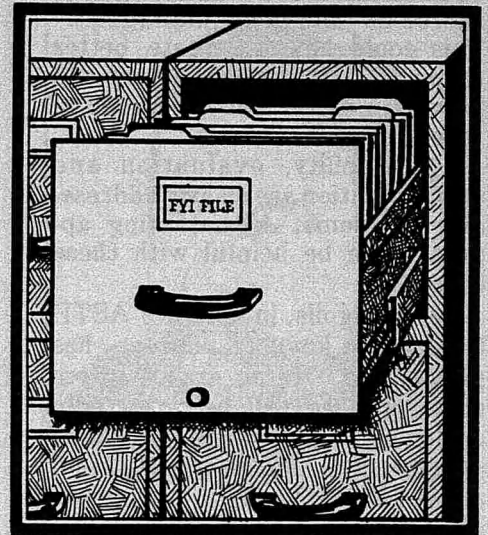


# FYI FYI FOR YOUR INFORMATION... FYI



## Act Like Managers and Secure Management Status

When Shell Oil's Gene Hahne hears Training and Development people complain about budget cuts, staff decreases, and lack of management support, he suspects he's talking to a trainer, not to a T&D manager. The difference, he thinks, is not in the position description, but in the attitude the person takes toward the position.

Gene believes all T&D people should see themselves as managers first and foremost.

Gene maintains that whether T&D people run a "one-person show" or direct a cast of many, taking the large view contributes to the organization and to their own success as well. This is really another way of saying that how we view ourselves often determines how we function.

Gene's own results seem to prove the wisdom of his approach. Until April 1, Gene was Manager of Sales Training and Recruitment for Shell Chemical Company. Now he is responsible for training in 11 Shell organizations, including three in sales (Oil, Chemical, and Agricultural Chemicals) plus Manufacturing, Technical, Operations, Purchasing, Business Centers, and Product Economics. This growth resulted from envisioning himself as more than a trainer, he says. It resulted from viewing himself as a manager.

If Gene thought that training was T&D's number one priority, he'd be "long gone" from that area, he says. But the T&D function is as important to the organization as any other, he thinks. The challenge, Gene believes, is in the total contribution T&D can make to an organization.

What's the difference between the T&D person who sees himself or herself primarily as a trainer and the person who assumes a managerial perspective? The former, according to Gene, does the following:

1. Responds to needs defined by others.
2. Designs and/or selects training to meet these needs.
3. Carries out the training.

On the other hand, the person who takes the manager-

ial view sees all of the following as within his or her purview:

1. Surveys the organization as a whole.
2. Initiates needs assessment, as well as responding to others' requests.
3. Forecasts needs, makes recommendations, and plans to meet the organization's needs.
4. Designs and/or selects training to fulfill the objectives determined.
5. Implements training.
6. Evaluates results of training.
7. Communicates with top management about training needs, proposals, programs, and results.
8. Sells the T&D function to management.
9. Grows through good management.

"Now, remember," Gene says, "I'm not talking about two different people in two different positions with vastly different formal authority. I'm talking about a difference in attitude that leads to a different way of functioning. The same person could adopt either style. The results, of course, will be very different.

"Let's say, for example, the T&D person is approached by Manager X who has a problem. Turnover in Manager X's sales territory is up by 25 percent. She wants a training program to solve this problem. The T&D person who views himself primarily as a trainer will give Manager X a training program — whether or not the program will solve the problem, whether or not the program is needed, whether or not Manager X's problem is related to training.

"How would the T&D person who sees himself as a manager approach Manager X and her problem? The managerially minded T&D person, rather than rushing in with a program, takes an analytical approach. He probes Manager X's need for training: Why is turnover so high? Are salespeople becoming discouraged because they lack a skill they could acquire through training? Or perhaps this turnover problem is not one that training has any chance of remedying. The product's quality may be slipping. Or a new competitor may have entered the field with a product just as good. The lower sales leading to turnover may actually be the results of general economic conditions.

"Through this kind of critical analysis, the managerial T&D person and Manager X jointly will determine whether there's a realistic training need or whether the problem should be laid at another door."



GENE HAHNE

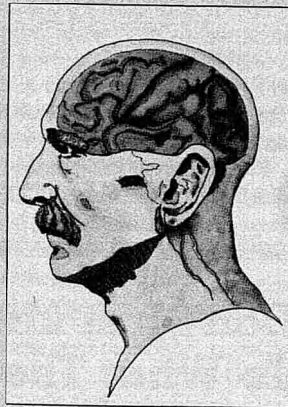
## Next Important Frontier Is the Human Brain

Much of the stress being felt by American management and training professionals today is being created by a "Catch-22" in the development of the human brain, suggests the latest issue of *FOCUS/Creativity '80*, the Texas-based newsletter on innovation.

"In the past 30 years, the human brain has suddenly taken an acute interest in — of all things — itself," observes Dudley Lynch, editor of *FOCUS/Creativity '80*.

"Some very bright brains in our midst now realize that the brain is a far more versatile, knowable and controllable 'instrument' than was previously believed."

Lynch believes that "human brains" were led in part to begin probing the brain's functions themselves as a way of discovering possible solutions to humankind's self-induced problems. But in opening up this Pandora's Box surrounding its own



evolution and functioning, the brain has increased the strains being felt by today's institutions and their managers. "When you pit the intelligent brain that is aware somewhat of how it functions against an intelligent brain that isn't aware, you have a mismatch that corporations, organizations and cultures must reckon with," says Lynch. "We are just beginning to see dimly some of the implications of this."

He cites these "probabilities":

- Many management theories and training techniques now in use must be updated or abandoned as a result of being too narrowly focused on just one or a few aspects of the brain's functioning.

- Current opinion-polling and other "sense of the masses" techniques are destined to be quickly superseded by new techniques that focus, first and foremost, on the brain-determined values systems of the persons being scientifically polled or interviewed.

- More and more organizations will join the few that already are orienting their executives and managers to the "hidden agenda" that the brains of their employees bring to the job — agendas "hard-wired" in an individual's DNA, some of which is very ancient programming.

Admitting that some of the research findings on the human brain are either too tentative or too obtruse for general use, Lynch nevertheless argues in his *FOCUS/Creativity '80* article that models now exist that make it highly worthwhile to talk about "brain functions" in a management or employee training context.

### THE ROBOT

He cites, for example, his own Quaternary Brain<sup>tm</sup> model, which draws on the pioneering research of brain probers like Paul MacLean, Joseph Bogen and J.Z. Young for data to suggest a four-dimensional brain:

System Alpha, or what Lynch calls The Robot, is a heavily hard-wired, very ancient area of the brain around the brain stem that appears to govern our territorial, imitative and ritualistically instinctual kinds of behaviors.

System Beta, or The Decision-Maker, is the mid-brain system, which Lynch believes is actually the dominant brain system for persons like chief executives, profes-

A less than managerial approach generally produces less than satisfying results, according to Gene. When T&D people are asked what they do, they are less than managerial if they can't reply with a full range of managerial activities. They should be able to pinpoint the organization's needs that establish training objectives. They should be able to describe how the training they administer fulfills those objectives. And they should be able to document the results of their programs. If they can't do all of this, they are asking for minimal consideration within the organization.

Alternatively, when T&D can function in all of these areas (and even this one-person department can do so on its own level), it is armed to assume its rightful place within the organization. T&D then is prepared for the continual interface with top management — the give and take of information — that it needs to make a real contribution.

One of the best ways to open up this interface is through evaluation, and yet less than 25 percent of T&D people evaluate their programs, asserts Gene. They fail to evaluate for any number of reasons: They're afraid to find out whether or not they're meeting their objectives (or they have no objectives to start with); they think they haven't the time, money, or resources. Still others attribute the failure to evaluate to senior management's lack of interest. To fall back on any of these excuses, however, is to fall back into non-managerial behavior, according to Gene.

Managerial T&D people, he says, generate the conditions they need. For example, when they see management isn't interested in T&D, they decide it's time to develop a strategy for attracting that interest.

Gene says he made management at Shell take an interest in T&D. "When they saw the contribution we could make," Gene says, "they saw that we got the resources we needed — more money, more staff."

"We put together training programs that worked. We knew they worked because we measured the changes they produced. We charted the changes in our salespeople; we had their managers monitor the changes; and we measured the increased ability to sell that followed training. We could show top management how we were meeting the organization's needs. Moreover, we sold ourselves. We kept management aware of what we were doing and that what we were doing was for them. Our T&D approach is a managerial approach. It pays off for us. It'll pay off for others, too." — Taken from an article in the June, 1980 newsletter of the Sales Training Division of ASTD. For additional information, contact Gene Hahne, manager, Training and Recruitment, Shell Oil, Box 2463, Houston, TX 77001.

## New Supervisory Guidebook Available

"What Every Supervisor Should Know About Rewarding" is the title of a new supervisory guidebook from Roundtable Films. The guidebook emphasizes the need people have to be recognized and appreciated for good work and how the supervisor can constructively reinforce desired behavior.

For more information on how to order this and another Roundtable guidebook titled "What Every Supervisor Should Know About Correcting," write Roundtable Films, N. Vincente Blvd., Beverly Hills, CA 90211.

sional athletes and coaches and musical conductors who must make fast, crisis-oriented, chemical-like decisions.

System Gamma, or The Analyst, is primarily located in the left-cerebral hemisphere and is gifted at linear, temporal, fast-identification and memory assimilation tasks.

System Delta, or The Synthesizer, is a system location primarily in the right-cerebral hemisphere and tends to process information in non-linear wholes, with an emphasis on rhythms, spaces and patterns.

"Each of these brain systems has its own special kind of intelligence, sense of time, memory, motor and other functions," writes Lynch. "Yet virtually all of our management and training theories and techniques have been designed to deal with only one of these brain systems, primarily System Gamma. In a slower, less complicated world, we were able to get away with it. But that is no longer, for more and more organizations, an affordable luxury."

For further information, write Dudley Lynch, 827 Westwood, Richardson, TX 75080.

---

---

## Don't Just Listen To What They Say — Watch What They Do

Become an effective interpreter of peoples' "body language" and you can save time getting their messages and giving yours.

This is the finding of John Baird, Jr. and Gretchen Wieting, researchers who studied non-verbal communication as it applies to business. Check these cues next time you have a discussion with a colleague:

**PROXIMITY.** How far does your boss seat you from himself or herself? How far do you seat guests from your desk? The further the distance, the greater the implied "status gulf." Try sitting closer to guests and you'll find you can get down to specifics faster, as a feeling of warmth is easier to establish and maintain.

**POSTURE.** Lean forward to indicate acceptance and liking for your guest. "Open" your posture with arms apart. Folded arms and leaning back indicate dislike and hostility.

**GESTURES.** Frequent gestures are a positive sign — mean that the gesturer likes his guest or employee. Open-palm, wide-open gestures, of course, are more friendly than closed-fist movements. Stiff, gesture-less talks indicate unfriendliness.

**FACIAL EXPRESSIONS.** Nodding is positive and shaking the head is negative. Lowering the head or putting it to one side is negative. Eye contact indicates acceptance and friendship.

**TONE OF VOICE.** Boredom is indicated by moderate tone, pitch and rate. Extreme boredom may be shown with a monotone. Loudness or choppy speech shows anger.

Look for these traits in those you deal with, and you'll be able to interpret messages more quickly and on a better basis than mere words can allow. Use the "body language" yourself to encourage faster communication and more confidence between yourself and your visitors.

One final hint: make sure your messages are clear. Positive speech with negative body language slows down communication. — Reprinted with permission of *Execu\*Time, the Newsletter on Effective Use of Executive Time*. Copyright 1980 by Januz Marketing Communications, Inc. All rights reserved.

## Home Study Course Development Handbook

This handbook is a collection of current, practical, essential guides on how to develop a correspondence course. It presents the skills and knowledge developers of independent study courses need for success. The authors are practicing home study educators and have had several years of experience in their fields. Some of the topics included in the handbook are supervising course authors, writing objectives, managing text readability, writing examinations, audio/visual material, course design and layout, completion rate studies, and financial analysis. The authors also cover the complete range of topics on course development, from market research to the final printing.

A copy of the *Home Study Course Development Handbook* can be obtained from the National Home Study Council for \$15.50. This includes postage and handling.

### *Home Study*

*Course  
Development  
Handbook*

 National Home Study Council

---

---

## Training A la 1980

For U.S. industry, costs are higher than ever. And the efficiency level of training programs is low. Both sales training and machine-operator training eat heavily into profits. For some manufacturers, the expense of training operators on their machinery has become prohibitive. In order to lessen training costs, many companies have decided that audio/print training, rather than classroom training, is the answer.

The word processing and small business computer industry — one of the fastest-growing industries in the U.S. today — is a prime example of an industry in serious need of inexpensive training methods. The costs of machines has actually decreased in the last few years due to advances in technology. But operator training costs have risen considerably. A 1979 industry survey places the average cost of a stand-alone word processing system in the \$12,000 range. Classroom training for an operator costs about \$900, but the manufacturer usually is able to charge only \$300 for training. The turnover rate for a word processing operator is 2.7 per year per machine. The picture is grim. In order to keep up with operator training, each machine costs the manufacturer \$1,900 per year, and the training must be offered, regardless of the machine's age.

Aside from the tremendous expense of classroom operator training, there is a problem in classroom training efficiency. The quality of training diminishes as the course is repeated. Instructors lose interest when the material becomes monotonous.

There is often a vast difference in the capabilities of the students. Lower-level students can be intimidated by a classroom pace that exceeds their abilities. They won't ask questions for fear that they will seem "slow" to their peers. The result is an operator who has completed the course but is not proficient on the machine.

# Conference on Productivity Urges Constructive Dialogue Between Sectors

More than 50 U.S. business, labor, and government leaders meeting under the auspices of the Work in America Institute have adopted an urgent and far-reaching series of recommendations to boost the nation's rate of productivity growth, which has plunged to alarming levels in recent years.

The group's recommendations were the outgrowth of a three-day national symposium on "Productivity: Problems and Prospects," held May 12-14 at Arden House in Harriman, N.Y. These recommendations, drawn from the deliberations of participants in a series of three workshops, were debated and revised at the final plenary session and incorporated in a final report.

The conference recognized productivity as a multi-dimensional problem and noted that solutions are possible through national economic and social policies as well as through corporate and organizational efforts.

## POLARIZATION CITED

The participants focused on the serious social, economic, and national security problems facing the United States and the increasing demands these problems place on the leadership and performance of the nation's institutions. They also drew attention to the growing polarization of business, government, and labor as a major obstacle to improved productivity and called for cooperation and constructive dialogue between these sectors.

"The productivity of the nation is ill-served by distrust and hostility," said Jerome M. Rosow, president of Work in America Institute. He described the conference's recommendations as aiming "to build bridges between business, government, and labor, and to create a climate of greater cooperation and mutual understanding."

## PRODUCTIVITY MEASURES

One such recommendation is to create a high-level national mediating panel that would deal with disputes that arise between industry and government over federal regulations. The panel would help the parties resolve their differences, sparing them costly and time-consuming litigation.

Other methods of improving productivity recommended by the group include tax reforms, remedial economic measures for small business, private and public cooperation in education and training, nontraditional work schedules, long-term corporate and government planning, increased government support for research and development programs, and greater employee participation, particularly in the area of technological innovation.

## A SHARED RESPONSIBILITY

The symposium's cochairmen were James A. Olson, vice-chairman of the American Telephone and Telegraph Company, and Thomas R. Donahue, secretary-treasurer of the AFL-CIO.

In an opening address, Olson said, "Business and labor have the main responsibility for productivity improvements. However, government should take a supportive role." He added that technological innovation, long-term funding for R&D, and tax provisions to encourage investment are essential to improved productivity. He also cited as a necessary ingredient the establishment of working conditions that encourage innovation.

According to Donahue, "Productivity improvements are dependent on management's acceptance of trade

Audio/print training is one of the most promising answers to these training problems and expenses, and numerous manufacturers have caught on. The major advantage of audio/print training, of course, is cost. Manufacturers are able to sell audio/print training programs at a profit. More important — their support people are freed from the burden of training and allowed to assist the sales force. The audio/print training approach is just as important for a start-up company as it is for an established one.

In terms of actual teaching ability, the audio/print programs get high ratings. Being out of a classroom, the student is immediately freed from the notion that he or she is studying what is perceived as a very complex "computer." Peer pressure is no longer an issue. The audio/print program is self-paced. The student can review problem material as often as needed in order to get comfortable with the machine.

For many of the same cost and efficiency reasons, audio/print training programs are being used for *sales training*. It is, next to operator training, one of the most



expensive and time-consuming problems for a manufacturer. The average training cost for a salesman in the U.S. is \$21,000. For some industries, the turnover rate of the salesforce is high. No matter how many training cycles are scheduled, some salespeople spend weeks or months waiting for the next training session to begin, and an inexperienced and untrained salesperson is of little or no use in the field. Of their audio/print sales training program, Steve Jefferies, director of marketing for Micom Corporation, says, "We have been able to cut our sales training course from four weeks to two weeks; and we can be sure that the day a salesperson is hired he/she will start his/her training with a course designed for us specifically. This guarantees us a consistency in sales philosophy and reduces the learning curve necessary for a salesperson to become productive."

The sales-training program must be specifically designed for the company and geared to its individual requirements. The range and style of audio/print programs varies as much as the manufacturers who buy them.

More and more industries are looking to audio/print programs to solve their operator training and sales-training problems.

*Taken from an article by William J. Tobin, president, Concept Industries Inc., 1116 Summer St., Suite 2A, Stamford, CT 06905.*

unions and collective bargaining." Productivity programs, Donahue said, should increase not only output, but worker satisfaction as well. He pointed to the labor movement's growing acceptance of joint productivity programs involving government, business, and labor, but cautioned against some productivity-boosting schemes that are essentially anti-union in nature.

### THE CEO'S ROLE

The conference, in drafting its recommendations, was particularly interested in attracting the attention of chief executive officers in the private sector who, the participants agreed, are a key factor in productivity improvement.

"Without the strong leadership of the CEO and his active involvement in changing the working climate within the company, we cannot hope to regain an upward slope on the productivity curve," said John F. Donnelly, chairman of Donnelly Mirrors, Inc., and a speaker at the symposium.

The conference's recommendations are based on eight principal themes: economic policies and programs, competing economic and social goals, education, progressive management policies and practices, the role of the chief executive officer, the role of national and local union leaders, R&D strategy, and the introduction of technology.

Copies of the conference report, including all recommendations, are available free of charge from the Work in America Institute, 700 White Plains Road, Scarsdale, N.Y. 10583. — Reprinted from the June, 1980 "World of Work Report."

---

---

## Tired of Freeway Hassles? Try Telecommuting

The word may not be part of most people's vocabularies today, but it probably will be within a few years.

In fact, by 1990, people won't just be talking about telecommuting, says Jacks Nilles, the University of Southern California researcher who coined the word. Millions of people will be doing it, five days a week or more. And those who aren't might be sporting bumper stickers proclaiming "I'd rather be telecommuting."

"Explained most simply, telecommuting is the substitution of telecommunications and computers for the commute to work," says Nilles, whose research on alternative work patterns is described in Alvin Toffler's bestselling book, "The Third Wave."

Two types of telecommuters will evolve, predicts Nilles, who directs interdisciplinary programs at USC. Some will eliminate the workday commute entirely, turning portions of their homes into offices. Others, who need face-to-face contact to do their jobs, will shorten their commutes by traveling to nearby regional offices that are tied by telecommunication systems to central headquarters many miles away.

Converting a room at home into a telecommunications station will not be particularly expensive, Nilles says,

since it will require only the addition of a personal computer terminal (costing about the same as a high-quality electric typewriter) and a simple telephone accessory to gain access to other computers.

Telecommuters most likely to stay home, he says, will be specialists who don't usually need face-to-face contact to do their work — researchers, word processors, accountants, writers, data base researchers, and lawyers not often involved in court proceedings.

"By 1990, an estimated 47 million people will have information jobs in the United States," says Nilles. "Maybe two to five million of those people will be telecommuting to some degree."

In a two-year study funded by the National Science Foundation, Nilles and his research team found that the 2,000 employees of a large Los Angeles-based insurance company averaged 21.4 miles per day commuting. Nilles figures that, for every seven employees who telecommute, the annual energy saving would equal the electrical energy required to run an average American home for a year.

The workers' advantages are obvious, but what's in it for management? Among the 2,000 insurance company employees, Nilles noted a general increase in job satisfaction when the company decentralized and established three regional offices. Once the workers' commutes decreased, the company's turnover rate of 30 percent dropped sharply.

Based on the insurance company study and other research, Nilles believes that telecommuting, upon first consideration, appeals most to the worker and least to management. He says managers are often nervous about telecommuting — partly because of ingrained ideas about workers and their work habits. The manager thinks, "If I can't see my employee working, how do I know he/she's doing anything?"

But Nilles insists that effective monitors can prevent telecommuters from "goofing off." The solution at regional offices, he says, is to have two managerial types. "One is a traditional manager, physically located where the workers are. His/her function is to be sure workers are there on time and to supervise other physical aspects of the job.

"Job content and performance, on the other hand, are monitored by a specialist-manager — an accountant, a clerical supervisor or whoever is appropriate. He or she can be located anywhere, connected to the other workers by a telecommunications network."

Another managerial obstacle is the "built-in" aversion many executives have toward computer technology. "The typical manager doesn't like computers — wouldn't be caught dead touching the keyboard," Nilles says. Other corporate executives have what Paul Gray, a member of Nille's research team, calls the edifice complex. "They think they have to have a building with the company's name on it," Nilles explains.

Nilles began to explore the concept of telecommuting about 10 years ago, when his work as an aerospace executive meant frequent business trips and lengthy commutes to work. "I spent a lot of time on airplanes to Washington," he recalls. "After about 15 years of that, it got very tiresome."

These days, Nilles divides his hours between working at his USC headquarters and telecommuting from his home. His book, *Your Personal Computer: Friend or Foe?* is scheduled for publication next year.

For more information write: Kathleen Newton, U.S.C. News Service, Stonier Hall 308, University Park, Los Angeles, CA 90007.

