

# IDEAS THAT WORK

*In each issue, the Journal will carry one or more fresh ideas that have been successfully applied to the human resource development environment, and, in most cases, have saved organizations money and valuable time through increased productivity.*

*If you would like to share a working "idea" with other members of the profession, please submit it to: Training and Development Journal, P.O. Box 5307, Madison, WI 53705.*

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## "HIP": A BUSINESS ANSWER TO CAREER DEVELOPMENT

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To the high-school senior about to graduate, the world outside the classroom seems to be a place of confusion and uncertainty. The apprehension becomes scary when the realization occurs that acquiring the piece of paper called a diploma means a push out of the school door into the . . . *that's just it; to most, it is unknown!*

Let's face it, most high-school youth have had only minimal help to cope with the moment they come face to face with the working world. Eagerly, the youth of America turn to teachers and counselors for help, but, too frequently the educator thinks only of careers requiring a college education.

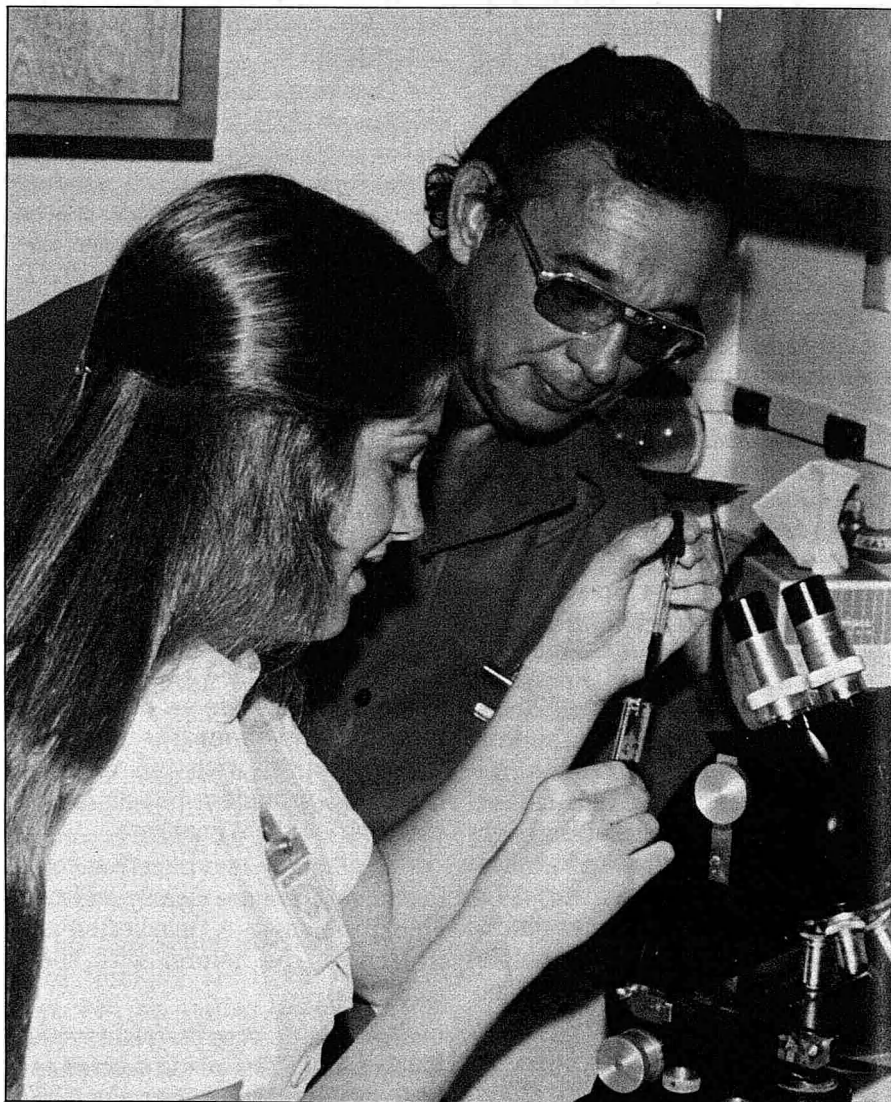
American youth are bright, eager and hopeful. They are powerhouses of energy and ideas. All are destined to find their place within society's economic way of life. In an age acutely aware of economics, ecology and energy conservation, the challenge of today's society and industry is to successfully harness and protect one of its most powerful and precious resources — THE YOUTH OF AMERICA.

### Northrop's Answer

To meet this vital challenge, the Northrop Corporation in Hawthorne, California has designed and implemented a youth-training program called High School Involvement, or HIP for short. HIP is a unique education-industry effort designed to provide senior high-school students with practical on-the-job training by Northrop specialists during regular working hours. Program emphasis is on

*hands-on training using actual factory and office materials and equipment. In other words, HIP is the real world of work.*

In order to ensure that the HIP Program is a real-world experience in both technique and environment, participating students are placed in the mainstream of Northrop activities during their regular school hours. HIP, as a result, emphasizes the how of getting things done in an actual, rather than a



In the Medical Lab, HIP students get involved with checking blood samples or working with the x-ray technician.

simulated environment. In addition, each participating student receives training in how to look for, secure, and hold a career-type job.

HIP benefits are numerous. For example, the participating student has an opportunity to:

1. earn credit for two classes for his involvement in HIP,
2. get a "head start" on a career by developing marketable skills, and
3. learn how to sell these skills.

The schools also gain from HIP. Their students have access to Northrop craftsmen and professionals who have proven track records in their fields of interest. The students also have available the latest type of industrial equipment; equipment that the schools cannot afford to buy.

HIP furnishes Northrop with opportunities. It offers the company another realistic way to show its concern for the community, and provides a base for developing a segment of the future work force for the aircraft industry as a whole.

### HIP Operations

HIP operations are based on a direct, hands-on "learn by doing" approach. No normal classes or lectures are held in the academic sense.

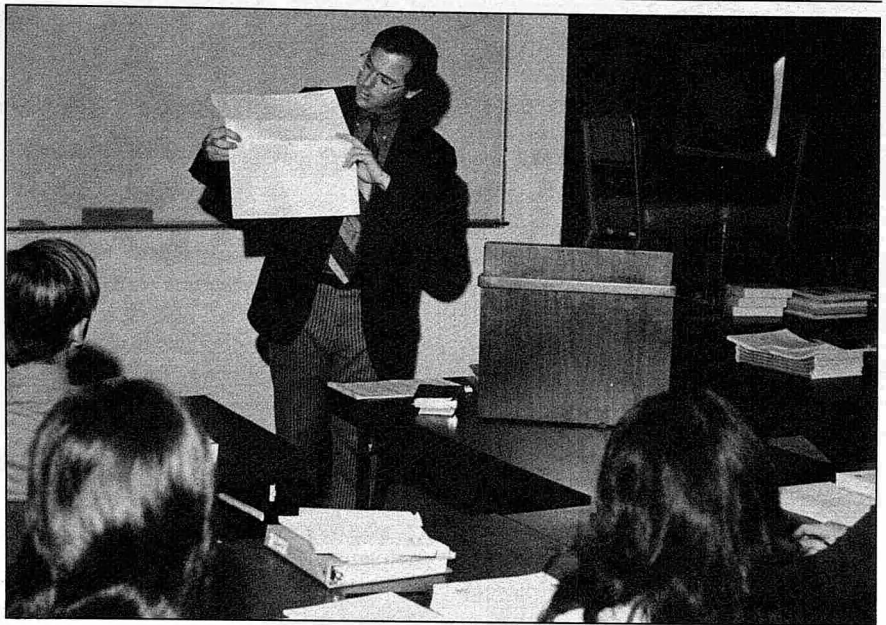
Students are bused to Northrop every afternoon, arriving at 1:30 p.m. and leaving at 3:30 p.m. Their time is spent either in their Career Vocational Areas or in the Job Development Workshop.

The school districts provide transportation and, as an incentive, the student is granted credit for two classes toward graduation.

Participating students are selected based on the following criteria:

1. Must be a senior (12th grade) in one of the community high schools involved in the program.
2. Interest and demonstrated aptitude in the area in which they are to be developed.
3. A good school-attendance record.
4. Can devote two hours a day, five days a week, February through May, to the Program.

Student interviews are conducted



HIP students participate in an employee upgrade computer-program training class and become familiar with a language called COBOL.

ed by Northrop personnel during the first two weeks in December of each year. Northrop retains the right to drop students who, for a demonstrated reason, do not continually meet the criteria established above.

### Job Development Workshop

Each HIP student attends two Job Development Workshop sessions. These sessions cover the following topics related to securing and holding a job:

1. General work orientation, the work ethic, job requirements, pay scales, payroll procedures, importance of punctuality and attendance, workmanship, suggestion award systems and promotion policies.
2. How to fill out a job application, stressing neatness, completeness and accuracy.
3. How to "conduct" an effective job interview (videotaping of each student being interviewed). Video tape is then played back for each student's self-critique.

### The Program

HIP students have their choice of participating in every unclassified area of operation in the Aircraft Division of Northrop. These areas include, among others, accounting, aircraft manufacturing, computer systems, machine tooling, photography, shipping / receiving, general clerical and the

Northrop Fire Department.

All instruction is done by Northrop craftsmen and professionals with the aid of the most up-to-date equipment, supplies and procedures the industry has to offer. Participating employees receive no extra pay, but do receive special company recognition for their HIP involvement.

HIP, now in its fourth year, has graduated nearly 600 students . . . all with entry-level marketable skills.

### Summary

The HIP Program plays a role no one else can play — coordinating the efforts of business in a concerted way to help schools prepare students for the real world of work. After all, where is the real world of work if it is not on the job? In addition, HIP fills the gap to make the high-school senior better able to deal with the varied choices of a career.

Community leaders, school administrators, Northrop's executives, and HIP students are very pleased with the results of the program. In a larger sense, Northrop's HIP Program is laying the foundation for a permanent marriage between the world of work and the world of school. The accomplishments of this new partnership have done much to unify and direct industry and community forces toward the achievement of mutual goals.