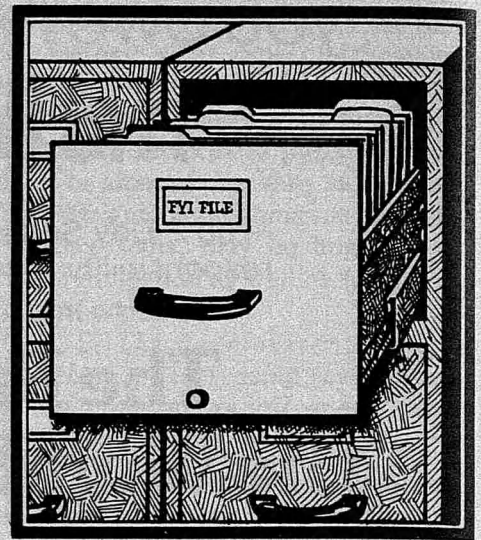


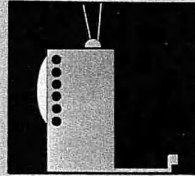
FYI FYI FOR YOUR INFORMATION... FYI



Why to Use Television in Management Training

Here are some criteria for justifying the use of television in a training proposal. They can also be used by training-team leaders in deciding whether or how television can assist their learners in reaching specific objectives.

1. Television can provide the learner with knowledge or learning objectives. Television can demonstrate the information the learner is expected to know; or the performance level he is expected to achieve, i.e., it can portray a model of the behavior anticipated at the termination of a particular unit of instruction. In addition, the learner can refer to this performance model frequently during the instructional process in order to check and — more importantly — reinforce progress.



2. Television can motivate the learner. Television is particularly well suited to describing a future situation. For example, a videotape emphasizing the immensity, glamour, and national importance of the space program may be useful in motivating industrial trainees who are learning assembly skills on a minor part of a missile subsystem. The objectives in this case are not the assimilation of facts and concepts or psychomotor skills, but the acquisition of motivating attitudes. The learners gain an appreciation of the importance of the work they are doing or the skill they are about to learn.

3. Television can present information. Since considerably more effort and expertise usually go into a videotaped production than are normally expended on a classroom presentation, the average quality of videotape lesson presentation can be expected to be superior. Further, the classroom instructor is freed from the task of lesson preparation and presentation, and can devote energies to such other functions as planning student activities, diagnosing learner problems, and counseling individual learners. These are functions that require human judgment, insight, intuition, compassion, and interaction with learners, and are much more important for the instructor or trainer to perform. The use of media for information presentation, a function in which media are generally superior to average classroom trainers, can

thus enhance the value of a good trainer.

4. Television can stimulate discussion. A television program that acts as a discussion “springboard” or “trigger” generally takes the form of a relatively short presentation designed to get the viewer emotionally or viscerally involved. Typically, a question is presented or implied — often through the dramatization of a single instance of specific human experience. The presentation is open-ended and no conclusions or solutions are suggested. Any conclusions or answers are provided by interaction among the learners themselves, through discussion, role-play or examination.

5. Television can direct learner activities. When used by individuals, television can present step-by-step demonstrations. For example, for a training program in use of the oscilloscope, the learner would have an oscilloscope and a television deck and receiver side-by-side. The instruction would consist mainly of a series of directions, after each of which the learner turns to the oscilloscope to make the adjustment or perform the actions directed before restarting the presentation. This is sometimes called “follow-me” instruction, “controlled performance exercise” or “programmed instruction.”

6. Television can conduct drill and practice. In the learning of skills, whether cognitive, motor, or psychomotor, the repetition of responses is generally considered to be essential to the improvement of both speed and level proficiency. For example, television can be used in the following situations:

- It can ask the learner questions on tape so he/she may evaluate his/her understanding of subject matter.
- The television narrator can take a student typist through drills: “Put your hands on the home row. Now, type d,d,d,d,d; now e,e,e,e,e.”
- It can direct the learner to respond via workbook exercises — complete drawings, answer questions, check items and the like.
- It can have the learner respond orally, for example, in a language or speech laboratory.
- It can ask the learner to respond with a psychomotor response, for example, on the learner’s classroom computer after watching the television narrator do it.
- Television can be interfaced with computers to provide the learner with feedback on his/her responses.

7. Television can help test learner progress. Television tests permit the presentation of lifelike visual and aural

stimuli. The learner is thus tested on his/her ability to respond appropriately to the stimuli of the real-life situation for which the person is being trained, instead of being tested on an ability to memorize and later recognize a verbal stimulus and recall a proper verbal response. Because television tests present concrete situations, they can avoid the ambiguities of meaning, sometimes present in verbal tests. This can result in a higher test reliability.

8. Television can magnify or isolate any image. The television system will enlarge any image to the size of a television screen. For a sizeable audience, several large monitors can be used; a television projector can further enhance the impact of a presentation by enlarging the image to fill a full-sized screen, thus emphasizing a memorable facial shot, the movement of a microscopic image, or fingers manipulating the small dials on a piece of equipment. Television provides a "front row" seat for everyone. Not every medical student can have a place at the operating table.

9. Television can take the learner anywhere. Television can present the natural habitat of the subject matter so the learner can see, for example, a new piece of equipment functioning in a real environment, or the inside of a patient's lung, or a mother's emotion during a real counseling session in her own home, or a dangerous location on an actual job site. Television builds a bridge between the classroom theory and real-world practice.

10. A videotape can be played back in a class in a variety of ways that will facilitate learning. For example, it can be used:

- to present a basic demonstration of a complete concept (lecture, experiment, role-play) and discuss it.
- to present a series of examples or variations of a technique that a trainer can develop and process;
- to present a series of steps in a complicated procedure during which the tape is stopped periodically to allow discussion; and
- to present a series of "cliff hangers" that take the learner through a number of steps designed to lead to the solution of a complex problem. Before the problem is resolved, the videotape can be stopped for discussion — thus the videotape is used as a "triggering" device to get the learner involved and to draw out an inductive problem-solving process, etc.

11. Television is the only medium that can integrate most other audio-visual materials — for example, any graphics, charts, three-dimensional models, slides, audiotapes, still photographs, and the like, can be edited onto the videotape along with the television teacher.

12. Trainer preparation time for individual sessions is less when television is used to present core material. When the most essential information is on videotape, the trainer has more time to spend with members of the group or on solving specific problems individuals may have. Further, in the classroom, television is also a time-saver because it can communicate ideas both quickly and effectively.

13. Television can be used for immediate visual feedback. Television cameras can be used to record the learner's actual performance of a task and confront the learner with his/her own image and work. The advantages of such use include:

- The learner gains a clearer understanding of the details of his/her performance than he/she would if required to remember details concerning what he/she did or were to get them second-hand from the trainer or fellow learners. Videotape makes the nuances and non-verbal data available for discussion.

- The learner's problems become more apparent as

errors of omission and commission are seen on the screen without retrospective distortion, either conscious or unconscious, on the part of the trainer.

- During the viewing of the tape with the learner, it is easier for the trainer to review patterns of behavior by comparing several points in performance as they go by on the tape.

- The trainer can have more objective attitudes and feelings. Also, since more details are available, a more precise evaluation is possible.

- The trainer can more easily observe and put into perspective the learner's entire performance, not just the end result. It is easier for the trainer to emphasize important aspects of the learner's performance that will encourage learning and de-emphasize points that might inhibit learning. A single activity can be discussed more accurately since the tape can show what events occurred leading up to it. In addition, the beginning of a performance becomes clearer in light of what occurred at the end.

14. Television, unlike film or slides, does not require that the lights in the room be darkened. This permits note-taking and other classroom activities to continue.

15. Television can record a presentation for the classroom or seminar that is simply too costly to stage each time; for example, an expensive demonstration or a large piece of equipment or the remarks of a costly consultant.

16. By visualizing points with television, it is possible to circumvent some vocabulary problems the learner may have. In addition, television encourages work/object association for some individuals.

17. Television helps reach the learner through more than one of the sensory organs, therefore, it serves as a strong reinforcing agent. The learner sees something

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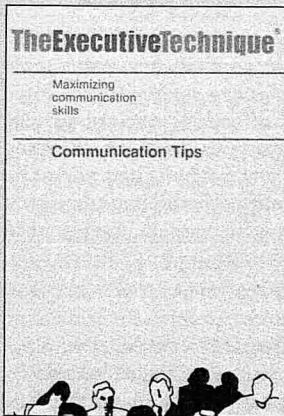
Communication Tips

Since it's almost impossible to pass the age of six or seven without having to give a speech or presentation, a new booklet, *Communication Tips*, will tell you everything (well, almost) you've always needed to know about communication, but were afraid to communicate.

One of the specialists in the field of verbal communication is The Executive Technique, the publisher of *Communication Tips*. The four-year-old company, with offices in Chicago and New York, has worked with more than 5,500 executives of all levels in developing their organization, physical, and visual aid skills for both one-to-one and one-to-group situations.

Communication Tips covers the 10 most commonly asked questions about giving a speech or presentation. Written primarily for the communicator, but also for the listener, the booklet offers practical and easily applied advice on the techniques for becoming a better communicator.

A single copy of the booklet is available free by sending a self-addressed, stamped envelope to: Communication Tips, The Executive Technique, 625 North Michigan Avenue - 19th Floor, Chicago, Ill. 60611. Quantities of the booklet are also available for 75 cents per copy.



(Continued from Page 11)

demonstrated, hears the television narrator talk about it, sees it working in its real environment, sees key words supered at the bottom of the screen or on a graphic, and hears the leader and learners talk about it after the tape is shown.

18. Television can record the best and most credible trainer, so videotape allows the "master teacher" to reach several groups of learners, sometimes simultaneously around the country. This person can be sought out and preserved on videotape indefinitely. Then classroom trainers can process and lead discussions based on the presentation.

19. Since television recording equipment is easy to operate, the learner can produce his own short programs for presentation to the class as a learning exercise. For example, the learner can produce something with a break-out group or as a homework assignment, such as a practice interview, a role-play assignment, and so forth.

20. Television can abstract concepts for the learner. Through the use of light, sound, music, camera, scene design, editing techniques, and the like, virtually any emotional setting, mood, or pace can be created for special learner groups. For beginners, the scenario can be slowed down or placed in a highly structured framework. For the advanced learner, perhaps the tape can present concepts in a more unstructured manner or the pace can be increased — for instance, he can be bombarded with conflicts or variables with Gatling gun rapidity to see how he responds in discussion, role-play, or examination.

21. Television can transmit "live" material to the classroom. There is something very exciting to the learner when he knows that a therapy session, or a nurse's injecting dye into the patient's arm, is real, is current and is happening right now in the next room.

22. Videotape can usually be updated faster, easier, and more economically than textbooks.

23. By recording on videotape, television makes possible standard experiences for all learners who may view the program any number of times, thus allowing for more uniformity in core content or test material when this is desirable.

24. Television makes possible, and necessitates the use of, a wide variety of teaching materials, resources, and personnel.

25. Television serves as an effective medium for in-service education of the trainers themselves. Studies have shown that trainers also learn when they view the "master trainer" programs along with the learners.

26. With television, a "team teaching" approach to training can be implemented by bringing in additional experts on tape to deliver core material or to provide support or testimony.

27. In research, videotape is a cost-effective monitoring device for conducting time studies, various transitory activities — such as waiting for a patient to exhibit side effects of a drug — general patient observation, security functions, and the like.

28. Television can present content in many different forms — interview, demonstration, actuality, test, group discussion, narration, lecture, dramatic action, voice-over, graphics, cartoon drawings or sketches, and so on. Among the advantages of using different forms in one videotape is the ability to offer the learner several alternatives for relating to and assimilating new information.

29. Television confers status upon trainers or specified topic areas simply because they are on videotape.

30. Television carries over the pleasant association learners have had with it as an entertainment medium.

31. Television directs or focuses attention on the subject at hand. The learner is generally more "one-to-one" with the television receiver — there is an intimate feeling with the narrator.

32. Television can, with other materials, help extend the classroom beyond the four walls to reach employees in remote areas of the country, or to reach the sick or handicapped at home or in the hospital.

33. Television can be used for classroom followup. Here, after classroom training has finished, videotape can be used to reach the learner with additional or updated information.

34. Television can be used to distribute management reports — financial statements, rule and policy changes, updates on equipment, and the like. With videotape, more individuals will get the information in a more effective and persuasive manner.

35. Television can help enlarge the training faculty. Experts from distant locations who cannot devote much time to classroom activities may be videotaped. Many top professionals are available for this level of commitment. With videotape, these professionals need not be flown to each training site. — By James Onder, AV Specialist, University Research Corp., Washington, DC. *Reprinted from E&ITV Magazine (March 1979), 51 Sugar Hollow Road, Danbury, CT 06810.*

Advice for Managers of Creative Teams

The objective: Your staff should not perceive you as a regulated executive, but as someone who is approachable, open-minded, negotiable, uninhibited.

1. Add "fail-safe" margins to all your plans. Keep funds in reserve, add 20-30 percent more time to the schedule, etc.

2. What would you do if you were a donkey (or a member of your own staff)? Figure out the problems in advance, have alternatives and possible solutions ready.

3. Be a fatalist. Once in a while, let yourself go; things can't be all that bad.

4. Once in a while, do something you hadn't planned to do (take a walk in the middle of the afternoon, invite your assistant to join you on a trip to Kalamazoo, compliment your boss on his new suit).

5. Once in a while, take off your strait-jacket; depart from the master plan and see what happens.

6. Once a week, break one of your regular habits. Take a different route to work, order a different kind of lunch, start one of your meetings on time.

7. From time to time, develop a new interest in something that, until now, you hadn't the slightest interest in.

8. Once in a while, permit yourself to fail; don't deliberately try to fail, but try a hit-or-miss procedure and make a game out of whatever it is you are doing. If you miss, don't fret; you thought you might.

9. Once in a while, rather than concentrating on a goal, look at areas that do not seem to be directly related to the problems you are dealing with. Go ahead — star-gaze.

10. From time to time, change the seating arrangement in your office. Change the arrangement of accessories on your desk. — *Reprinted from a newsletter published by Bernard Weiss & Associates.*

Joint Economic Committee Scores Low Productivity in Federal Government

According to a study by the House-Senate Joint Economic Committee of "Productivity in the Federal Government," "the American people are clearly tired of paying more and more for a federal government which daily seems to become less and less effective."

As the American public has become preoccupied with controlling inflation, reducing taxes, and maintaining the quality of life, it has grown impatient with a government it considers swollen to inefficient proportions.



The report suggests that easy rhetoric can no longer appease a citizenry hungry for concrete proposals and substantial actions to make the federal government work more effectively. They are anxious for the government's growth to be limited, its cost controlled, and its ability to provide services enhanced.

The way to achieve these objectives, the committee believes, is to increase productivity, for if overall federal productivity were increased by 10 percent, personnel costs alone could be reduced by more than 8 billion dollars per year without any cutback in services. Potential savings would be even greater if the productivity of state and local government employees and of "indirect" federal employees could be increased.

PRODUCTIVITY COMPARED

In probing the reasons for the federal government's low rate of productivity growth — 1.3 percent in 1976-1977 as compared to the private business sector's 1.7 percent — the committee drew comparisons between the operation of the private and public sectors.

The committee found that in the private sector the profit and loss systems provide an incentive to stimulate efficiency, a factor that is lacking in government. "In fact," the report states, "some observers have agreed that agency managers have strong disincentives to improve productivity if such gains lead to budget cuts."

In the areas of overall organizational effectiveness, quality of supervision and confidence in supervisors, and rewards for performance, the public sector also compared unfavorably with the private sector, leading to the committee's conclusion that "differences in attitude between the public and private sectors may have effects on comparative productivity."

INCENTIVES INEFFECTIVE

Many of the government's attempts to stimulate productivity have either been ineffective or have backfired. The committee found, for instance, that "there is no relation between growth in compensation and growth in productivity in federal activities." In fact, the U.S. Postal Service, which has had the highest annual increases in yearly compensation, has one of the lowest annual increases in productivity.

It seems apparent that the federal incentive-award program has also had little impact on productivity. The committee found that 60 percent of the employees in nine

agencies surveyed by the General Accounting Office felt that their organization's incentive programs did little or nothing at all to change their job motivation. They were not sure cash awards were presented to those who were most deserving. One third actually believed that improving their performance would probably not affect their opportunity to receive an award.

The committee also discovered that although within-grade step increases are supposed to be based on merit, they are actually received by 99 percent of eligible employees, indicating in fact that they are based simply on continued service. Thus, they provide little motivation for increased productivity on the part of employees. The results of the 1978 Civil Service Reform Act, which had as one of its goals the elimination of this discrepancy, are still to be evaluated.

OTHER OBSTACLES

There are other obstacles to productivity in the federal government. The Justice Department has estimated that fraud and abuse alone account for one to 10 percent of total federal expenditures of \$5 to \$50 billion; mismanagement, although hard to measure, also contributes to the low rate of productivity. Although organizational structures to root out fraud, such as the President's Group to Combat Fraud and Waste and the Inspector General Act of 1978, have now been established, the report points out that "now the real work of doing it begins."

Another problem is the inefficiency of some federal employees. Although there is little agreement on the number of inefficient federal employees — estimates range from one to at least 10 percent — dismissal is seldom utilized and when attempted, appeal may get it overturned on legal grounds.

As might be expected, there are no easy solutions to the problem of improving productivity. As the report recognizes, "it is much easier to state the solution than to achieve it." Nevertheless, the committee does offer some suggestions.

In the area of debt collection, the federal government could significantly increase its productivity by adopting several practices used by commercial firms, the report states. It points out that as of September 30, 1977 bad debts to the federal government had increased over a billion dollars from the preceding year, an increase of 35 percent in one year.

One indication of relative effectiveness cited by the report is the fact that private firms find it cost effective to pursue debts as small as \$25, while the federal government usually doesn't seek judgments on debts of less than \$600; another is the length of time needed to seek a court judgment — an average of five months for commercial firms and one year or more for the federal government. The adoption of commercial practices, the report concludes, will enable the government to collect more debts, collect them faster, and collect them at less cost.

The committee also recommends that the Bureau of Labor Standards measurement of federal worker productivity by expanded and widely used in budgeting. "The potential benefits from the use of productivity data in budgeting," it points out, "include greater emphasis on productivity improvement by managers; better agency projection of resource needs; increased budget credibility; more accountability of agencies to OMB, the president, and Congress; and enhanced ability of managers to react to the needs for resource reallocation during budget review and allocation." — *Reprinted from World of Work Report, August 1976.*

Inner Selling . . . From Whence Did it Come?

Inner Selling started about a year and a half ago when I began integrating my behavioral skills training into the sales schools we've been doing for about four years. We started by just having the participants utilize a concept called "centering," a relaxation exercise (It's a process of clearing the mind, focusing attention on breathing, and letting the muscles in the body relax.) It felt right to me to continue using these exercises, and the participants reacted very favorably. Some people reported it to be quite different from their previous experiences in selling and sales training.

There seems to be a myth that a good salesperson must be highly forceful and utilize rote techniques that often don't fit them in order to look like a real salesperson. I've encountered experiences where I've felt I must look and say certain things to other salespeople or I would be perceived as something other than a real salesperson. These relaxation exercises freed me to operate in my own style, be more creative, and equally or more effective than the way I was "supposed" to be.

Last winter in a tennis shop, I picked up a book entitled *Inner Tennis* by Tim Gallwey. I was impressed with the way he was using relaxation techniques in tennis. I immediately applied it to my tennis game; and while my tennis partner still beats me, at least we're splitting more and I enjoy the game in a whole new way. This led me to believe that the idea of Inner Selling should be developed further. I thought of all the people who turned over in sales because they didn't like selling. It seemed Inner Selling could help them as well as those who simply wanted to be more effective salespeople.

It all started to come together this spring when Don Johnston (a new associate in our firm) and I began concentrating on the development of a total Inner Selling training program. It sounds rather simple, which it is; but Inner Selling goes far beyond the simplicity of relaxation. Inner Selling is a process whereby a salesperson 1) relaxes his body, 2) quiets his mind, 3) focuses his attention on the prospect he is about to see, and 4) more freely utilizes the ideas and techniques that come naturally. By doing this, the salesperson heightens his/her sensitivity to the prospect's needs and maximizes his use of appropriate sales techniques and creativity to find ways to satisfy those needs with his product or service.

WHAT IS INNER SELLING?

You've probably been in a selling situation when you've known intuitively what will work and what won't. Chances are that your mind was going beyond logical thoughts (activity that happens to be located in the left side of the brain) and into areas of creativity (activity located in the right side of the brain). We have built-in sensors in that part of the left brain which help us know what is appropriate to a situation and what isn't, partially from past sales experiences and partially from life experiences. Inner Selling is a way of more fully utilizing that intuitive sense in a relaxed, self-assured manner. For the new salesperson, it is a way of focusing his or her natural instinctive skills to the profession of selling. For the veteran, it is a way of increasing one's skills at using natural instincts in a sales situation rather than outdated, inflexible approaches.

HOW IS INNER SELLING DIFFERENT?

Traditional selling involves the use of a structured approach where the salesperson tells himself things he

should be looking for to set up the use of phrases or steps to get the business. Inner Selling utilizes one's intuition and creativity to naturally tap the learned skills in a way which fits the salesperson's uniqueness and the uniqueness of the prospect. How is this done? By:

1. quieting the mind and stopping the inner dialogue;
2. sharply focusing one's attention and energy on the sales situation at hand; and
3. letting one's creative "inner sense" help deal with the situation.

Inner Selling is a multi-phases sales training process involving the development of generic skills, sales communication skills, and product knowledge, along with the development of more readily tapping into your "inner sense." What this means is a fuller use of the training acquired, a quicker application of new sales skills, and the ability to more easily adapt skills to the salesperson's own unique style. This develops a salesperson's sticking power (that is, one who doesn't burn bridges, wears well year after year with his clients and prospects, and has consistently high billing). A person's anxiety and stress about meeting performance goals doesn't cloud his "Inner Selling."

WHAT ARE THE KEY BENEFITS?

The benefits of this technique, which evolve from doing things that feel right, are:

1. faster learning
2. more production, more quickly, and more assertively
3. asking for bigger dollars where appropriate
4. high renewal rates
5. lower turnover or burnout factor
6. greater sense of pride in the profession of selling

As a side benefit, stress is lower and attitudes are easier to keep up during periods of disappointments, which adds up to a longer life and a greater reserve of energy to draw upon in challenging times. — *Reprinted from the Fall, 1979 New Dimensions newsletter, published by Jim Hooker & Co., Schaumburg, IL.*

Training to Manage a Profitable Small Business

Want to run your own business some day? Or improve the profitability of the one you already operate? A new directory listing 189 colleges and universities in 43 states which provide instruction in small business management is designed for prospective business students and people already in business who want to gain added skills.

According to the House Committee on Small Business, a credit squeeze tends to accelerate the number of business failures but 95 percent of the small businesses that fail do so because their owners lack managerial and technical skills.

Small companies employ nearly 60 percent of American workers and firms with 20 or fewer employees generated two-thirds of all the new jobs created in the economy between 1960 and 1976.

The compact directory underscores a shift away from traditional business curricula where emphasis is on preparing people for careers with large corporations and other highly structured organizations.

"Training to Manage a Profitable Small Business" includes a "small business" reading list and is available from Reymont Associates, 29 Reymont Avenue, Rye, New York 10580; \$2.50 per copy.