

Tomorrow's Training Director

W. C. CHRISTENSEN

Eli Lilly and Company

President, American Society of Training Directors

The nature of training is to *create in people desirable changes* in knowledge, skill, attitude, and behavior. In this presentation, the term "training director" will be utilized to include all training personnel engaged in education and training in business, industry, and government. It is not intended to be limited to the director or head of the training staff.

Some humorist, unknown to me, has defined three terms which are commonly used by training people. About the following he said, "A conference is a place where conversation is substituted for the dreariness of labor and the loneliness of thought; a committee is a group of the unfit, appointed by the unthinking to do the unnecessary; and clarification is to fill in the background so detailed that the foreground must go underground."

Today's Training Director

Let's look at today's typical training director. To do this, we shall consult a rather comprehensive survey recently completed at Purdue University. This study was conducted under the direction of Professor Harry Belman, Chairman of the ASTD Professional Standards Committee and appeared in the September-October issue of the *Journal*.

The report was developed from the results of a detailed questionnaire which was mailed to a representative sample of

five hundred fifty-four selected training people. The majority of these individuals were ASTD members located in all parts of the country. Three hundred and eight or 55% of the questionnaires were completed and returned by the target date. The geographical distribution was broad, but the majority of the training people responding were located in the east, midwest, and far west. The returns were predominated by representatives of manufacturing industries. Briefly, this survey of duties and responsibilities of training personnel showed that the typical training director of today has:

1. had about 40 years on earth
2. a college education plus
3. the title of "Training Director"
4. been on the job 3½ years
5. eight years' experience in training, teaching, and personnel—also has experience in factory and sales work
6. formal training in education, engineering, industrial education, business administration, and psychology
7. a position with company employing 3,200 people
8. approximate salary of \$7,000 plus
 - a. one in twenty under \$5,000
 - b. one in three hundred over \$20,000

9. a staff of 4 or 5
10. shown favor for conference method, visuals, on-the-job training, demonstrations, and lectures.
11. participated in professional activities—primarily ASTD state, regional, and international events.

It is my opinion that the typical training director of today has demonstrated and is demonstrating his ability to “think” and “do.” He also has skill in self expression. At an ASTD business meeting less than two years ago, a member in the audience was overheard to say: “This is a wonderful organization. Where else could you attend a meeting where anyone who is called upon could stand on his feet and express himself clearly.” Today’s training director has also developed considerable skill with written words. Generally, the training director is regarded as a polite, courteous, conservative, and dignified individual. Frequently, you will hear him referred to as a “nice guy.” Usually, this is intended as a compliment. On some occasions, the expression may be accompanied by remarks not pleasing to the ear. In one company where a well regarded training director holds forth, a supervisor told me in disgust of sending a group of his foremen to the “charm school.”

Substantial Advances

Training directors may point with pride to a substantial number of accomplishments. Scoring opportunities have been available, and pay dirt has been reached in many areas of training. Let’s take time out here to mention only a few. America inherited apprenticeship training from Europe. Great strides have

been made in apprenticeship and on-the-job training for the development of skills. Today, apprentices are in training in approximately 300 skilled occupations. About 15,000 employers are utilizing modern training methods in developing tomorrow’s skilled craftsmen.

The “J” programs, particularly during and since World War 2, contributed greatly to training’s advance. The “teach the teacher” strategy will continue to be one of training’s greatest and most successful offensive techniques.

Eli Lilly’s Philosophy

In its comparatively brief history with the management team, training has probably made its greatest advances toward the goal through effective supervisory training programs. Typical of supervisory training efforts in recent years is our own experience at Eli Lilly and Company. The company’s philosophy in this direction was well established by Mr. Eli Lilly, Chairman of the Board. Many years ago, he said: “The first responsibility of our supervisors is to build men, then medicine.” Supervisory training objectives were established much in line with these objectives found in many companies. They are:

1. Develop capable supervisory staff
2. Improve day-to-day operations
3. Expand supervisory knowledge and skill
4. Encourage continuous learning and individual development
5. Prepare for future needs
6. Stress the importance of improving the performance of people

A glance at the chart of training programs will indicate the company's training policy and will identify the various areas of training conducted in the Lilly organization. Our training staff devotes more than 50% of its total efforts to the supervisory conference programs. We do not consider this a deluxe or impressive series of programs.

Touchdowns and Fumbles

Using the game of football as an analogy some critics say that training fumbles on research. They say that training does not carry the ball with a scientific approach. The critics say that training fumbles on selecting the best training methods available in some programs. They say training doesn't mix its plays—that straight football may cause more fumbles.

Some of our critics say that training has been unsuccessful in obtaining adequate acceptance of top management—that training has fumbled opportunities to really sell training. Some of our critics say that training has dropped the ball by not utilizing dramatization in programs. They claim that the training team lacks color and enthusiasm.

The critics have a field day recovering the ball which they claim training fumbles in evaluating results. All of us know that top management is interested first in results—in a return on investment. Although caution must be exercised in evaluating results and in taking credit for great accomplishments, training must avoid fumbles in evaluating programs. Opportunities for improving and expanding evaluation techniques must be located and utilized during the days ahead.

One of the greatest cries of the critics is that training lacks follow-through, and that after the fumble, training fails to recover the loose ball. Follow-through is one of the most difficult and one of the most important areas where training must hold the ball firmly and produce a burst of speed for the goal.

Tomorrow's Training Director

Tomorrow's training director will be a superior coach. Mediocrity will not provide security or win the football game. Perhaps the mediocre performer should "seek success in other fields" or at least obtain a position in another and less difficult conference or league. Tomorrow's training director will be a more successful motivator.

At a Quartermaster Depot where damaged parachutes are serviced, repairs are made by "riggers." They are all paratroopers and are required to make jumps at certain specified intervals to keep in training. The parachutes used in these leaps have been repaired in their own department. Obviously, they are well motivated. The "Rigger's Pledge" appears on the wall. It reads:

"I will pack every parachute as though I am to jump with it myself, and will stand ready to jump with any parachute which I have certified as properly inspected and packed.

"I will never resort to guessing, as I know that chance is a fool's god and that I, a rigger, cannot depend on it.

"I will never pass over any defect, nor neglect any repair, no matter how small, as I know that omissions and mistakes in the rigging of a parachute may cost a life.

"I will keep all parachute equipment entrusted to my care in the best possible condition, remembering always that little things left undone cause major troubles.

"I will never let the idea that a piece of work is "good enough" make me a potential murderer through a careless mistake or oversight, for I know there can be no compromise with perfection.

"I will keep always a wholehearted respect for my vocation, regarding it as high profession rather than a day-to-day task, and will keep in mind constantly my grave responsibility.

"I will be sure . . . *always.*"

True, this is almost an unfair example to suggest for a training director to employ in carrying out his daily, less dangerous assignments. On the other hand, it may help to "whet his appetite" for seeking more effective methods of motivation. The training director can not afford to be overcome with the "ether of self satisfaction."

Tomorrow's training director will observe a code of ethics for training. The ASTD Professional Standards Committee has proposed such a code. It contains well worded statements on the following items:

1. loyalty to the employer
2. high quality standards in all phases of training activities
3. confidences and confidential matters
4. assistance and service as cardinal principles
5. recognition of other contributors

6. effective facilities and aids in all efforts
7. professional progress and individual growth
8. exchange of ideas and materials
9. raise competency and broad understanding
10. participation in professional activities
11. unethical commercial remuneration
12. personal conduct as a citizen and as a member of the training profession

Progress with ASTD

The American Society of Training Directors has grown and has made progress. Its objectives and activities are designed to further the progress of the Society and to further the progress of the individual training director. Tomorrow's training director and the ASTD of tomorrow will be one in advancing toward a common goal. You may be interested in a few facts and statistics concerning the present status of the Society. ASTD growth in membership and in chapters:

Year	Members	Chapters
45	26	3
46	65	5
47	234	7
48	508	13
49	1144	18
50	1028	22
51	1233	25
52	1655	30
53	1900	37
54	2400 (est.)	45 (est.)

(Continued on page 42)

TOMORROW'S TRAINING DIRECTOR

(Continued from page 8)

ASTD Services:

The *Journal*, published six times a year

Training Materials Exchange Service
ASTD-Purdue Library Service

Annual Conference and Regional Meetings

Publication of Annual Conference Proceedings

Membership Directory

Representation in National and International Groups

Official Lapel Recognition Button

Committee Projects

To each individual member, these services have a dollar and cents value of more than twice the cost of annual dues.

The ASTD committees are composed of men and women who invest substantial amounts of time and effort—without remuneration—to provide services to all members and to assist with the administrative affairs of the Society.

Annual Conference

Annual Conference Policy

Annual Meeting Sites

ASTD Institute

Auditing

Chapter Officers Manual

Chapter Program Service

Chapter Promotion

Charter Members

Constitution Revision

Foundation Study

Inaugural Nominating

Membership

Organization and Administration

Placement

Professional Standards

Publications

Public Relations

Research

Television Study

Training Materials Exchange and Library Service

In conclusion, it is felt that training is a *service* which offers many rewards to professional training personnel. Emerson said it well: "It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself." Pasteur suggested: "The future belongs to those who accomplish the most for humanity." Will training do its share tomorrow? I sincerely believe that we will!

POSITIONS OPEN PERSONNEL - INDUSTRIAL RELATIONS - EMPLOYEE TRAINING

Public utility companies located Latin America require men for positions of industrial relations engineers, and supervisors of employe training and personnel departments. Applicants should have at least 5 years experience in their particular specialty and general acquaintance with public utility operations. Knowledge of Spanish or Portuguese desirable but not required initially. Positions offer promising fields for applicants with individual initiative, having good background of practical experience in their particular field. Salary commensurate with position, experience and living costs. Reply stating age, education, experience and personal particulars. **Box 131, The Journal of Industrial Training, 330 West 42nd Street, New York 36, N. Y.**
