

its clients. How much of an effort do the professionals make to know their audience?

•*Reputation.* What do other clients think of the agency they work with? That's a good way to learn the weak and strong areas. Nothing beats the recommendation of other clients.

•*Availability.* You will probably be spending most of your time with the firm's team. In the case of small- to medium-size firms, however, it will be with the principals. Accessibility to the top is important.

There's probably one other important ingredient. Personal chemistry—between you, the principals and those people assigned to handle your account. You want to like the people who service you, and it is important that they feel comfortable and relaxed in handling your marketing needs. —Submitted by Ray Killebrew, Killebrew/Prange & Associates, Inc., St. Louis, Mo.

Ten Steps to Effective In-House Training

Efforts by management to reduce costs during an economic recession often result in decisions to use internal staff to develop and implement company wide training programs, particularly in technical fields. While the staff may be technically proficient, training programs may suffer unless the developers also have training and educational credentials which enable them to write a program that will effectively and efficiently communicate the program's message.

To help the uninitiated trainer better cope with new, unfamiliar responsibilities, Doug Bonham, director of Heathkit/Zenith Educational Systems Division of the Heath Company, offers advice for effective course-program development. He suggests a 10-step approach that is patterned after the procedure used by his company in providing training in state-of-the-art electronics to many Fortune 500 companies, educational institutions and government agencies during the past decade:

•*Conceptualization.* Necessity usually dictates training, either through field experience or in preparation for new technology equipment. It is therefore essential that we understand the nature of the training need before beginning the course-development process. Once the needs are defined, we can decide whether to modify an existing "off-

the-shelf" course and whether the course will be instructor-led or self-study.

•*Statement of objectives.* This can be defined by considering the nature of the training, the structure of the course and how each will work to achieve the goal of educating the employee. It's important to get input from different levels of employees who will be involved with the course. Allow time for discussion and analysis of alternative ideas.

•*Justification.* Now is the time to prove that the proposed course is the best approach to achieve the desired objectives. Your project is competing with other company resources and must be justified economically. Prepare a written report that describes the course and states objectives, and attach an outline including any special media to be used, such as audio or visual aids.

•*Refinement.* After management approves the course as outlined, fine-tune the objectives and define the direction of each phase of the course. This is a good point at which to develop the final examination with course objectives and goals clearly in mind.

•*Development.* This is the phase in which the actual writing of the course occurs. The authors must be intimately familiar with the course and must have proven writing ability, and ideally, some teaching experience. If possible, a person on staff who meets all three qualifications should write the course. If this isn't possible, enlist a good educational writer.

•*Validation.* Proper testing and validation will help ensure that the proper course has been developed. This means more than proofreading; it involves a systematic and documented dress rehearsal of the program.

Several "test students" should be chosen and taken through the course, measuring results and job performance upon completion. When all the results and examinations are complete, analyze them and modify the course accordingly.

•*Administration.* This involves distribution, monitoring and grading. Recognition that an employee has completed the course is important. A notation in the individual's personnel file can boost employee morale. Many courses may even qualify for college credit, and several colleges permit work experience to count as part of a college education.

•*Improvement.* Even after the course has been administered, prac-

tical application over a period of time undoubtedly will reveal areas that need changes, revisions or general improvements. Make these changes as needs become apparent. This ongoing phase allows for the best possible version of the course to be administered to your employees.

•*Evaluation.* With proper revisions, the course may be used for many years. There will come a time, however, when it should be phased out in favor of a new one. This is a normal life cycle and should be recognized as such.

•*Analysis.* This phase is designed to analyze the effectiveness of the course after it has been discontinued. This information may be applied to the development of new courses. It's a good idea to compile information including cost effectiveness, the reason the course was discontinued and which portions can be used in the future.

Arthur Andersen Receives Outstanding Instructional Product Award

Arthur Andersen & Co., the international public accounting and professional services organization, received the 1982 Outstanding Instructional Product Award from the National Society for Performance and Instruction.

The winning entry in the NSPI competition, "System Controls," is a self-study training unit that includes printed manuals, audiotapes and videotapes. The unit is part of the "business systems skills course" developed by the firm's management information consulting practice and professional education division.

In addition to the Outstanding Instructional Product Award, Arthur Andersen & Co. received recognition for "Implementing Training Course Development Evaluation in a Corporate Setting," a presentation that received high ratings from NSPI for its informative delivery of leading, state-of-the-art methodology in evaluating business training.

The NSPI has presented outstanding instructional product awards since 1967. Arthur Andersen & Co. is the fifth recipient from a business setting.

