

*Luncheon - Tuesday, May 3*

# Training in a Changing World

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## *A Summary*

If I were younger I would wish to smother you with my erudite wisdom based on experience. For the whole of my adult life I have been privileged to travel the world, more or less purposefully, and have had the privilege of meeting men and women working in all kinds of societies, industries and occupations. I grow richer in awe of their restless striving for a better life.

Today each branch of human activity and knowledge is expanding endlessly and rapidly. The world's population explodes to enormous proportions, and yet the act of creation in each one of us is unchanging, as full of mystery and glory as our primitive ancestors experienced in simpler times.

It is the urge towards greater industrialization that drives us on. We are caught up in several staggering revolutions simultaneously. Given time gaps to be overcome all civilizations and races, sophisticated or undeveloped, wish to embrace science and technology to solve their problems of health and wealth. More food, clothing, housing and defense against the unknown, depend on the harnessing of science and technology through in-

dustrialization. Ironically and tragically the world does not give enough attention to the industrialization of agriculture, and we in the West must note that democracy will never thrive on empty bellies. It may be asked here—does man exist to work or work to live? I must now describe the six revolutions which are under way at one and the same time in most countries.

## **The Economic Revolution**

The people of the world cry out for improvement in their standards of living. There is gross unbalance between countries and in countries. This unbalance, if continued, can lead to wars, it certainly causes desperate hardship and social injustice; its continuance is a searing challenge to all who subscribe to the Christian ethic.

## **The Scientific and Technological Revolution**

Science and technology applied through industrialization are the harbingers of human progress. Yet in both are the seeds of man's destruction also. The nation, business or individual who ignores the fantastic discoveries of science and technology opts



*Luncheon.* John Marsh of the British Institute for Management.

out of early progress; these discoveries are the driving force in the world today, and set the pace of change. Yet we know that men and communities are slow to change. The newer sciences of psychology and sociology must be embraced with more understanding and zeal. Yet their jargon and devotees are daunting, and so far their application cannot replace the older human values with which many have become disillusioned. We must not forget that man is ultimately a spiritual being in quest of "the nature and destiny of man."

### **The Organizational Revolution**

Increasingly industrial progress results in large-scale events, movements, industries, businesses and groups. These bring problems of large-scale organization of men and women who work together presenting management with its dehumanizing and impersonal action. In essence, individuals

find themselves very small, inconsequential units. The key question is, "How can man feel that he 'matters' in this situation?"

### **The Social Revolution**

The wants, hopes and fears of men are thus expressed. The social revolution is influenced by political dreams or visions, by mass communication media, by protest and protectionist movements such as political parties and trades unions; increasingly there are the "welfare state" concepts which are essential in all countries, to take care of casualties, and which of us is exempt from being one, materially or spiritually?

### **The Managerial Revolution**

This is one of the newest. Management is the proper and profitable use of resources in all walks of life; in national and local government, in business, in education, hospitals and vol-

untary associations of all kinds. Management is a mixture of art and science; the science is getting things done through systems and techniques and the art is getting them used by people, willingly and well. As a new revolution, it is inchoate and still tentative, and it needs to harness disciplines.

### **The Education and Training Revolution**

This is the latest, and in so many ways the most challenging and exciting of all. The knowledge explosion, reaching out in complexity every minute, stretches our minds continuously, and challenges our behavioral habits as each day dawns. Our primary and secondary educational systems are being severely tested, and here I would enunciate one or two key questions and definitions.

1. Education is the process of keeping a man's mind open to new knowledge.
2. Training is the imparting of skills primarily or retraining.
3. Development is the growth process

- of the whole man.
4. Education, training and development involve four partnerships in the work situation,
  - by government providing the policies and finance for primary and further education,
  - by academic institutions in their teaching content and methods,
  - by the employers in investment of time, money and job opportunities for the individual,
  - by the individual himself, for development is self-development.

### **Universal lessons in education and training**

Here follow some suggestions for those of us privileged to share knowledge and experience of education and training across international boundaries.

1. We must study sympathetically the political and economic structure of other countries. Democratic concepts and structures differ; democracy is the tough way to persuade people. Totalitarian systems have

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## **ASTD Bylaws Amendment**

In accordance with Article XII, Section 2 of the Bylaws of the American Society for Training and Development, notice is given of the following changes in the Bylaws adopted by the General Council of Delegates at the Annual Meeting in Pittsburgh, Pennsylvania, May 2, 1966.

### **Change in Article II, Section 1(b)**

The sentence, "Student membership in the Society shall be open to full-time students at accredited educational institutions, providing affiliation is through a Student Chapter." has been changed to:

"Student membership in the Society shall be open to full-time students working for a degree at accredited educational institutions. Affiliation may be through a Student Chapter, or through a regular Chapter whose constitution or bylaws authorize the admittance of student members."

### **Change in Article V, Section 2**

The following sentence has been added to the section: "Student members in regular chapters shall not be counted in determining delegate representation."

their reasons and maybe short-term benefits. Mixed economies, i.e., state intervention, is an increasing trend in all countries if resources are to be used to the full.

2. We must study environmental, racial, social and cultural differences in countries and regions of countries. An authentic understanding of a language is often essential to do so.
3. Countries will often need to adapt and not adopt the education and training practices of others.
4. Some people in some climates suffer from retrogression in industrial knowledge and skill. In some countries children have no mechanical toys, some countries show no inventive or pragmatic genius.
5. Ideas of political and personal corruption differ widely and can be

stoutly defended in terms of local traditions. Yet industrialization to work well demands that individuals and groups should work together and establish codes for doing so. This is hopeful.

6. Some newer developing countries are trying to leap a century in ten years.
7. Some countries have grave disincentives in the national heritage—colonialism, illiteracy, climate, poor diet and health, pervasive political, regional, tribal, caste and religious obstacles.

**Steps for the future**

Experts in education and training—governmental, business and academic, must reach out across frontiers; exchange know-how and confer together; they, too, are not exempt from

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**JOHN F WALSH PRESIDENT**

**AMERICAN SOCIETY FOR TRAINING AND DEV  
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**IT IS ESSENTIAL TO THE PROGRESS OF THE NATION THAT THE OCCUPATIONAL SKILLS OF AMERICANS KEEP PACE WITH THE RAPID AND FAR-REACHING CHANGES OF MODERN TECHNOLOGY. YOUR SOCIETY IS PLAYING A VITAL ROLE IN MEETING THIS GREAT NATIONAL RESPONSIBILITY. I CONGRATULATE YOU ON YOUR WORK IN HELPING MAKE THE FULLEST AND MOST EFFECTIVE USE OF OUR HUMAN RESOURCES AND ENABLING MANY MEN AND WOMEN TO LEAD MORE SATISFYING AND PRODUCTIVE LIVES. I EXTEND MY BEST WISHES FOR A SUCCESSFUL CONFERENCE AND CONTINUED ACHIEVEMENT.**

**LYNDON B JOHNSON**

the changes which they so ardently expect from others!

They must simplify their methods and jargon wherever possible; in the end they are concerned to help men grow effectively as citizens and workers for the common good. They must ask themselves "what is the end product of my striving?"—it is not for the accumulation of systems and techniques, it is not for personal empires and status—*it is to help men and women to fulfill themselves.*

### What makes for personal fulfillment?

All executives, certainly all professionals in training and development should work towards a philosophy of personal fulfillment for themselves and those they serve. With some hesitation and even more impertinence I will venture to indicate some guide lines for such a philosophy. So I ask the question—what makes for the fulfilled person in his life?

He (or she with differences) can achieve fulfillment in his work life if he has a job in which he can answer a reasonable "yes" to the following:

1. I have a job in which I have a chance of continuous *growth* in knowledge and experience.

2. I have a job in which my *skills* can be improved, and in which I can learn new skills when necessary. There are usually three skills—technical, practical and social.
3. I have a job in which I have a sense of *achievement* from time to time. Money does not necessarily bring achievement; salary increases are sometimes mere compensation for the frustrations we endure or those we are to endure next year, too!
4. I have a job in which I know the meaning of *loyalties* to my profession or trade, family, employer, fellow workers, indeed to myself.

But this is not all. Fulfillment comes from balance in one's life. Each of us, in addition to a work life, has a family life. Do I in my marriage and family life experience growth, improved skills, achievement and loyalties? I am also a citizen, have friends. Have I hobbies, have I Faith, do I find fulfillment in all of these to a satisfying and compensating degree?

Do I achieve a sense of wholeness? Am I adding something to the saga of my time? Do I know myself? It is in this striving, this reaching out beyond self, this questing beyond now, that man deserves well of God and his fellows.



Chapter Officers Training Program. Norman Allhiser leading Pittsburgh session.