern tools, and lower unit labor costs.

Lower labor unit costs do not mean lower wages. This is an unfortunate

misunderstanding that we run into, even with management people. Increased productivity means lower unit costs with *higher* wages. But whenever there is an announcement that a new tool is being created to gain that increased productivity, people only see the ugly ogre that this tool is somehow an enemy to mankind. In our teacher institutes, when we ask the teachers what they think is the principal economic problem of today, they reply that the tool is the "ugly Frankenstein." Remember, these are the people who are molding the minds of those whom you'll have in your plants someday. The mystery, the intrigue, and even the fear is what makes the "Frankenstein" picture attractive. They fear that the tool will conquer man; that his own creature will dominate him. This shows that the communication and introduction of a new tool is often not given properly to employees. They don't see it as a means of improving their welfare.

Recently, I saw an Italian Movie named "The Mill on the Po." It showed the scene of an Italian farmer who had recently bought a tractor. It came from England and was wrapped in canvas. The peasant workers saw this tractor and they snuck out at night with their rifles. They took shots at this tractor, because they looked at it as a mortal enemy. They could not see that the tool was going to multiply their human energy and gradually change the whole concept of agriculture.

*Lower costs do not mean lower wages.* It did mean that in the primitive days before technology. Even if Karl Marx were alive today, he would change his whole tune. Karl Marx wrote well before the Industrial Revolution that we have had.

In those days when you had hand labor there was only one way to get the products made cheaper and that was to ask the worker to work longer or to work for less wages. It is high time that we in American industry show the worker what the tools of production and technology mean to him.

To hold on to our industrial leadership, the government must remove the tax burden that now handicaps the modernization of tools, and labor unions must cooperate in their efficient use. For fifteen years America has lived in the rosy haze of an inflationary boom. The magic formula has been more money for less work. But the magic has run out; the stern reality is at hand. We can ignore it if we want to, *but it will not ignore us.*

This is the article that we will be sending around in the near future. I would like to stop now to explain to you a little bit about the American Economic Foundation. Prior to 1939, when we took our present-day form, the organization sponsored a radio program entitled "Wake Up America." We were on the air coast to coast during the 30's. You can imagine the economic problems of those days.

National celebrities like Norman Thomas, Walter Reuther, and Jim Carey would come in, and every Sunday they would debate the current economic problems. One of the things that bothered us about this program was the fan mail that we received on the next morning.

Most people said, "It sounded like a terrific debate, but what were they talking about?" The problem to us seemed to be one of semantics. After the first year the program became a semantics laboratory. We found that most of the debaters were not speaking the same language. They were not communicating ideas and, therefore, they were not reaching the audience with their knowledge. They were using the classical, 220-volt language that is used in the economic text books of our colleges today.

Another tragedy was that whenever we invited the champions or captains of industry to take a position opposite Walter Reuther or to explain the American free enterprise system, they would invariably ask us to hire someone else because they were not prepared. Now I ask you, how can any economic system continue if the captains of this system are unable to get before a public forum and explain what makes business tick in simple everyday language?

We found that our problem was mainly in semantics. But the professional economists said that this is a subject which you cannot make simple. We have been accused of over simplifying things. In this country today there is a mistaken idea that simplicity and stupidity are synonymous terms. We have become intellectual snobs.

One of the basic concepts we established through our semantics laboratory was this simple formula:

$$MMW = NR + HE \times T$$

(Mans Material Welfare = Natural Resources + Human Energy x Tools)

Here is a formula whereby we begin to explain some basic economic facts of life. The MMW stands for Mans Ma-

terial Welfare. Mans Material Welfare is composed of the basic goods and services which we need. What is involved

in producing any goods or services? You start out with natural resources, next you add human energy, and then tools or technology. This is so basic that you have the sequence of creation here. God made the world, he made man, and then technology. We explain to employees and teachers that to make any goods and services we need natural resources, human energy, and tools.

Economics really boils down to the process of changing the form, condition, and place of natural resources.

In primitive days, man could only apply his human energy to the natural resources. There were no tools. With the limitation of man's own two hands you can see the limitations in producing goods and services. He couldn't change the place of natural resources; he had to haul logs by piggy-back, for instance. You can also see his limitations in changing the conditions and form of natural resources as well. By this simple analogy we are showing the importance of tools.

Much of the criticism directed toward American business because of exorbitant profits, and much of the antagonism between labor and management is due to the same semantic problem which I mentioned earlier. Workers do not understand what tools mean to them; the public has a misconception of profits. The point we have to get across is that our limitations in changing the form, condition, and place of natural resources were considerably overcome by applying tools to man's human energy.

If you have a minus in the standard of living in any country, there will be a minus in either their natural resources, their human energy, or their tools. The people who want to help these underdeveloped nations seek to solve their

problem by giving them more money. They never get to the real cause of that nation's under-development, however. Money isn't the answer to the problem. The United States has had a high standard of living because we have the natural resources, we have an abundant supply of human energy, and we have the tools. In the United States, tools do 95% of the work. Animal power is reduced to 2½% and raw human energy is also 2½%. The real reason for our high standard of living is that tools do 95% of the work. You practically have to take your children to a zoo, if you want them to see a horse. Raw human energy has been so reduced that an American's principal problem is a tired mind and a restless body.

Why are some of the nations in the world so backward? Let us take India for example. India is rich in natural resources, has plenty of human energy, but seriously lacks tools. Take any country in the world. If they have a minus in their standard of living, they will have a minus in the factor of tools. A plus in tools will soon result in a plus in their standard of living, but without tools any country will remain backward. The secret of their productivity is in tools and technology.

Tools and technology also improve people sociologically. In a society where there are tools, there must be people who are technicians. Tools and technology changed farming, for instance. The farmer today must be an automotive mechanic and a scientist as well. Reading and writing is basic to our entire society. Even the ditchdigger is a technician today.

In a technical society there is a great need for training directors. In a society

in which there are no tools, training directors are not needed. You have to have effective training departments, though, in a society where tools do 95% of the work. The outstanding function of a training director should be to explain to the workers the role of tools in their company. A corporation is defined as nothing more than a collection of tools. If a company owns anything which does not aid in the production and distribution of their product, they have no right to own it. All the assets of a company are tools, and the only way that company can effectively continue in business is to get efficient use of those tools. Many companies fail to make this tool story simple and clear to the employees.

The lack of tools is what is holding back the world. This exploding population propaganda shows fatalism, cynicism, and a lack of appreciation for technology. We have not even begun to use the natural resources and the food that is in the Atlantic, Pacific, and Indian oceans. There are unlimited resources, but we are not going to get at them until we have the technological skills.

We can easily see the importance of tools by looking at Germany. In this country there is only a barbed wire that separates people of the same nationality, the same worries, and everything else. The political philosophy that believes in state owned tools can be compared with a society that believes in privately owned and privately managed tools. In East Germany where the tools are state owned and managed, there is darkness at night. There are no great boulevards of stores with goods to be sold. On the other side in West Germany, everything is lit up with plenty of goods and services at a

price which people are willing and able to pay.

According to recent propaganda put out by American industry, the investment in tools for the next decade will amount to X billion dollars. We did a little research on this, however, and found that about 80% of this so called industrial expansion amounts to nothing more than the replacement of dead horses. The real expansion is only 20%. When we consider the growth of our population, this is not going to provide enough employment. This will not enable us to supply our people with enough goods and services at the price they are willing to pay.

We must get this tool story across to even the members of Congress. If you define a corporation as a collection of tools, then you can make the point that a corporate tax is a tax on tools. When you put a tax on tools, you are making it more difficult to make more things for more people at a price they are willing to pay. It seems that the story must be given to Congressmen as well as to the workers.

Management is in charge of the function of seeing that the proper tools to do the job are available. Management is responsible for efficient use of these tools, and management does the research of finding customers and finding out what they want and so on. But it is the use of tools that dictates the price, and in the competitive society of today, with the rest of the world making many new technological advances, we now have competition between our tools of production and those of Japan, Germany, and the other nations. The indifference of American businessmen of past years can no longer be tolerated. Congress



must go to work and make it easier for American business to keep up in this race of tools and technology. If we lose this race, we'll surely lose the war—the trade war.

One of the reasons why American business can't get the money to replace their old tools comes from the bargaining table. Those people who sit across from management still haven't got the impact of the fact that tools do 95% of the work. Let me give you an example of this from the steel industry. There is \$20,000 invested in tools per worker in this industry. Remember that tools do 95% of the work and that human energy does 5%. For the worker's 5%, he gets \$5,560 a year in take-home pay. The tool owners, who do 95% of the work, get \$960 a year in dividends, of which \$330 is plowed back into the business. Now who is robbing whom?

If you look at a simplified annual statement, you will see there are five costs involved in producing any goods or services. First, there is the cost of goods and services that you buy from others. Then, there's the cost of human energy—wages, fringe benefits, etc. The third category is taxes. Depreciation is the fourth, and the fifth is profit.

Now let me show you how much of the business the managers actually manage. In the brewing industry, for instance, of each sales dollar, 67.4¢ goes to suppliers as the cost of goods and services purchased. The cost of human energy or labor is 22¢ per sales dollar. The cost of taxes was 4.6¢. Three cents went for depreciation and there was three cents put aside for profit. Whenever you hear someone talking about administered prices or whenever you are inclined to believe in them yourself,

stop and think about this. Management only manages six cents of every sales dollar—three cents for depreciation and three cents for profit. You talk about administered prices—Who sets the price of labor in today's market? You have unions taking in all American industry and they're the greatest price fixers of all. Management has no control at all over labor costs. Likewise, the costs of goods and services purchased from others is fixed. Tax rates are fixed for everyone. All that is left, therefore, for management to manage is six cents. Management takes all the criticism, abuse, and responsibility for the management of funds, while, in fact, the government and the unions and suppliers really control a larger share than they. What is wrong with explaining your annual statement in simple terms like that, so that the worker in your plant can understand who gets how much and does what? Wouldn't that put you in a different position? Wouldn't that enable your workers to understand the difficulties involved in gathering funds for industrial expansion? When every savings and loan company is paying 4 or 4½% interest, could you even persuade one of your workers to invest his money in his own tools? Probably not.

Your worker's job security depends on whether or not there are tools for him to work with. And whether there are tools for him to work with or not, depends on whether the company is setting aside enough to replace them and whether they are paying the investors enough for the use of their money. Your workers should realize this. If the figures for depreciation allowance are small in your company, you can show the worker

how shakey his job security is. Then you will be talking to him in regard to his own personal interest. You are showing him that the tool providers of his company are his best friends and that profit is payment for the use of tools. He will look at management as a collection of tools, of which he is the principal beneficiary.

The big difference between a human being and the rest of God's creatures is

the human intellect. How do you demonstrate the human intellect? Through the intelligent production and use of tools. The degree of civilization, which any society has reached, can be identified by the degree to which they made efficient use of tools. The importance of tools is a concept that must be gotten across to the American people. As training directors, it is your job to get this story across.

CONCURRENT ASSEMBLY B—2:00 P.M. THURSDAY, MAY 5

## NEW RESPONSIBILITIES - NEW CHALLENGES - IN TRAINING

(A Condensation)

*Chairman:* DR. L. B. FAGAN, Training Coordinator, Department of Personnel, City of St. Louis, Missouri

*Introduction:* J. W. CUNNINGHAM, Metropolitan Life Insurance Company, New York 10, New York

*Speaker:* HERMAN E. ROBERTSON, Marketing Director for Apparatus Products, Westinghouse Electric Corporation, Pittsburgh, Pennsylvania

Business today is stepping into an industrial and marketing era so technologically complex, so rapidly changing, that every business—large or small—is forced to operate under one of the oldest and most realistic laws known to man: Adapt or Perish! Training Directors are the key people in the interpretation of that law. Their ability to train others and to adapt training programs to the demands of new markets and technologies will pretty largely determine how well and long their companies survive.

The technological climate has become so complicated in the past few years that it is no longer possible to take a worker, give him a tool, and expect a finished product to result. The worker now has to have a higher degree of training than ever before—thus magnifying the importance of the Training Director.

To begin with, there are a number of characteristics about the market we're doing business in today. First, it's a market dictated by a growing population. Second, this population increase means a fantastically expanding market for goods and services. Thirdly, American business and industry will have all their resources into meeting the needs of this market.

The question is then, how are the needs of this expanding market going to be met? Today, we do business in a customer-dictated economy, whose market demands are no longer simple. The expanding population demands higher quality goods, but goods which are lower in cost. People set up demands, but tastes change as do needs. Therefore, the company that can't meet the changes goes out of business.

These conditions have given rise to a revolutionary approach to engineering, manufacturing and marketing today. This approach can be broken down into three closely related concepts:

1. New Product Development
2. Functional Thinking
3. System Selling

1. *New Product Development*—A company that hopes to survive and be profitable must plan on a continuous and orderly injection of new products to broaden the base of its business, and to fill the void created by product lines which become obsolete. Whenever new products are introduced, training programs must be altered and people retrained.

2. *Functional Thinking* — Involves thinking in terms of performing a function for our customer, rather than producing a specific product for him. The company that thinks beyond the machine and figures out a better way to perform the function will be able to cope with the changing market.

3. *System Selling*—As we think of our customers in terms of what functions we can perform for them, we begin to think of our products not as individual parts, but as integrated systems to do a job. We try to sell systems rather than parts, because in the long run the system, designed to meet a specific customer problem, will do a better job for him than a non-unified assembly of parts.

This roughly represents the broad, overall approach to the changing complex markets of today. Mr. Robertson then cited a few examples of how his company is trying to translate these concepts into action. He chose three market fields for his illustrations.

1. *The Industrial Market*—In tomorrow's industrial market field, we see this picture: a drift toward total automation by way of progressive automation . . . the challenge and responsibility of retraining to meet it . . . and a trend toward the functional concept of manufacturing and marketing. Most companies will be approaching their customers from the standpoint of a job to be done, rather than a product to sell. They'll be selling in terms of systems rather than related parts.

2. *The Electric Utility Market*—In the utility field there are two foreseeable major trends; one toward automation, the other toward long-range system planning. Both are underlined by these broad important concepts spoken of earlier, function and system, and both requiring extensive new job training.

3. *The Consumer Market*—The home of the future will be thought of in terms of a system, rather than of individual products such as appliances, etc. In the future a single core unit will be designed around which a home can be built. Modulus as components of this unit will perform all essential services and many of the functions will be combined. The house will not be a catch-all for individual appliances—but a group of electrical centers; a weather control center—entertainment, food preparation and laundry centers. A home, in short, with its own climate services and functional environment built into it. The ultimate in function and systems thinking.

Now . . . what does all this mean? It is known that we're setting foot in a new era of marketing and manufacturing. An era where old approaches and techniques are obsolete, where instead of "product" we have to think "function"

and "system." An era where, in industrial, utility, and consumer fields, the trend is toward automation and system design. How does this bear on us personally?

First of all, this fantastic new age requires equally new approaches to markets. It requires new approaches to the training of personnel. It presents a set of challenges to Training Directors that never had to be met before.

How these challenges can be met is a difficult question to answer. Mr. Robertson then proceeded to explain the system of training salesmen at Westinghouse. They utilize a training program where the leader feeds information to trainees, and the trainees are required to feed it back to the leader through the light of their knowledge and experience. This starts a creative process both stimu-

lating and rewarding to all participants. When men in a group contribute, give of themselves and their knowledge, a source of energy is created; a vital force which the trainee feels and never forgets—and in the process he learns.

In conclusion then, Training Directors are the necessary intermediate gear between the manpower and the tools and technologies they must use. Training programs alone will fit people to the changing complex environment they work in. Companies can no longer take the chance of letting their people stumble into their job skills, because the tempo of industry is so increased that concentrated application and training has become necessary. More and more—as the complexity of the markets increase—the training job will be directly reflected in the company's profits.



#### LOS ANGELES CHAPTER AWARDS

(l. to r.): Dr. Harvey Sartorius—Award from the National ASTD for his outstanding article entitled "The Rise and Fall of the Training Director" which was published in the *Journal*. Laurie Larsen—Retiring President of Los Angeles Chapter, award for outstanding leadership during the 1959-1960 year. Jack Reith—President Elect of the Los Angeles Chapter. James Dunbar—Award honoring him as the founding President of the Los Angeles Chapter and in recognition of his many contributions to ASTD. Jim is retiring in July from his position with the State Department of Education. Russ Adams—Award for service as Chairman of the National Chapter Service Committee. Russ is a past President of the Los Angeles Chapter.

GENERAL ASSEMBLY—3:00 P.M. THURSDAY, MAY 5

## AMERICAN KNOW-HOW NEEDS AMERICAN KNOW-WHY

(A Condensation)

*Chairman:* RALPH M. HARTMANN, Immediate Past President, ASTD

*Speaker:* DR. CLARENCE J. MANION, Attorney, South Bend, Indiana

A great many things have happened to industry during the last ten years, to training programs, to trainers, and trainees, that have changed the face of America, and not always for the good.

I think, in other words, that it is desperately high time, for those who are concerned with American Know-How, to know and impart the reason why this phenomenal success has been *achieved*, and the reason why it is seriously threatened.

To do something better, a man who attempts to do it must be free. Competition, whether it is in a classroom or industry, or anyplace else, is the byproduct of freedom. Competition is unpopular in America today. It has reached an all time low. Over and against the atmosphere of competition we see the cult of conformity. I am on the Board of Education in Indiana at the moment, and I find that spirit of conformity intruding itself into our schools. People are afraid of excellence. They are afraid of competition. They are afraid that there is something unsocial and degrading about the ability of one person to move on faster and more prosperously than another person. This started in the classroom and it has now moved into American enterprise, it has moved into American politics and it has manifested itself in a tendency to level off the peaks of our achievement by lifting up the valleys of depression and inabilities here and all over the world. That is having a bad effect upon the progress of American

industry and it is presented to us now as a serious challenge. Unless it is corrected, the great and booming industrial system, which has raised this peak of achievement could destroy this peak and not merely reduce our standard of living, but destroy American civilization.

This is a rather ominous preface for what I have to say, nevertheless I have said it deliberately, because you men and women as I know Training Directors in industries all over the country, are in a position to help correct it. Those who know how, must know why they are in a position to do things better here than we are in other parts of the world. America has achieved pre-eminence in the field of production and distribution, precisely because America has been free. Freedom has provided the incentive for this proficiency. And what is freedom? It is something to which everybody pays lip service. What is human liberty? Liberty means the limitation of governmental power. Liberty is so many things. Liberty calls for so many qualifications. To say that liberty means the limitation of the power of government is subject to the charge of oversimplification. But as you well know from your own experience, nothing can be too oversimplified nowadays. The whole drive in any process is to make it simple and understandable to the majority of people, who are directly responsible for the preservation of American freedom. Unless the substance of freedom is made simple enough to be understood by this majority, you

might as well get ready to surrender freedom for all time.

So let me say in the spirit of simplification, that liberty means the limitation of governmental power. The founding fathers of this country understood that with great clarity. It was underscored in their revolutionary experience, so that the area of human freedom might be enlarged in the process. The most powerful government is the government of the Godless gangsters in the Kremlin. There is no limitation upon the power of this Communist government, no limitation that is legal or practical; it is completely immeasurable, unlimitable and without restraint.

By way of contrast, freedom on this side of the world finds itself protected by limitations placed upon the government. During the years when those constitutional limitations, state and federal, were enforced, America blossomed as no other country had blossomed in the history of the world. We were the shining example of what freedom could do to enterprise, how freedom could spur the competitive instincts of human beings, and could achieve for this country and for all the world a maximum of prosperity, happiness, and abundance.

In our own life time we have seen the limitations upon the power of government sluffed off. The constitutional limitations which the founding fathers placed upon the power of government in general, and the power of the federal government in particular, have all but disappeared. It is no longer possible to legally restrain any governmental agency.

Woodrow Wilson, back in 1912, said something I have never forgotten. He said, "Concentration of governmental power always precedes the death of hu-

man liberty." Well, in 1912, there was no such danger in this country. The 48 states of the Union were disintegrated and divided and replete with rights which they could exercise independently of federal interference. The Federal Government had no power to tax the resources and the incomes of the people of America to the limit. All this came later. But since 1912, within a period of my own adult recollection, I have seen the greatest concentration of power in Washington that has ever taken place in a similar length of time in the history of the world. The President of the United States now holds in his hands more power over life and property of the people of this country than is held in the hands of any governmental official outside the Iron Curtain.

That should shock you; for it is a fact. Castro in Cuba, with all his excesses, hasn't done anything to the property and the people of Cuba which our President could not do this afternoon. The fact that the President has not done it and probably will not do it, is a tribute to his personal character and moral restraint. His failure to do it, in other words, is no longer attributable to the constitutional limitations. Those limitations have been swept away and are gone. How can we reclaim them? Is it necessary to reclaim them? Do I overstate the situation? You have heard many times that money is power. By the same token unlimited money is unlimited power. One of the things responsible for the unlimited power of the Federal Government today is that your Federal Government has unlimited access to the income, the resources, and the capital assets of the American people. This power has grown by what it

fed upon, namely more and more spending. Again let me say, it is impossible for any citizen in a legal proceeding to restrain or restrict the spending power of the federal government.

For that reason, the all-powerful government gets more and more powerful and its appetite for money and spending grows apace. President Eisenhower's administration has spent each year for seven years, 24.5 billion dollars more than the Truman administration spent. Nobody regarded President Truman as a penny pincher during his term of office; and the reference to President Eisenhower's expenditure is certainly not made in order to throw any bouquets on the economy of the administration that preceded him. The tragedy is, that today, at the time of a presidential election, the opposition party is not charging President Eisenhower with extravagance at all. On the contrary, they are charging him with having pinched pennies, depriving the American people of benefits because he had an overdeveloped appreciation of the importance of balancing the budget. How can you register your protests against this extravagance when nobody in politics is concerned?

Between 1940 and 1949, we fought the greatest and most expensive war in history. We paid all of the bills, both for our allies and later on for our enemies. When the war was over, we mopped up the devastation that we had caused in Germany and Japan and elsewhere, and we paid for it. Between 1940 and 1949 inclusive, we spent 501.3 billion dollars, that's a little more than half a trillion. All right, what did we spend in the succeeding ten years of peace and prosperity and inflation? We did not spend 501.3 billion, that's true; we spent

642.8 billion. Do you think this makes sense? We had the Korean War in that period, but 85% of the time has been peace time. It's been a time when we should have been reducing federal expenditures and reducing the public debt, which in the same period moved up from 257 billion dollars to 290 billion.

So we didn't spend the money because we had it to spend. We borrowed it, and during the last fiscal year we spent 12 billion more than we took in. Remember that every additional dollar which the federal government spends increases its power over your life and property. You men in industry know government's power over business is almost limitless. The federal government is a 52% partner in every industry represented in this room. We fight socialism, but know that the Federal Government has already socialized 52% of the corporate industry of the country as far as the profits are concerned. Of course, when you lose money the Government is no longer a partner; then you're in business by yourself. We know that no business man invited the Federal Government to come in on that basis; it simply moved in and there it intends to remain. Further, no candidate for the office of President today has suggested that this 52% should be moved down. On the contrary, there are indications that it will be moved up.

Now, another picture. We talked about the debt. The debt today is about 290 billion dollars, and the interest on this is nine billion dollars per year. Nine billion dollars is more money than Franklin D. Roosevelt could use for all purposes in 1939, which is the last pre war year. There were many outlets for expenses in those days, PWA, WPA,



FHA, etc., etc. Even with all these things, nine billion dollars could not be spent. And yet today the annual interest on the public debt alone, costs more than nine billion dollars. And what is the public debt? Two hundred and ninety billion? The director of the budget made a speech a few months ago to the Tax Foundation, in which he pointed out that our debt is not 290 billion, but 750 billion dollars. What explains this difference between 290 billion and the 750 billion which Mr. Stans says we actually owe? It's represented in a lot of things that haven't gotten into the interest paying category yet. There are ninety-eight billion dollars worth of what Mr. Stans calls C.O.D. They are the checks which Congress has written but have not yet reached the bank. The ninety-eight billion dollars are for highways, public housing, and others, and have been appropriated without regard to the bank balance. Again we have an intolerable situation. The Congressional checks are written in multi-billion dollar figures, with no reference to where the money is coming from. That is the kind of fiscal system we live under.

Mr. Stans says that there are ninety-eight billion dollars in checks of that kind floating around. The treasury is under an obligation to pay them when they come in. You say, well what are they doing, why don't they bounce? Ah, they bounce yours, but they don't bounce these C.O.D.'s; the government simply borrows some more money. The treasury then puts out a new bond issue at 4 or 5%—uses the money to pay the floating checks authorized by Congress.

It costs the taxpayers of Indiana, my home state, 250 million dollars a year to

pay their share of the nine billion dollars interest on the federal debt. That is 50 million dollars more than the Indiana gross income tax yields to Indiana. We are rapidly approaching the point where this interest on the public debt of the United States is costing the taxpayers more than their respective state governments cost. This is a chilling situation. And again it seems that nobody is concerned about it. Why aren't we concerned, and what can we do to arouse concern necessary to stop it?

That, it seems to me, is where the Training Directors come in because you do have a very definite interest in this. It is patriotic and it could mean the survival of the industries that you serve. Suppose you started to do something about it. It isn't enough just to reduce by a certain percentage; it is necessary to cut out whole areas of federal activity. Just where could we start? Where is the "Bell cow" of this whole federal expenditure parade?

Obviously, the "bell cow" of the federal extravagance is foreign aid. Foreign aid now costs the taxpayers ten billion dollars per year. This is 10% of the highest budget ever presented in wartime, the 98 billion dollar budget we had back in the 40's. It is 15% of the highest peace time budget in our history, which is pending passage by Congress at the present time. Ten billion dollars a year means the money spent for foreign aid this year plus the interest on the money already spent, because you see we haven't got this money. We borrowed it, in order to give it away.

Interested people will ask this question: "What would you do about these poor people all over the world? Would you turn your back on civilization?"

Would you isolate the United States? Would you surrender to Communism?"

These are all legitimate questions and they are being asked all over the country. But I will by-pass those for the time being; I am willing to admit that foreign aid money is prudently and judiciously expended. But I ask myself a few questions; the first is, are our people, in general, for or against aid to foreign countries, if we have to borrow the money to help them?

I have radio program. On the program we talk about these things and we receive tens of thousands of letters from our listeners, in which they express their opinions. I can state that a reasonable conclusion on this basis, purely objective, is that 80% of the people are against borrowing money to give it away.

A second question is: Is foreign aid unconstitutional? There isn't a line in the Constitution which authorizes Congress to send any money for foreign aid. Every cent for this is spent in defiance of Constitutional limitations. Unfortunately the Supreme Court has said we can't challenge this lack of power on the part of congress. That strips the average taxpayer of his right to go to court and stop it. But Congressmen and judges take an oath to support the Constitution.

And here is the clinching reason why foreign aid has to be stopped. We haven't got the money. Our national debt has now reached 750 billion dollars. According to Senator H. Byrd this is more than twice as much as the assessed value of all the property in the United States. If you owed twice as much as you own, you would be what we call insolvent. The Federal Government, by this actual count, owes twice as much as all the property in the coun-

try subject to taxation, and yet we continue to borrow money to give it away to foreign people. Now this ceases to be a fiscal operation. This becomes an exercise in insanity. And yet, in the course of this presidential campaign, not one word has been said about this feature of foreign aid. They talk about how much good it does. I've never been to Thailand. I don't know whether the road that started out to cost a million dollars and now costs a hundred million is justified or not. I don't want to even be concerned about it. I only want to reiterate that a majority of the people of this country, if they had a chance to vote on it, would vote it down; that the Constitution does not authorize it; and that we haven't got the money to pay for it. I don't see why we should continue to borrow money to give it away for an unconstitutional purpose, which a majority of American people oppose.

It has been testified before the Congressional Committee, that our foreign aid has equipped our competitors abroad with the most modern machinery, automatized factories, many of them air conditioned, and that the result is that these products undersell ours not merely in foreign countries but right here in America. Our American workers earn from five to ten times as much in wages as their foreign counterparts do. Our motorized, mechanized and automatized machinery and tools make this possible and still compete successfully with low cost foreign labor. But now, thanks to foreign aid, that advantage has been liquidated. We are now importing from abroad products similar to products manufactured here in St. Louis, in South Bend, Indiana, and other places, and the cost of these foreign products is far

less than we can manufacture them for here. One million American jobs are represented in the exportation of twenty billion dollars worth of American capital. Seven hundred thousand automobiles have been lost to the American manufacturing market in the last four years. Many of you in this audience can make a list of five or ten industries that are similarly affected. Manufacturers of Textiles, Cameras, Bicycles, Sewing Machines have been deliberately undermined by Government subsidies extorted from our taxpayers and sent abroad.

Now, when one gets to the point of his own self destruction, then his humanitarianism should pause for a second breath. Self-preservation is the first law of human nature; we are destroying ourselves through the use of ill-founded ideas about elevating civilization throughout the world. Stagnating and non-progressive countries have needed that uplift for two thousand years. I, personally, can not see why we should hurt, possibly destroy ourselves in order to lift up the levels of the valleys of under-development that appear all over the earth.

Unless every American who works in this country for any industry, anywhere, recognized that the very predicate of his job is freedom, and that his freedom depends upon the continued solvency and sovereignty, strength and independence of this country, then we might as well reconcile ourselves to the dissolution of our economic system and to the destruction of our civilization.

These are serious considerations and yet it is almost impossible to penetrate what used to be apathy, later called complacency, but what now almost amounts to a moral stupor of indifference on the part of the people of this country.

Those who work in industries, who are responsible for the improvement and promotion of its projects, as you are, must recognize that in order to do this job as well as we have done in the past; we must increase the area of American freedom by decreasing the power of the Federal Government, and the first way to do that is by decreasing federal expenditures.

Through an ill-considered destructive tax structure and reckless, irresponsible spending—going into debt in order to give money away to foreign countries—our Government in Washington is liquidating our industry—the industries you represent. The continued march along roads leading us ever deeper into Socialism must be stopped. The alternative is complete collapse of our economy.

This would be playing right into the hands of the Masters of the Kremlin. We would have brought ourselves to our knees, and it would not be necessary for them to fire a shot or drop a bomb. Communists are masters in the technique of disintegrating organized societies from the inside. Czechoslovakia captured in that manner. So was Bulgaria. Czechoslovakia, Bulgaria, Hungary, China, all were overpowered by their own nationals who had become satraps of Communist Russia.

This is tremendously serious. The message I gave you ten years ago at your Convention in French Lick, Indiana was one of hope and expectation. The facts which I bring you now are the record as it has been written since.

One of the tests of character is to have courage to face unpleasant truth and facts, and will to do something about it—to fight it. Let us all pass the test.

CLOSING GENERAL SESSION BANQUET—7:00 P.M. THURSDAY, MAY 5

## STUFF AND NONSENSE

(A Condensation)

*Chairman:* J. E. MONAGHAN, Training Consultant, Bemis Brothers Bag Company, Chairman, 16th Annual Conference

*Introduction:* CLINTON S. WININGER, St. Joseph Lead Company, Bonne Terre, Missouri

*Address:* DR. LAURENCE HALL, Rector, St. Paul's Episcopal Church, Cleveland, Ohio

You might very well ask yourself what is a minister doing talking to a group of business men. Most of you are church people. And even in the smallest church, and I have had the privilege to work in several large ones, a minister has to be somewhat of an administrator, a lawyer; I have to hire and fire employees, of which I have about 25; I have to be an expert in public relations; I have to know how to get along with people of all kinds. Without being irreverent about it, I do have a product to sell—a quality product—and you have to learn something in my profession about sales technique.

Well, I want to talk with you about "Stuff and Nonsense." Under the heading of "Stuff." If it were at all possible, I would like to order a substance that would take all of the shock and hurt out of life. But being individuals with brains, we know that that is impossible. All of us will encounter in varying degrees trouble, pain, and sorrow; and there's nothing that we can do about stopping it.

I have a friend in Cincinnati called Rabbi Weiskopf. He said, "Mr. Hall, you've entertained these men and said some very significant things. But, I've always said that humor is to life as what shock absorbers are to an automobile. It smooths the road, it takes out some of the bumps, it makes the going just a little bit easier."

So humor is to life as what shock absorbers are to an automobile.

Gentlemen in your profession, and Ladies as a homemaker, a sense of humor is a very important attribute of anybody who deals with the public, or who teaches other people as most of you directors do. The psychologists say that if you want to find out if you have a sense of humor, all you do is ask yourself, "Can I laugh at myself?" If you can answer in the affirmative, then you are a very rare and a very fortunate person. Not too many people can basically laugh at themselves.

When the chips are down, don't discount a sense of humor as an asset and a weapon. There's nothing more gruesome than war. A Marine Colonel said in World War II, "The secret weapon of my battalion was not their sense of pride nor their sense of value, but rather their sense of humor."

If you once get sorry for yourself you're dead, because it impairs your reasoning, it impairs your efficiency, and you know if you're honest about it, it gets you nowhere. You might just as well "look for the silver lining."

Worry is worse than fear and anger, because it will kill you psychologically. I know; I have some people in my parish who worry about yesterday, today and tomorrow's troubles all at the same time, and you just can't do it. The Master said, "Take no thought for tomorrow, for the morrow will take care of things of

itself. Sufficient unto the day is the evil thereof." He was saying, inasmuch as you are able, live one day at a time. That is part of the secret of effective living. It is tough to do it. Do one thing at a time. I have been a preacher now for thirty years, and I know that this is so: nine times out of ten, the things that you worry about never happen, and if they do happen, somehow you are able to see it through and all that anxiety and worry don't do a bit of good.

Humor and dignity are not incompatible; neither are humor and religion.

So, I've said a couple of things. First of all, if you can laugh at yourself, you've got something outstanding. That is under the heading of "Stuff." Second, no matter how tough the problem gets,

you might just look for the funny side of the routine. You may not always find it, but if you do, you've got something that many other folks never had.

A teacher was giving out an assignment to the students—study the law of gravity. Some of the kids had studied the lesson and some had not. So the next morning, she said to Jinny, "Stand up and define the law of gravity." Jinny had not studied the lesson. Now with most kinds, if they don't know the answer they will give you some answer, so you will think that they know something. Jinny said, "The law of gravity, Teacher, I think is God. He is standing at the center of the world, keeping men right side up when the world is upside down." That is not the law of gravity, that is the fundamental function of God.

## By-Law Amendments

The following Amendments to the ASTD By-Laws were adopted by the General Council on May 2, 1960 and in accordance with the Constitution are published here in the *Journal*.

### *Amendment to add Hawaii to Region IX*

MOTION by Robert C. Story, second by John Detlor, that the amendment to add Hawaii to Region IX be accepted as presented. MOTION CARRIED.

### *Amendment Regarding ASTD Membership of Chapter Officers*

An amendment to the Constitution as unanimously approved by the Board of Directors was presented to the General Council for their consideration. This amendment read as follows:

"A minimum of twelve (12) ASTD Members, including all officers, shall constitute a local Chapter."

After discussion as to the principal officers, the following motion was made which, while maintaining the intent of the proposed amendment, changed the wording:

MOTION by Ralph A. Wagner, Second by Louis T. Lanz, that the Constitution be changed to read "This minimum of twelve (12) ASTD members, including all officers, shall constitute a local chapter. The officers shall be defined as President, Vice President, Secretary and Treasurer and that this is to be effective at the first regularly scheduled election after September 1, 1960. MOTION AND AMENDMENT CARRIED.