

Training for the 21st Century

Survey of Executive Management

1993

Blue Ridge Community College

Blue Ridge Community College

Training for the 21st Century

Survey of Executive Management

Final Report

by Henry W. Tulloch, Consultant

1993

Table of Contents

The Project

Preliminaries

- Need for the Project1
- Process of the Project1
- The Survey Form2

Data in the Surveys

- What the Surveys Told us in Part I3
- What the Surveys told us in Part II3
- What the Surveys Told us in Part III4

Meetings with Executives

- What the Executives Told Us4

Recommendations for Discussion

- A Look Ahead—The Future is Already Here.....8
- Impact of Change8
- Building a New Kind of Person for Industry¹9
 - Goals for Business Students9
- Keeping Employers Advised10
- Visitations with Employers12
- A Look Ahead at the Marketplace12

Appendix

- Survey Form.....A
- Participants in the ProjectB
- Training Needs Listed in the SurveysC
- Recent Books on ManagementD
- Guidelines for Plant Visitations.....E

¹ As used in this Report, the word "industry" includes manufacturing, construction, transportation, retail, services, and government.

The Project

"In the 21st century capital will move around the world. Technology will move around the world. The only thing that will move slowest is human beings. The only strategic asset is the skills of the workforce."

Lester Thurow, Dean of MIT's School of Management

Need for the Project

This project grew out of a discussion with Dr. Perkins, President of Blue Ridge Community College, about a study made in 1978 on the performance of Blue Ridge Community College students and graduates with area industries after its first ten years of operation. Dr. Perkins decided that at this time the College needed not only another Performance Review of its students and graduates, but also a Customer Service survey of what kinds of training and what kinds of services are needed by Valley employers as they prepare for the work needs of the 21st century. In addition, he wanted to have a personal discussion with a representative number of area executives about the survey and about his thoughts on having closer relationships between BRCC and Valley employers.

This report of the project provides a review of what the employers reported in the surveys, followed by the thoughts exchanged in six focus group meetings between 25 executives and Dr. Perkins. It closes with a number of suggestions for further consideration by BRCC.

Process of the Project

The survey form that was developed (see Appendix A) was aimed at finding answers to three questions:

- What are your training needs now, and what do you anticipate five years from now?
- How has Blue Ridge performed in providing training programs for you, and what more can we do to assist you?
- How have our students and graduates been performing for you, what are their strengths and weaknesses, and would you hire them again?

The survey was mailed to executives of 45 large, medium, and small firms in the Valley, both public and private. Twenty surveys (44%) were returned, mostly from manufacturing organizations (see Appendix). The firms that returned surveys to us represented about 10% of total employment in the area served by BRCC (counties of Augusta, Highland, and Rockingham, and cities of Harrisonburg, Staunton, and Waynesboro).

Regarding the participants in the project, selection of the firms to be invited to assist the College was based on factors of size, type of product or service, and location in the Valley. The six group meetings that followed the survey completions were organized in a way to enhance personal acquaintances and obtain a full exchange of ideas between the executives and Dr. Perkins. At these meetings the participants received an Executive Summary of the responses to the survey form that had been made by members of the group. These summaries provided a jumping-off point for each meeting. (For a list of executives who participated in the Project, see Appendix B.)

The Survey Form

Part I: Job Skill and Training Needs

In Part I on training needs the survey questions were focused on problems involved in today's changing workplace, including **managerial** and interpersonal skills; **basic** entrance-level skills; **technical** skills, including the computer, electronics, and telecommunications; **diversity** among employees; and the growing need for certain skills in doing business **abroad**. These types of skills were the subject of the first six questions of the survey, followed by the opportunity for the employer to add other skills needed now or in the future.

Part II: BRCC Performance in Providing Training

In Part II of the survey on the College's performance in providing training, the main question was whether the employer was satisfied or not, and if not, how could BRCC improve.

Part III: Performance of BRCC Students and Graduates

In Part III on the performance of BRCC students and graduates as employees, the employers were asked to rate them from Excellent to Poor on five matters of importance to the employer, followed by the basic question: "Would you hire our students or graduates again?"

What the Surveys Told Us in Part I

- Regarding training needs that were the subject of Part I, 20 employers reported 75 needs, of which 40 percent involved **managerial** and **interpersonal** skills and were described in a large variety of terms such as TQM, empowerment, teamwork, communications and customer service, among others. (See Appendix C)
- The **basic** skills of reading, writing, etc., of most employees did not appear to be a major problem, although some employers noted the need for improvement in spelling, business writing, and public speaking. Also, a basic need is "teaching people how to think".
- Apart from **technical skills** training that is specialized for individual companies, **computer** knowledge in both hardware and software is needed.
- **Race and gender** training needs were reported by only a few employers, even though the labor force is growing more diverse.
- A few employers engaged in **global** business expressed interest in foreign language training and understanding of foreign cultures.
- In summary, the employers report that their most important needs involve **TQM, teamwork, interpersonal** skills and the **computer**.

What the Surveys Told Us in Part II

- In Part II of the survey most employers reported their overall satisfaction with the extent to which BRCC currently assists them in addressing their needs for training programs. They have been helped in a whole variety of job skills from entry level to supervisory positions, and in such specialties as operations, accounting, computers, and nursing, among many others.
- Suggestions for improving services included making the employer more aware of what training BRCC provides, and to meet the needs more "aggressively".

- All employers reported that they encourage their employees to participate in BRCC courses, especially through a tuition refund-type program and the posting of BRCC course schedules.
- Regarding the Waynesboro Center, a number of services were requested by the employers. These included having course registration in Waynesboro, more evening classes, space for workshops, and a research library.

What the Surveys Told Us in Part III

Regarding the BRCC product, all but one small organization had employed BRCC students or graduates in many types of entry-level, technical, and administrative work. Those who have been hired by area employers were rated Good or Excellent almost without exception on the Basics (reading, writing, math, science, etc.), Preparation, and Familiarity with Evolving Technology. The only exception is some weakness in Teamwork and Growth Potential. Overall and without exception the employers would hire BRCC students again.

The last question in the survey probed into what suggestions an employer might have on how BRCC could be more helpful. It was suggested that BRCC take more “aggressive” action to “educate” employers rather than waiting for the employers to initiate the process. Words like “contact us”, “learn marketing skills”, and “orient us” about your training program actually provided a platform for the meetings with the employers that followed.

What the Meetings With Executives Told Us

The Changing Workplace

Looking back at the survey of employers that was made in 1978, training needs at that time were much the same as they had been for many years. It was not surprising, therefore, to have learned in that survey that both the academic preparation of students for work in industry, and the training courses for Valley employers, were quite satisfactory. Nor was it surprising this year to learn from the individual surveys that BRCC's students and its training programs for employers are also satisfactory overall.

However, the discussions in the group meetings between Dr. Perkins and the

executives dwelt upon a number of managerial problems that are resulting from the kind and the speed of change they face daily in conducting their businesses. As a result, they are looking to educational institutions like BRCC and others for assistance, are expressing some concerns with the results, and are offering suggestions for improvement.

Some of the many changes in management that are impacting on training needs of Valley employers are the shifting from a pyramid to a flatter organizational structure; moving from product quality to total quality; focusing each employee on the customer; and shifting much decision-making away from direct control to teams of workers. Programs like TQM, JIT, EMPOWERMENT, etc. are now “the name of the game” as the pressure for improved productivity, the increasing competition, and the speed of change to self-direction are occurring across the board.

Valley employers vary in the extent to which they are involved in these changes, but overall the discussions with them indicated that the impact of new programs on employees is increasing the social, organizational , and psychological problems in the workplace as more or different responsibilities are placed on individuals, many of whom may not be ready for change. As a result the executives are turning to training specialists to help **Re-build** present employees for work in a different environment. At the same time, they are looking to the educators in colleges like BRCC to **Build** a “new kind of person” for them as their future employees. A few direct quotes:

For Building

“Teach people how to think”

“Teach your students how to take responsibility”

“Get the faculty into the real world”

“Schools and colleges are not teaching interpersonal skills between individuals”

For Re-building

“Not everyone wants to be on a team”

“Not everyone knows how to work on a team”

“Train the trainers of work teams”

“Employees must be flexible”

“Each employee needs to have confidence and self-esteem”

“How we treat each others is our most important requirement”

“The biggest problem is getting people to make decisions”

BRCC and Marketing

Another matter discussed with the executives was referred to as Marketing. They expressed the need for BRCC to define its niche in the market and to keep the employers current on all the training programs BRCC can provide for them. Training personnel of BRCC were invited to make periodic visits to the firms, tour the plants, and discuss training with the human resources personnel.

Technical Skills

Some executives mentioned their technical training needs that related to their businesses, but overall they are not seeking much technical training from Blue Ridge other than computers.

Special Comments by Dr. Perkins at the Group Meetings

In meetings with the executives, Dr. Perkins expressed his thoughts on both the role of BRCC in providing training programs and plans for closer relations with them. Among his comments were the following:

- BRCC can act as a **broker** and coordinator in finding ways to meet the training needs of employers, either from the College or other sources. The aim is to find the answer to an employer's need whether in the community or elsewhere.
- BRCC wants to play a larger, and in some ways, a different role in meeting employer needs for training. The plan is to **customize** more of our services through a variety of learning programs such as self-directed learning, software packages, videos, and small groups of employees learning together in teams.
- BRCC aims to meet whatever the employer needs in scheduling, such as classes for each shift; Saturday classes; starting evening classes at 5:30 p.m.; and having more classes in the northern part of the Valley. Class space is available at the Waynesboro Center at no charge to the user.

- Having an **on-site training coordinator** between BRCC and the employer is possible for larger firms. The concept is already being developed at Dupont.
- The training needs in the public sector are similar to those in the private sector. There is growing emphasis on the treatment of the customer, basic management skills, communication skills, and diversity. Improvement in interpersonal skills appears to be especially necessary.
- The written surveys indicate that the major problems of employers at this time are in the human relations area rather than in the technical skills.

Recommendations for Discussion

"It isn't necessary to change—survival isn't mandatory"

W. Edwards Deming

A Look Ahead—The Future is Already Here

The explosion in managing change that has characterized U.S. industry in the last two decades is far from over. Even as executives wrestle with the digesting of such concepts as rightsizing, total quality, and empowerment, for example, there are other movements that will continue the reorganization of work into the next century.¹ Examples already abound in terms like “Mass Customization”, “the Lean Producer”, and the “New Competition” in which innovative companies are providing each customer with the tailor-made benefits of the craft system at the low cost of mass production.² Or take the impact of the computer on the long process of executive decision-making in the former hierarchy of corporate organization. The process now gathers information from wide computer networks that in turn transmit digested and summarized data to headquarters for decision and directions that go back down to the plant sites. “Information Technology” with computers is already taking over the checking and controlling activities of persons all along the line. Other examples on the horizon pervade industry everywhere as the so called “Intelligent Organization” takes over.

Impact of Change

Of most importance is the impact of such changes on the individual. As “knowledge workers” and “team leaders” replace many of the narrowly-skilled operators and lower levels of management in the workplace, employees are starting to recognize the need, the urgency, and the responsibility for developing their own careers, either in their present organization or elsewhere. In fact, each employee is needing—just like the employer—to find his/her own niche in the **marketplace** and to fashion a career that will fit a customer somewhere. It is such basic situations involving individuals that underlie an opportunity for BRCC to market its special expertise in providing the education that **builds** candidates for employment in both the public³ and private sectors that can meet the newer needs of employers. Likewise is the opportunity for BRCC to

¹ In the words of John Sculley, chairman of Apple Computer, “Reorganization of work could prove as massive and wrenching as the Industrial Revolution”, The Wall Street Journal, March 14, 1993.

² Motorola can produce any one of 29 million variations of papers 20 minutes after receiving the order; McGraw-Hill can deliver custom-made classroom textbooks in quantities of 100 or less.

³ Government is the largest employer in the Valley, and is beginning to undergo changes similar to the private sector.

provide—or obtain as a broker—the training needed by employers to **re-build** their employees for the changing workforce. The **partnership** of the administration and the faculty of BRCC with the community in a venture for both large and small work forces in the Valley will help lend new strength and clarity to the image of the College.⁴

Building a New Kind of Person for Industry

It will be recalled that on page 6 of this report the plea from employers was, in effect, to build a new kind of person for work in industry in view of the difficulties of some current employees to fit into the changing workplace. A more perplexing challenge than this one is hard to envision, but the importance of the problem is vital to both the employers and to BRCC as a partner with the employers in preparing students who are planning a career in business.

Finding the best way to approach the problem is beyond the purview of this report, for the administration and faculty is the obvious group to consider it. If they desire to do so, I have outlined a possible starting place by proposing “Four Goals for Students in Business-oriented Programs”. This skeleton set of goals is in response to the discussions that took place in the meetings with the executives. The College faculty might find it useful to examine the specific characteristics and knowledge that employers are desiring in future employees. A refining of the Goals and a consideration of how best to build them into the classrooms could be a significant contribution to Blue Ridge students who become candidates for employment in industry. The College Counselors might also find the Goals useful in their discussions with students.

Four Goals for Students and Graduates in Business-oriented Programs

Goal 1—Knowledge and Job Skills

- Ability to be quickly productive in his/her field
- Knowledge as a specialist in one or two areas, and a generalist in adjacent areas, as a solid base for building a career
- Basic skills in math, science, grammar, writing, speaking and listening
- Other?

⁴ One of the discussions with employers was about whether Blue Ridge is a “nebula” whose mission and market are unclear in the Valley.

Goal 2—Familiarity with Evolving Technology

- Literate in computer technology
- Acquaintance with fundamental operations in both manufacturing and service organizations
- Other?

Goal 3—Manager/Specialist Abilities

- Ability to think creatively
- Ability to affect positively the activities of the organization
- Ability to make changes and accept changes
- Able to gather information, sift out the unimportant, and arrive at useful decisions
- Decisive
- Technologically Curious
- Other?

Goal 4—Personal Characteristics

- Ability to grow beyond entry level and become a leader
- Wants to grow
- Meets responsibilities
- Knows self
- Team player
- Has sensitivity and integrity in relations with all others
- Flexible in changing as the situation requires
- Other?

Keeping Employers Advised

As indicated in Part II of the survey results, BRCC has an excellent reputation with employers in providing training programs to help their employees become more productive. This reflects such strengths as the ability to train at College locations or at the firm's location; to train the company's trainers; to train for any skill level; and to develop new training programs. It also reflects Dr. Perkins' desires to find the training solution to meet the employer's needs—whether the solutions are found inside or outside of BRCC—to customize programs with a variety of learning processes, and to develop the use of on-site training coordinators.

Likewise, the success of its training reflects the practicality of the programs that are offered by teaching employees “how to” be more productive, such as:

- “How To” think—even creatively
- “How To” write a report
- “How To” read a report—a chart—a diagram
- “How To” plan, organize, measure
- “How To” reach a decision
- “How To” conduct a meeting
- “How To” negotiate
- “How To” play on a team
- “How To” use a computer

Stated differently, BRCC can teach for all levels of job skills, from technical skills that keep the show going, to tactical skills of carrying out the business plan, to strategic skills of supervising the organization.

In listening to employers however, it was evident that it is necessary to keep them even more informed about the “cafeteria” of training programs that are already available or can be developed especially for their particular needs. It is suggested, therefore, that the Center for Training and Development review its program for keeping employers advised of its product on a regular basis.

For this purpose it is suggested that the Center for Training and Development continue to utilize its quarterly newsletter, *The Resource*, as a communication link with area employers and also continue its current practice of providing a list of new or popular training courses, as well as to showcase new training programs as they are developed. The Center should also feature a message from Dr. Perkins on a particular subject of current importance to employers. For example, an issue might be devoted to Work Teams, with suggested questions on “How To” diagnose them such as:

- For a new team, are the “rules of the game” clearly defined—such as attendance at meetings; confidentiality; interruptions at meetings; time schedules; and the goals?
- Is authority to make decisions defined? Do the teams have authority to make decisions that the functions represented in the team must follow?

- Can the goals of the team be met in the time allotted to do so?
- Are team members free to consult anyone in the firm?
- Are there any race or gender problems on the team?
- Are part-time members in the middle between their regular occupation and serving on the team?
- How are team members selected?
- Are team members rewarded?

Another feature of the Newsletter could be brief summaries of new books on management. (See Appendix D for a list of recent books on Management.)

Visitations with Employers

The invitation to BRCC from various employers to visit their locations and to tour their facilities was especially appreciated. Many such visits by BRCC training personnel occur already across the Valley, but regular visits over the next few years may be especially important to employers as the need for greater productivity continues and the workplace continues to change. Such visits could explore the needs for both new and regular training programs, describe the ways BRCC can help, and offer assistance to employers in developing a five-year training plan.

Part I of the survey form that was used in this study already provides a basic structure for finding training needs. See Guidelines for Plant Visitations. (Appendix E)⁵

A Look Ahead at the Marketplace

Based on the conversations with the executives, it was apparent that the changes in industry in the Valley will increase the needs for new training programs as we move toward the 21st century. Thus far my suggestions to the College for additional assistance to employers are based on the assumption that the addition of some new practices, when added to present activities of the highly competent personnel of the Center for Training and Development, would meet the need.

⁵ Ms. Janice M. (Bonnie) Moyers, Director of BRCC's Center for Training and Development, assisted in the preparation of the form.

However, to the extent that the suggestions result in even greater increases in requests for training programs, the need may arise for either an expansion of the Center or a search in the marketplace for a niche that Blue Ridge can most effectively fill. In view of this possibility, it is suggested that during the next year the Center's visitations with employers include the gathering of information that will help identify the most important training needs in the next 5–10 years on which the College should concentrate and specialize. And as indicated earlier, the employers themselves would appreciate knowing, more clearly than now, what training Blue Ridge can do best.

SUMMARY

As stated at the beginning of this Report, the project was undertaken by Dr. Perkins to learn not only how we are doing, but what more we should be doing, to assist Valley employers in these rapidly changing times as they look ahead to the 21st century.

Based on the sample of manufacturers and public institutions in this study it is obvious that change is "the name of the game" throughout the Valley, and that increased exchanges of information and services as partners between Blue Ridge and the employers are desired. It also appears that the preparation of those students who enter the workplace of industry and the public sector in the future will need to bring with them some special characteristics and knowledge that will fit into the changing world of work.

Efforts have been made in this Report to describe some of the many bits and pieces of a cultural change in industry that is especially important to Blue Ridge as an educational institution. No doubt the impact of changing times on both employers and their employees varies with every organization. However, if this Report brings some food for further thought to its readers that results in "change" it will have made a contribution.

Henry W. Tulloch, Consultant

BLUE RIDGE COMMUNITY COLLEGE

APPENDIX A

SURVEY OF EXECUTIVE MANAGEMENT
Training for the 21st Century

Name _____ Title _____
Company _____ # Employees _____
Address _____
What is the main business of your organization? _____

*If you have questions or any difficulty completing the survey,
call the President's Office: 234-9261, 885-5960, 949-0269.*

PART I
JOB SKILLS AND TRAINING NEEDS

*Change is everywhere: Today it's new programs; JIT, TQM, Partnering,
Rightsizing, Benchmarking, Workout, Empowering Tomorrow?*

1. Are managerial training needs changing in your organization? Yes ☐ No ☐
(please check)

Please suggest ways BRCC might help you with training in this area.

2. Are interpersonal skill requirements (teamwork, cooperation, etc.) becoming more important in your organization? Yes ☐ No ☐

Please suggest ways BRCC might help you with training in this area.

3. Are the basic skills (reading, writing, speaking, math, languages, etc.) of your new or current employees satisfactory? Yes ☐ No ☐

Please suggest ways BRCC might help you with training in this area.

4. Is knowledge in technical fields (such as computers, electronics, telecommunications, etc.) becoming more important to your organization? Yes ☐ No ☐

Please suggest ways BRCC might help you with training in this area.

5. Are workplace diversity issues (gender, age, culture and race) creating training needs in your organization? Yes ☐ No ☐

Please suggest ways BRCC might help you with training in this area.

6. Does your organization conduct business in other countries? Yes ☐ No ☐

Please suggest ways BRCC might help you with training in this area.

7. Please describe any additional training needs not covered by the above questions which are important to your organization.

Current training needs:

Anticipated training needs: (within next 5 years)

8. Of all of your training needs, which ones are the most important to you at this time?

PART II
BRCC PERFORMANCE IN PROVIDING TRAINING

"In the 21st century capital will move around the world. Technology will move around the world. The only thing that will move slowest is human beings. The only strategic asset is the skills of the workforce." Lester Therow, Dean of MIT's School of Management

1. Are you satisfied with the extent to which BRCC currently assists your organization in addressing its training needs? Yes ☐ No ☐

No experience with BRCC in this area. ☐

If Yes, describe some of the ways our training programs have helped your organization. _____

If No, what do you believe are some of the ways we could improve our service to your organization? _____

2. Do you encourage your employees to participate in BRCC courses? Yes ☐ No ☐

If Yes, in what ways? _____

If No, why not? _____

3. (Question for Waynesboro and Stuarts Draft organizations)

How can the BRCC Waynesboro Center provide expanded services for your organization?

PART III
PERFORMANCE OF BRCC STUDENTS AND GRADUATES

*"The trend toward smarter jobs will continue; close to half of all jobs created in this decade require more than 16 years of schooling and on-the-job training." Clifford J. Shirley,
Executive VP, Canadian Imperial Bank of Commerce*

1. Have you employed BRCC students or graduates? Yes ☐ No ☐

If Yes, in what types of work? _____

If No, what are the reasons? _____

2. In general, how would you rate BRCC students you have hired on each of the following?

	Excellent	Good	Fair	Poor
Basics (reading, writing, math, science, etc.)	☐	☐	☐	☐
Preparation for the Job	☐	☐	☐	☐
Teamwork	☐	☐	☐	☐
Growth Potential	☐	☐	☐	☐
Familiarity with Evolving Technology	☐	☐	☐	☐

3. Would you hire our students or graduates again? Yes ☐ No ☐

If No, or Questionable, what are the reasons? Questionable ☐

4. Please add any other suggestions you may have on how Blue Ridge Community College can be more helpful to you.

**Thank you for taking the time to complete this survey. Your input is extremely important to us. Please use the enclosed envelope to mail the completed survey by April 20, 1993, to: Dr. James R. Perkins, President
Blue Ridge Community College
P. O. Box 80
Weyers Cave, VA 24486**

Participants in the Project

<u>Industry</u>	<u>Participants</u>
Adolph Coors Brewing Co.	Ms. Betty Brent, Employee Relations Specialist
Augusta County Administrators	John McGehee, Asst. County Administrator
Augusta Psychological Associates	Paul Lavigne, Administrator
Banta Company	Jeff Stepel, Human Resources Manager
CFW Telephone Co.	James S. Quarforth, President and CEO
City of Harrisonburg	Asst. City Manager
Central Shenandoah Planning District Commission	Bill Strider, Executive Director
ComSonics	Dennis Zimmerman, President and CEO
Corning Vitro, Inc.	Ms. Linda McIntire, Manager
Dunham-Bush, Inc.	Stephen N. Riddleberger, Mgr. Personnel Training
E. I. Dupont de Nemours Co.	Thomas Harris, Plant Manager Art Rottenborn, Training Supervisor
Hollister Inc.	R. R. Czerwinski, Plant Manager Al Stanley, Human Resource Manager
Kawneer Company Inc.	Patrick Driscoll, Drafting Supervisor Ms. Glenda L. Buster, Personnel Supervisor
Lofton, Inc.	Julian O'Dell, Human Resource Manager
McKee Foods Inc.	Ms. Gayle Mapstone, Training Coordinator
Merck and Co. Inc.	Mike Salvino, Operations Manager Danny R. Trobaugh, Senior Site Trainer
Reynolds Metal Co.	Ronald E. Layne, Plant Manager
Riddleberger Brothers Co.	Pablo Cuevas, Executive Vice President

Industry**Participants**

R. R. Donnelly & Sons co.

Richard Johnson, VP and Division Director
Ms. Nancy Weaver, TQM Specialist

Staunton Correctional Center

John B. Taylor, Warden

Valley Wellness Center

John W. Rader, Director

Victor Tube Corporation

James R. Watson, VP of Operations

Virginia Dept. of Transportation
(VDOT)

Jerry VanLear, Resident Engineer

Virginia Employment Commission

Ms. Gerry McCray, Job Service Manager

Virginia Metalcrafters

Charles Salembier, President

Virginia Panel Corporation

Ms. Kim Stavers, President

Western State Hospital

Dr. Catherine Kane, Director
L. F. Harding, Facility Director

Woodrow Wilson Rehab Center

Ms. Judy Kibler, Director

W.L.R. Inc.

Ms. Jan Brookshire, Director of Human
Resources

APPENDIX C

TRAINING NEEDS AS EXPRESSED IN THE SURVEYS BY 20 EMPLOYERS

Managerial and Interpersonal Skills

T.Q.M. – Group Leadership – Group Coaching – Customer Service – Teamwork – Empowerment for Supervisors – Long Range Strategy – Planning and Implementation – Self Assessment Tools – Changing Middle Management Styles – Train the Trainers – Teamwork – Transition to Deming – Human Relations Skills – Strategic Planning – Organizational Skills – Communications – Commitment to Excellence – Verbal and Written Skills – Va Personal Policies – Management Skills – Customer Service – Interpersonal Skills – Negotiating Skills

Basic Skills

Thinking Skills – Speed Reading – Spelling and Proofreading – Business Writing – Public Speaking

Technical Skills

Air Conditioning – Refrigeration – Assessment Tools – Computer Literacy – Software application – Computer Software – Computers – Word Perfect Lotus 1-2-3 – Digital Electronics – Microwave – Broadband Technology – Fiber Optic Technology

Diversity

Diverse Management – Sexual Harassment – Culture / Ethnicity – Diversity issues

Global Business

Spanish – German – French – International Marketing – Foreign Country Cultures – I.S.O.-9000.

Additional Needs

Basic Supervision – S.P.C. – Interactive Training – Skilled Trades – Training for Growth – Offset Printing – Management – Communications – Teamwork – People Skills – Federal Laws Update – Americans with disabilities Act – OSHA – Customer Service – T.Q.M. for service company – Sales Skills – Empowerment

Most Important Needs

T.Q.M. – Hands on Skills – Customer Service – Teamwork – Supervisory Training – Interactive Training – Basic Skills Training – Leadership Training – World Class Continuous Improvement – I.S.O.-9000 – Computer Applications – Empowerment – Recognition – Teamwork – Computers – Interpersonal Relations – First Level Supervision – Race and Gender Issues – Customer Service – Managing Change – Changes in Corporate Cultures

- Would you like us to help you develop a five-year training plan for your company?
- How can BRCC improve its services to your business?

Some Ways that BRCC Can Help Area Industries

1. Conduct a Needs Assessment
2. Provide Customized Training in a variety of areas such as:
 - Total Quality Management (TQM, Continuous Quality Improvement)
 - Statistical Process Control (SPC)
 - Team Building
 - Employee Empowerment
 - Problem Solving/Decision Making skills
 - Leadership Development
 - Management Training
 - Train the Trainer
 - Pre-employment Training
 - Communication Skills—Oral, Written, Listening
 - Customer Service/Satisfaction
 - Self Esteem
 - Financial Planning/Money Management
 - Diversity Training
 - Computer Basics—keyboarding, software systems
 - Sales
 - Marketing
 - ISO 9000
 - Employee Relations

Recent Books on Management

Pine, B. Joseph, Mass Customization, the New Frontier in Business Competition, Harvard Business School Press, 1993

Bayett, Joseph H. and Caun, Henry P. ,Workplace 2000, E.P. Hutton N.Y. 1990

Womal, James P.; Ross, Daniel and James T., The Machine That Changed the World, Rawson Assaults , Macmillan Publishing Company, N.Y. 1990.

Slater, Rovert; The New GE and How Jack Welch Revived an American Institution, Irwin N.Y., 1993

Juran, J.M., Juran Quality by Design: Planning Quality into Goals and Services; Free Press, N.Y. 1992.

Peck, M.D., M. Scott, A World Waiting to be Born, Bautaw Books, New York, 1993

Kantar, Rosabeth Moss ,et. al (eds.), The Challenge of Organizational Change, New York, Free Press, 1992

Deanis, Heleu ;and Zsel Heleu, Encouraging Self-Management in Financial and Career Planning, New York, Conference Board, 1991

Harman, Roy C. , Reinventing the Factory II, Managing the World Class Factory, New York; Free Press 1992

Shank, James H., Team-Based Organizations: Developing A Successful Team Enviroment, Homewood Illinois, Business One Irwin, 1992

Johnson, Carl, Recruiting, Retaining , and Motivating the Federal Workplace, New York: Quorum Books, 1991

Plunkett, Lorne C. Participative Management: Implementing Empowerment; New York; J Wiley, 1991

Clawson, James G., et.al., Self-Assessment and Career Development, 3rd ed. Englewood Cliffs, N.J. Prentice Hall, 1992.

BRCC Training Programs Guidelines for Plant Visitations

Subject #1—Managing Change

Introduction: Employers are thinking more and more about how they conduct the business, and what competencies are lacking from top to bottom to increase productivity and to put the customer first in every decision.

Key questions:

- What are the most difficult problems you are encountering in managing change?
- What new competencies are needed by higher level managers? other managers or supervisors?
- Are your education requirements at hiring level changing? In what ways?
 - for office jobs?
 - for factory jobs?
 - for professional jobs?
specialists?
supervisory?

Subject #2—Interpersonal Competencies (2 areas for exploration)

Introduction: There is a growing use of teams of employees to solve problems and make decisions.

Key questions:

- Are you moving to greater use of teams? Are they working well? If not, why not?

Introduction: Many businesses are making changes in their organization structuring that involve changing the job structures.

Key questions:

- What is lacking in the competencies of your people in moving to new jobs? What kind of person are you looking for?

Subject #3—Basic Competencies

Introduction: An old complaint of employers is the lack of basic skills in reading, writing, etc.

Key questions:

- What basic skills are weakest among your employees?
- What basic skill is most important in your business?
- Is it becoming more important for your employees to be self-directed/self starters at all levels?
- Do your employees have the work ethic you need?

Subject #4—Technical Skills, Including the Computer

Introduction: The need for training in certain technical skills is growing rapidly as electronic-based equipment like the computer becomes common at all levels.

Key questions:

- In what kinds of jobs are technical skills growing in your organization?
- What computer skills do you expect new employees to have?
- How do you stay level with the changes in computer technology?

Subject #5—Diversity Matters and Personal Values

Introduction: The goal of “managing diversity” is to build unity and fairness in the workplace of different races, gender, and cultural characteristics.

Key questions:

- What is the current make-up of your workforce? How is it changing?
- How do you handle problems involving personal values in the workplace?
- How do you keep acquainted with changing laws and regulations?

Subject #6—Global Business

Introduction: As many more businesses turn to the global market, new problems arise—languages, laws, currency, cultural differences, and ways of doing business such as negotiations.

Key questions:

- Do you, or are you contemplating, doing business abroad? Where?
- If so, what kinds of training are needed?

Subject #7—Other Training Needs and Issues

Introduction: You may well have other training needs that are affecting productivity.

Key questions:

- How can we help you about:
 - Environment?
 - Child care for employers?
 - Elder-care problems?
 - Other?
- To what extent are you expecting your employees to take responsibility for their own careers in your business?

Subject #8—Long Range Training Plan

Introduction: You are probably thinking about training costs over the next several years.

Key questions:

- About what percent of your payroll are your training costs? (for example, Motorola spends 3.6% of payroll on training)
- How do you keep up-to-date on what training BRCC provides?