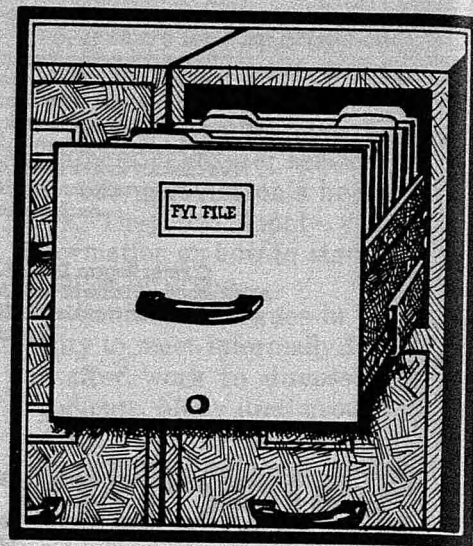


FYI FYI FOR YOUR INFORMATION... FYI



N.Y. Chapter Completes New Training Film

The New York Metropolitan Chapter of ASTD announced the completion of a training film which demonstrates to managers the necessity of fully utilizing trainers and training resources.

Every trainer is aware of the many effective films available which focus on every conceivable aspect of training. If a trainer needs to illustrate something as specific as the perils to productivity created by the 15-minute coffee break which is somehow extended to 15 and one-half minutes on Monday mornings in January, he/she can probably find at least a dozen good films to support that point, but few films zero in on a major problem some trainers face daily — convincing management about the need for training. Training is sometimes utilized as a peripheral function of the personnel department, often no more than a welcome wagon activity for new employees. Although many organizations are becoming aware of the dramatic results being achieved by trainers, there are still far too many areas in the business world where training hasn't been given a chance to "get its show on the road."

Some time ago, a particularly zealous group of trainers, members of the New York Metropolitan Chapter of ASTD, gave some thought to the idea that an affordable film on the subject of selling training to first line management would be a worthwhile project to which to devote a wholehearted effort. Armed with the accustomed confidence of dealing quite routinely with impossible tasks — a characteristic which is second nature anyway to trainers — they decided that within the Chapter's ranks there was enough talent, creative energy and absolutely rampant enthusiasm to produce such a film on a totally voluntary basis substituting human resources (which were plentiful) for money (which was not).

Initially, the only thing the Chapter had going for it was a determined administration and a committee — one of the most tenacious in the Chapter's history. They went into action, and from every corner of

this inventive Chapter "talent" was recruited, unearthed and pressed into service. Once a professional script writer, professional co-producers and a professional dialogue director had committed themselves to the project, their production was "on the boards."

From among members of the Chapter, trainers who were not to be intimidated by the mystique of show business, came the "cast of thousands." Like professional actors, they agreed to dispense with idiot cards and learn the lines. They cheerfully submitted themselves to the rigors of videotaping on a budget that would have made a shoe-string look like windfall profits.

They met deadlines, rehearsed diligently, coped with exhausting technical demands, made above and beyond efforts and met each obstacle with the kind of good grace and style rarely exhibited even by professional actors. Everyone involved got some first-hand learning about motivation.

From others in the ranks came desperately needed facilities, a perfect shooting location, special equipment, videotape, an accompanying leader's guide, and man and woman power in astonishing supply. Incredibly, the most



Some of the cast and crew during the shooting of "Training: A Return On Investment."



Left to Right: J. Kubalek, Sally Gaudons, Tom Whitty and Anne Gray, feature players in "Training: A Return On Investment."

significant expenditure throughout those months was still a bill for a couple of dozen pizzas that sustained the cast and crew through rehearsals and shooting of what was subsequently entitled "Training: A Return on Investment."

The final editing, music and titles and the materials to be used for reproduction of this 30-minute, color videotape did cost some money, but the return on the Chapter's investment of time and effort is inestimable. This article does not include a list of credits because it is intended to relate details of a unique team experience. Words such as job enrichment, reinforcement, full exploration of human resources, creative management, cost effectiveness and team building were all intensely personal realities for Chapter members working the way the books all say they should work.

They had something they wanted to say, they found within their own ranks a way to say it, professionally and with pin money, and they learned in the doing, a lot about perseverance and about how much they could depend on one another when the mutual benefit of the Chapter was involved.

For more information about "Training: A Return On Investment," now available on 3/4 inch video-cassette, please contact the New York Metropolitan Chapter of ASTD at 1534 E. 94th St., Brooklyn, N.Y. 11236.

Musick Discusses Future of Industrial Skills Training

How does a person learn to operate an industrial loom or any piece of machinery? Does the company teach all the necessary skills, or does it expect its employees to come to the job fully prepared?

Craig Musick, president of the American Society for Training and Development, discussed these and a host of other questions related to industrial skills training during a speech at the National Center for Research in Vocational Education at Ohio State University on January 23.

Drawing on 14 years of experience as director of training for one of the largest textile manufacturing companies in the South — the South Carolina-based Graniteville Company — Musick painted an optimistic picture for the future of industry-based training. "The trainee of the future will be older, 25 to 35, better educated, and more

willing to move to new job locations," he said. "Jobs of the future will require more specialized training than ever before, but there will be more flexibility in hours, duties and benefits."

"The target of the '80s for industry is increased productivity," Musick said. The economic facts of life in the 1980s are having a great deal of impact on the direction training is taking, both in schools and in industry, he said.

He added that training must be sensitive to the major problems industry faces today. He mentioned such stumbling blocks to productivity as inflation, increased government regulation, fierce foreign competition, and the world-wide energy crisis.

Only by working together with the schools, Musick said, can industry hope to meet its needs for personnel who are trained to produce the goods and services of the future. He emphasized the need for closer cooperation between industry and traditional in-school training programs as students move back and forth between the classroom and the work place.

He added that the work environment is often "taken for granted." We should spend more time "getting students accustomed to the sights and sounds of the work place, especially in a manufacturing setting," he said.

He also spoke about the need for proper equipment. "Machinery is always changing," he said. "Equipment

funds are usually the first to be cut." In his own training programs Musick uses a performance-based curriculum that relies heavily on industry-developed materials and manuals supplied by the manufacturers of the equipment the trainees use. He added that his



company works closely with area schools and vocational centers to advise them of changing industry needs and conditions.

Musick outlined several areas in which research can contribute to a better understanding of the training process:

1. Various training methods can be compared and tested. What is now being done? How effective is it?
2. Effective programs can be identified and analyzed. What makes one program successful and another a failure? Are there any key ingredients which insure success?
3. Methods commonly used to train the trainers can be examined. What level of education should these people have? Should they be licensed or certified and by whom? Will the most productive employee make the most effective trainer?
4. Class size can be studied. What is the best ratio of students to instructors? Does this vary according to the particular skill you are trying to teach?
5. Industry-based and school-based programs can be compared. Which is more cost effective? Which system is more productive? Which has the better placement rate?

Although industry and education have existed side by side in this country for decades, the times are demanding change and cooperation from both, he concluded. — *Reprinted from a news release, published by the National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Rd., Columbus, OH 43210.*

New Booklet for Executives on Communication Skills

Personal communication skills, consisting of several factors beyond the spoken word, are outlined for U.S. business executives in a new 12-page booklet published by Communispond, Inc.

Four executive skills are identified as the key to helping "successful executives become more successful." They include the ability to speak effectively, to listen and respond, to take care of one's physical and emotional health and to have greater social awareness.

Highlighting those elements, the booklet reports on a seven-day program that Communispond, a management consulting firm specializing in executive communication, is conducting for Sperry Corporation management on a continuing basis.

Second in a series of case histories on how the company works with U.S. businesses to meet specific communication needs, the booklet is entitled "How Sperry Corporation Helps Successful Business Executives Become More Successful." Both case histories — the first one describes Mobil Oil's Speakers Bureau — are available without charge from Communispond, 485 Lexington Avenue, New York, NY 10017.

How
SPERRY
Corporation
Helps
Successful
Executives
Become
More Successful

One of a Series of Publications
on Management Communications by
Communispond, Inc.

The first Step in Selling Training to Top Management is Not a 2x4

"Top management doesn't understand how we can help . . . We have the answer . . . if we could only get the V.P.s to listen . . . if I could get the top people to approve my budget this company's problems would sure be a lot fewer." You've heard a lot of these comments when trainers get together.

It is easy for them to point the finger at top management and say, "If only they would listen. . . ." Just remember that every time you point your index finger, the other three fingers are pointing back to you. That is where some of the problems rest if you don't have credibility and visibility. Visibility is not too hard to get if you think about and plan it. Credibility comes if you are doing a good job. But, first you have to get the visibility to prove what you can do.

Volunteer for a tough job — There are several tasks within an organization that very few people are willing to try: U.S. Savings Bonds Director, Blood Campaign Organizer, United Fund Director, Company Picnic Organizer, etc.

Who sits at the banquet table, with the president when the awards are being given out for a successful program? The organizer, of course. So why not volunteer for a tough and dirty job? It will get you on a first name basis with the chief executive officer (CEO). It also shows your ability to organize, direct, and manage a project. Don't get me wrong, it is not always easy to break last year's

goal. But every competent trainer has the ability to successfully lead any of the programs mentioned.

Use line managers and executives as trainers — Most people enjoy being an instructor on occasion. However, you may need to help them become good trainers. With the exposure to other managers and executives you create a vehicle for increased dialogue about training activities.

Try training coordinators — If your organization is large enough or if you have field organizations try this one. Have a line manager from each department select a person to coordinate training activities for that function. Meet with the coordinators on a monthly basis. Treat them with care and the payoff will be worthwhile. Design and present a workshop on their roles, responsibilities and how they can help.

Print a training catalog — Publish the courses you offer, how to enroll, the schedule, etc. You may want to include some packaged training programs that are on the shelf such as effective listening, etc. If you have some books on management or other types, why not also include those?

Use executives to open and close — V.P.s and the CEO are not always visible to the employees. Sure they are seen in the hallways or company cafeteria, but not at small gatherings. Consider inviting them to open and close your training sessions. Brief them on the course contents and importance. Don't overdo it because then it will be routine and less effective. Select the more important training meetings but don't completely overlook regular classes. You will find that your classroom participants enjoy having the opportunity to see and chat with the CEO and various V.P.s. If you present certificates for course completion, have the V.P. or CEO hand them out to the successful participants.

Book, film and program previews — If you see some good books, films, etc., why not get them on a preview basis? During the preview period, ask other managers for their input. This process may open discussions about problems a particular manager may be having that you can help with.

Set up a training council — The whole idea of a training council is not only to gain support, but have direct communications with executives. In this manner, you will know first hand what the needs and desires are of the decision makers. Establish a training council made up of the CEO and vice presidents. Meet with them on a quarterly basis at one of their regularly held staff meetings. Ask to be on the agenda first; then you won't disturb the remaining portion of the meeting. Have one of the V.P.s be your representative, or secretary to the council, to bring up minor items that need to be discussed between quarters. A training council provides you the platform to discuss future plans, problems, budget items, etc. Also you can review the events of the past quarter. During the Fall Quarter, preview the activities of the coming year. Executives previewing your plans and agreeing with your ideas pave the way for you with personnel at lower levels. In previewing your plans with executives, they share their views with you. Along with sharing ideas comes commitment to the final plans.

Training of the year award — If you do use personnel outside of the training department as trainers consider selecting the best one. Then recognize that person with a certificate, article in the company magazine/newsletter, a gift or cash, or all four.

After-hours classes — Maybe some of your courses are applicable to all employees, but only offered during work hours to some of them. Since your classrooms are not

used at night why not offer some classes such as communications skills, effective listening, memory tips, T/A, assertiveness, career development, etc., after working hours? You may wish to cooperate with a local college and offer some credit or non-credit extension classes. Get the most out of your facilities.

Lunch time films/programs — If your company has a cafeteria, think about showing films during lunch period. The films should be entertaining and short (20-30 minutes). There are hundreds of free or low-cost films available. These could be shown, of course, only if you have a large enough cafeteria which could be sectioned off so that those who did not wish to see movies would not have to.

Library — How many books, trade magazines, periodicals are lying around your organization? After initial reading, most of these publications end up in desk drawers, file cabinets, etc. It doesn't take much space to set up a small library. A self-checkout system can be established to eliminate staffing the library. You may lose a few books like that, but it is better they are read than gather dust. If you decide to start a library, announce it in the company newsletter and on bulletin boards.

Educational counseling — Many people desire to improve their educational credentials. For some people a high school diploma would really be a milestone. These people often do not know about GED, adult evening programs, how to register, who to see, etc. Who better to help employees with educational advice and assistance than you? Another idea along this line is to have a local college representative visit your company on a periodic basis. The purpose of these visits is to provide professional, confidential counseling.

Company magazine/newsletter — Talk to the editor and gain support for publishing a "Training Corner" as part of your magazine. Information that should be included is names of personnel who completed in-house training programs, new training programs being offered, new books available, etc. Maybe a photo and background of the training staff would be interesting.

Attend line managers' staff meetings — Gain acceptance to attend line managers' staff meetings on a regularly scheduled basis. If your staff is a medium to large one, have each trainer attend the staff meetings for the function for which each is responsible. Be careful that you get involved only in training topics. Also, confidentiality must be maintained. Remember, you are a guest, don't violate the rules. After two or three meetings you will find that the line managers look forward to your attendance. If you have trouble in gaining initial acceptance, try getting a trial for three months.

There you have it, a potpourri of ways to gain visibility for you the trainer, or the Training Department.

A word of caution: if you like several of the items don't bite off more than you can chew. Select the things that you think are reasonable for your organization. Set up a plan and approach the visibility program on a systematic basis. The two most important and influential ideas are:

1. Volunteer for a tough and dirty job; and
2. Organize a training council.

These two ideas should get you on the right track to a more visible training function. Begin to be more proactive. You will find that when you are, there will be less finger pointing, complaining and arguments. The training function will be viewed as a positive resource to the organization. Your advice and guidance will be sought after. — Submitted by Lee Beckner, American Productivity Center, Houston, TX.

Construction Plans Set For New Education Facility

Norwalk, Conn. — Detailed plans for one of the most modern and innovative facilities of its type — GTE's Advanced Management Education Center — were announced by General Telephone & Electronics Corporation.

To be constructed on a 66-acre site in Norwalk, Conn., eight miles northeast of Stamford, the 180,000 sq. ft. education center will provide continuing management education in a campus-like environment for upper-level managers of GTE's communications, products, research and service companies in the U.S. and abroad.

Theodore F. Brophy, chairman and chief executive officer of GTE, said the design and plans for the center are based upon research into conference and learning centers built over the past 30 years, and will incorporate the most advanced features of management education centers now in existence.

GTE's Advanced Management Education Center will be among the first to be designed for maximum flexibility for any learning situation," he said. "For example, it will incorporate the most advanced communications equipment available for a higher learning environment."

WILL PRESERVE NATURAL BEAUTY OF SITE

GTE intends to maintain the character and natural beauty of the property. The centralized education facility is designed on a low-profile, residential scale and will utilize basic building materials of brick and slate.

The new center will provide accommodations for more than 100 management participants, and will include facilities for handicapped personnel.



The training and education area of the building will contain two amphitheaters and 10 classrooms, utilizing the most modern multi-media communications and audio-visual equipment. Ease of access will be provided to adjoining dining rooms, lobbies, offices and recreation and services areas, and a health-maintenance facility.

The service and parking facilities will be shielded from view of adjoining property by a 1,200-foot landscaped screen of specimen trees and flowering bushes.

Training sessions in the new center will range from three-day seminars to three-week development programs. Course matter will include strategic management, financial management, leadership skills, and human resources development, among other projects.

The teaching faculty will consist primarily of professors from leading universities throughout the country. They will be complemented by GTE management personnel and business consultants who will instruct in the areas of finance, marketing, human relations, planning and international management.

For additional information, please contact: Robert B. Piorkowski, GTE, Corporate Communications Department, One Stamford Forum, Stamford, CT.

Auto Rental Rep Training Program Set for Introduction

National Car Rental is about to launch the most professional, comprehensive training program for rental representatives in company history, and a series of introductory meetings were held in March to acquaint licensees and city managers with the program. Meetings were then held with the licensee field force and the corporate regional training coordinators. Finally, intensive meetings were to be held in April in 10 cities for all program administrators from both corporate and licensee cities.

"Training is a management function," said Dean Meadors, manager of training, "so we want to involve as many of our management people as possible. The success of this program will depend to a great extent on how much support it receives from each city manager. But to get the most out of it, they have to know how to use it."

Nearly a year and a half in the making, the program consists of eight basic units, complete with workbooks, audio cassettes and intensive guides for the trainers. Universal Training Systems, based in Chicago, was hired to write the program after extensive conversations with National's car rental management, regional managers, rental reps and city managers from six cities.

After the first three units were completed, they were tested in five cities. The results of the test group were three times better than those of the control group, reinforcing National's confidence in the program. Work then began on the rest of the units.

A key element, according to Meadors, is the involvement of program administrators. "With the new program, we'll be training our trainers," he said. "We know we've got a good, basic tool. The results of the program will depend on implementation in the cities."

"There's no short cut to training," said J.W. James, president. "National has demonstrated its commitment to a first-class training program through a sizable financial investment. Now it's up to each local manager to see that the investment pays off. The best way to do that is by becoming personally involved in this important area." — *Reprinted from National Car Rental The Headlight.*

Key Factors Influencing Purchase of Cameras

Video camera sales reflect user needs — needs often dictated by external pressures. Increasing audience sophistication and budget limitations, for instance, are causing buyers to seek cameras that combine quality and versatility at a reasonable cost.

People who watch tapes today, either on television or in a training or educational situation, are more sophisticated and critical than ever. They are used to quality video production and they expect it.

However, the purchaser is also faced with budget constraints, and wants a camera that offers more quality for less money.

Often a production requires videotaping under a variety of conditions, including away from the studio. Ease-of-operation can be a key determinant in a purchase, as can adaptability or portability.

The major influences on purchases are such factors as:

- *Portability and Flexibility* — Versatility is the most significant trend in cameras today. Fewer cameras are being designed solely for studio use. Buyers with limited budgets are seeking flexible camera systems. Electronic field production (EFP) applications are increasing among industrial and educational video users, and broadcasters need cameras for electronic news gatherings (ENG) purposes. As a result, these people are looking for portable cameras that can be converted for studio use.

- *Self-contained and Lighter* — In the past many portable color cameras were two-piece systems. The camera unit with a view finder is connected by cable to a backpack containing such equipment as the SSG circuit, synch signal generator and encoder circuit. This bulky backpack often weighed up to 25 pounds. The trend in the newer color portables is to self-contained, one-piece cameras. Less weight means more mobility, which is essential for field work. Lighter, more mobile cameras allow video to reach places that previously could only be reached with film. For example, helicopter news crews whose space is limited can now cover stories with videotape.

- *Complete Package* — Most purchasers are seeking a complete system that includes all the components necessary for immediate operation: lens, camera head, viewfinder, battery and AC adapter, carrying case, shoulder pad and cable. Of course, the components should be available individually for customers who want to assemble their own systems.

- *Motorized Zoom Lens* — Camera buyers prefer the motorized zoom lens on newer cameras to the older manual zoom because it helps get the professional looking results that audiences have come to expect. A cameraman can devote greater attention to his subject if zoom can be controlled by simply pushing a button.

Cost-effectiveness, of course, remains an overriding consideration for the video purchaser. He wants the best camera his budget will allow. That's why versatile, compatible, system-packaged cameras are setting the sales trend. — *By Stephen Martin, regional sales manager, Professional Video Division, U.S. JVC Corp., 866 Third Ave., New York, NY 10022.*

In or Out . . .

One method to multiply your productivity is to "manage" more, and "do" less. If this is hard for you, try a one-day intensive exercise discovered by a marketing manager in Idaho.

1. Stay at your desk (or away from it) for one whole day — whatever is the opposite of your normal pattern. Close your office door and stay on one side or the other, no matter what comes up.

2. Now you're forced to practice the management skills you most often neglect. If you're stuck in your office, you must learn to delegate, use the telephone and written memos more, think and plan instead of jump and run.

If you're locked out of your office, you must work face to face, think on your feet, act decisively instead of working slowly through a report, and investigate facts on your own rather than call in subordinates to hear their reports.

Either way, the one-day exercise helps you break out of your pattern and "manage" more effectively in the future. — *Reprinted from Execu*Time Newsletter, Volume 2, Number 12, December 1979.*