Core Communication Skills Requirements Manufacturing Plants in Kentucky

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CORE COMMUNICATION SKILLS REQUIREMENTS MANUFACTURING PLANTS IN KENTUCKY

A Thesis
Presented to
the Faculty of the Department of Communication & Broadcasting
Western Kentucky University
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In Partial Fulfillment
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Master of Arts

by
Dana Mischelle Cosby

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The purpose of this research project is to answer the question "What are the core communication skills needed for pre-hire training programs in Kentucky." To answer the question the researcher first examined the literature relative to the existing labor pool and then conducted a focus group with unemployed persons. The next phase of the research involved extensive field work, job analysis, and content analysis to determine what core communication skills were common in various Kentucky manufacturing companies. The researcher found strong evidence to establish a core set of competencies that pre-hire programs should address in developing the skills of unemployed persons. Additionally, the study includes a sample curriculum for pre-hire training programs.
"A Call to the Post": Communication Skills Needs in Kentucky

Introduction

Much national attention focuses on the plight of the American worker. Advancements in physical technology, which once propelled the United States to the forefront of competition, have fallen to secondary importance in the quest to remain competitive. Changes in human management systems have shifted the focus of industrial America from machine to man. This new reliance on the human capital of our country has turned the training world upside down as companies struggle to transform organizations from mechanistic to living environments. Workers in manufacturing America must function in new roles and capacities that require a host of skills ranging from problem-resolution to self-management.

National studies indicate that the American workforce is not prepared for these changes. Statistics show that greater than sixty percent of the adults over twenty-five do not hold high school credentials. With an estimated seventy-five percent of the workforce for the year 2000 working today, America must face its most serious domestic issue, the training of its people.

Kentucky exemplifies a state in crisis in terms of human resources development. While industrial recruitment efforts have been constrained in the past by a lack of infrastructure, the state now faces new economic development issues. Low labor force participation and skilled-worker voids have replaced inadequate roadways, sewer systems, and water supplies as primary reasons companies choose not to located in Kentucky. Many
companies are forced to move out of Kentucky for the lack of a qualified workforce.

A number of theories exist as to why there is a crisis with Kentucky’s labor force. Contributing factors include such things as the changing economy from coal and agriculture to manufacturing and service industries; inadequacies in the education system; and socio-economic subcultural influences. Whatever the reasons, Kentucky must concentrate efforts on the improvement of her people to become economically competitive. Efforts including pre-hire training programs must bridge the gap between what industry expects and what the current workforce can offer.

From corporate America to education, the need for communication skills training sounds like a trumpeter playing the call to the post. Kentuckians must not only run to the gate (a feat in and of itself) but must also be prepared to run the race. Like the analogous horse race, many good communication experts “know a good horse race when they see one,” but without some background on what the track looks like from the ground, cannot provide the adequate coaching required to win the race.

This study contains a needs analysis for the development of communication skills for Kentucky’s labor pool. A number of questions will be explored. (1) What are the characteristics of the existing labor pool in Kentucky? (2) What features would characterize an effective communication skills training program? (3) What are the best curriculum development practices for a communication skills pre-hire training program? The purpose of this thesis is to determine the best approach in meeting business and industry demand for, and labor pool need of, communication skills training.
Terms, Definitions and Importance

Basic Skills include those skills often associated with formal schooling such as reading, writing, and arithmetic. For purposes of this study, basic skills will include the seven areas identified as "skills employers want" by the American Society for Training and Development and the Department of Labor. These skill areas are: Learning to Learn; Workplace Essential Skills (Reading, Writing, and Computation); Communication-Listening and Oral Communication; Creative Thinking/Problem Solving; Self-Esteem/Goal Setting/ Motivation; Interpersonal Skills/Negotiation/Teamwork; and Organizational Effectiveness/Leadership. (U.S. D.O.L., 1989)

Communication skills will refer to those competencies needed for success in the manufacturing environment. The American Society for Training and Development has adopted content guidelines for communication classes. The recommended content includes oral communication skills, listening skills, teamwork skills, negotiation skills, and leadership skills.

Contexted Communication Skills refers to those communication skills applied to a given job, as the result of an occupational analysis. For the purposes of this study, the DACUM (Developing A Curriculum) will be the occupational analysis employed to contextualize communication skills training.

Curriculum includes the programs, courses, and objectives compiled to achieve the ends of the pre-hire training programs.

Qualified Labor Pool designates the civilian, noninstitutionalized population 16 years of age or older possessing the basic skills required for gainful employment. The skills considered "basic skills" will be those dictated by company need.
Pre-Hire Training Programs will include state-funded workforce development programs providing needed job-related skills for employment for the adult population. The adult population includes participants eighteen years of age and older. Traditional employability skills programs focusing on employability and job skills will be excluded from the programs studied.

State-Funded Providers are those service delivery agents receiving state dollars. Groups include local adult education centers, Kentucky Tech schools, Community College programs, and University outreach projects.

Participative Management Environments refers to companies that operate with "self-directed work teams." In these companies, groups of employees will have day to day responsibilities for handling job assignments, work schedules, and problem-solving (Fisher, 1993).

Transition plants include those industries in the process of company culture change relating to management practices through training and/or organizational development. The criteria for "Transition plants" in this study include a company commitment to "teaming" through training efforts, phase-in implementation, and benchmarking. Initial stages may include such things as a suggestion system, or a cross-training process of jobs.

Traditionally Managed Plants are plants managed through Tayloristic-like practices. Characteristics of this type of plant include multiple layers of management; clearly defined individual job; and no existing system for employee participation in company decision-making.

Functional-Contexted Content refers to instructional design grounded in the applied use of a particular skill or set of skills for a given occupation. The design must be based on an occupational analysis (Norton, 1993).

The information obtained from this study can impact the full development of future Kentucky state-funded initiatives. The study will
have implications for the state funding agencies, existing service providers, potential trainees, and existing and prospective corporate citizens. The results of the study verify and validate the importance of communication skills training as a component part of pre-hire training programs to meet the needs of business and industry.

The study impacts the communication discipline for several reasons. First, a set of "Communication Task Competencies" needed for entry level employment are defined. This will force communication skills into a new category of training. This new category will require that communication skills be included as part of training programs as application skills, resulting in a whole new approach to communication skills training and curriculum development.

Research Question, Rationale and Methodology for this Study

This study answers the question: What are the core communication skills needed for pre-hire initiatives to meet the demands of Kentucky manufacturing companies? This question deserves study for a number of reasons. First, a crisis exists for Kentucky companies in terms of the quality of the workforce. Second, numerous studies indicate that communication skills are primary to successful job performance. Third, the instructional design of training determines the behavioral outcomes of training participants.

The study is based on four assumptions:

1. Subcultural world views create significant barriers to labor force participation.
2. Rural manufacturing companies share a common set of communication skills requirements.
3. Of the communication skills required in manufacturing, task-related skills comprise the bulk of training needs.

4. Pre-hire training programs should evolve from a specific task listing of worker competencies.

The questions to be answered in this research required a number of research methods. The project research consisted of four phases: analysis of the target population; analysis of company communication skills and tasks desired; research of available pre-hire training initiatives; and development of "best practices" for program design based on literature and field work findings.

Analysis of the target population included three components. First, I conducted a focus group interview with unemployed persons. During the focus group I explored communication skills, habits, and patterns through the use of guided questions and open interaction. The Dodd-Garmon "Personal World View" assessment instrument was used to measure the communicative locus of control of group members. The third component consisted of personal interviews with unemployed subjects to follow-up on issues and concerns that surfaced during the focus group.

The analysis of company communication skills desired involved several Kentucky companies with different management styles including the Traditionally Managed environment, the Transitional environment, and the Participative Management environment. The companies studied included Polyken in Franklin, Kentucky; General Electric Appliance Park in Louisville, Kentucky; Corning, Inc. in Harrodsburg, Kentucky; Sumitomo Electric Wiring Systems, Inc. in Bowling Green, Kentucky; and Brown Printing in Franklin, Kentucky. These companies were randomly selected from Kentucky
manufacturing industries that had prior experience with adult basic education programs.

The review of related literature revealed that a number of publications reported "communication skills" as a basic skill need for the workforce. In my analysis, I sought to "take it to the people" to find out what communication skills were needed in these companies. Three methods provided the basis for the study. First, brainstorming sessions with company employees revealed the communication tasks required in some of the companies. Second, the results of an employee survey at Corning, Inc. helped determine what the employees perceived as their own training needs, indicating a task-associated skill for improvement. Third, company communication training materials provided task-associated objectives.

To research the available pre-hire training initiatives, federal, state, and company pre-hire programs were examined. These programs included the Job Training Partnership Act programs, Carl Perkins Act programs, Job Opportunities and Basic Skills funding, and adult education initiatives directed with employment as the goal of participation. Factors considered in existing programs included eligibility requirements, funding sources, and program objectives.

Literature Review

Review of the literature for this thesis began with an analysis of research finding relating to current status of the labor force. To explore the first assumption that "subcultural world views create significant barriers to work force participation", the research began with study of current trends and demographics relating to the existing workforce.
The "globalization" of business and industry drives workforce development initiatives. Companies must align themselves with their environment in order to achieve economic survival and growth (Apple, 1987). Communication plays a key role in this alignment as research shows the need for worker generated problem-solving, a process involving a number of communicative processes (Leonard and Barton, 1992).

United States companies focus their efforts in the alignment process in numerous ways. Many companies retain traditional management philosophies and try to cope with the challenges as best they can. Other companies make the transition from traditional philosophies to more participative management practices, while some companies fully practice participative management. Each type of management system involves different communicative processes.

Traditionally managed companies operate in a "top-down" communication model. Layers of management make and impose work decisions in a chain of command organizational structure. This closed system supports low level employees communication on a basic interpersonal basis.

Participative management systems rely on worker involvement in most company decision-making processes. Worker teams may hire employees, initiate polices and implement process changes within certain parameters. A great deal of communication makes up this open system of management. Companies in transition operate some functions of the organization in the traditional manner; however, some techniques of participative management are utilized. The hybrid system varies the communication skills needed depending on the employees' stage of transition.
Each of these types of companies requires different communication skill levels of the workforce. Many Kentucky companies struggle not only with the lack of skills of the workforce but also with a shortage in available workers. It is valuable, therefore, to explore the characteristics of labor participation in Kentucky to develop effective program structures. A concentration of economic prosperity exists in the metropolitan regions of the state including the Louisville, Covington, and Newport areas. Approximately twenty-two percent of all manufacturing plants and twenty-five percent of all manufacturing jobs are located in Louisville alone (Kentucky Manufacturing Index, 1994). As a whole, economic development increased at rapid rates during the past three decades. Almost seventy percent of the state's industrial plants started operations since 1960. Eight percent of these plants were established since 1990. (Kentucky Manufacturing Index, 1994)

Labor participation rates affect the prosperity of an area. The participation of Kentucky's labor force is perceived as a problem in many areas. The "missing labor force" phenomenon in Kentucky is similar to difficulties in West Virginia, which historically has the lowest labor participation rates in the United States. In 1976, the male rate was 7.2 percentage points below the national average, while the female rates were 13.9 percentage points below the national figures. Fifteen years later the rates were virtually unchanged with male rates falling 7.9 points and female rates 13.1 percentage points below national averages (Dorsey, 1991).

Dorsey's study supports the first assumption of this study that subcultural world views create significant barriers to labor force participation. Dorsey conducted a study to "identify the factors responsible for West Virginia's weak labor force participation and determine how much of the participation deficit can be attributed to measureable economic, demographic,
and institutional characteristics particular to West Virginia." He compared a number of "economic, demographic, institutional, and cultural variables." He concluded that cultural variations affected labor force participation in a marked manner while "very little" could be attributed to measurable economic or demographic variables (Dorsey, 1991).

A similar study addressed the possible "Appalachian effect" on labor force participation (Isserman, 1993). A comprehensive county-level analysis examined the possibility of an "Appalachian" factor in low labor participation rates in the Appalachian region. The study revealed that there was no "Appalachian effect" significantly contributing to the low levels of labor participation in the region. Isserman (1993) contended that Appalachian labor force behavior "appears to be quite average" given the conditions. Both the Dorsey and Isserman studies advocate "cultural variations" as contributing factors to low levels of labor force participation. Aside from the exploration of these variations, there are a number of descriptive factors that can provide information about Kentucky's existing labor pool.

The notion of "labor force participation" is founded on the activities of the work-eligible population, consisting of the civilian, noninstitutionalized population 16 years of age or older. It is helpful, therefore, to examine the birth and death rates, and complexion of the state's population according to age. According to Ron Crouch of the University of Louisville Data Center, "Kentucky is in a state of economic fertility." The state birth rate has continued to decline in the past ten years, as the older, mature population ages 55-63 has shown the largest increase (Crouch, 1994).

Eligibility requirements for "transfer income" items can also adversely affect the participation of the labor force. The number of people qualifying for transfer income depends on the characteristics of a place, in terms of its
economy and population. Residents of rural areas and people with low educational levels tend to have higher disability rates. Also, places with older populations suffer from higher disability rates (Haveman et al. 1984).

In Kentucky more than a third of the population possesses limited literacy capability. Of the total Kentucky population of 2,482,671; 898,967 people are targeted for adult education efforts based on the following criteria: level of educational attainment; age; gender; English language ability; poverty; and race/ethnicity ("Profile of Adult Education", 1993).

Another factor in labor participation is the economic-decisional mechanism of the reservation wage. A reservation wage is the wage at which a person will accept employment. If a person has been employed at a fairly high wage, and loses his or her job, the reservation wage tends to be higher than the average worker's reservation wage (Bartik, 1993). Often workers become discouraged if potential jobs cannot meet their reservation wage, and consequently they cease to participate.

The impact that reservation wages can have on the labor pool can clearly be seen in the coal mining regions of Kentucky. Coal mining operations "boomed" in the 1970s. Wages for miners ranged from $18 to $20 an hour for entry-level positions to $50,000 to $100,000 for supervisory level positions. Mechanization during the 1980s displaced thousands of workers. Although lower-paying manufacturing jobs were available in many regions, the reservation wages of many unemployed coal miners created difficult economic decisions. The resulting migration of much of Kentucky's labor pool cost the Appalachian coal field regions 50,000 people in the 1980s (Local Government, 1994).

The migration of the workforce is not limited to the coal industry. The employment patterns of the United States reveal that sixty-two percent of U.S.
workers have been with their current employers less than five years, twenty-nine percent of the workers for less than a year. It is anticipated that fifty percent of the people in their mid-20's and teen-age years today will work for at least six companies during their first ten years of employment (Reynolds, 1994).

The American Society for Training and Development, in conjunction with the Department of Labor, conducted a two year study to determine what skills employers considered most important for success on the job. Seven topical areas were identified including: Learning to Learn; Workplace Essential Skills (Reading, Writing, and Computation); Communication—Listening and Oral Communication; Creative Thinking/Problem Solving; Self-Esteem/Goal-Setting/Motivation; Interpersonal Skills/Teamwork; and Organizational Effectiveness/Leadership (U.S. D.O.L., 1989).

A study of United States organizations with one hundred or more employees revealed that eighty-two percent require communication skills training for employees (Froiland, 1993). The types of communication skills training include: interpersonal skills (71%), team building (71%), listening skills (69%), and presentation skills (63%) (Froiland, 1993). A similar study conducted by the Louisville Area of Chamber of Commerce supports the findings of both the Froiland and American Society for Training and Development studies. In both 1990 and 1991, Kentucky businesses reported that "Teamwork Skills, "Interpersonal Skills, and "Oral Communication Skills" ranked in the top five skill problems of their workforce. The study also surveyed the pre-employment training needs of the companies. "Oral Communication Skills" ranked among the top five skills needed for entry-level employment (Chamber book, 1992) suggesting that communication
skills should consist as a component part of preparatory training for these types of jobs.

The migratory patterns and educational status of the labor pool require some sort of pre-hire training program to provide industry-demanded skills. Effective pre-hire program design must address these needs of business and industry in more than just topical areas, according to a number of researchers (Brown & Compione, 1986; Carnevale, 1986; Rothkopf, 1986).

The bulk of existing state training efforts to address the pre-hire training needs of Kentuckians flow from a federally-funded pool of money, the Job Training Partnership Act. The Job Training Partnership Act of 1982 is regulated by local Service Delivery Areas. These funds are disseminated by local Private Industry Councils to area adult education providers. Representatives from business, industry, and education comprise these councils. Broad guidelines from federal mandates place restrictions on target populations, services and other allowable costs for funding. The Private Industry Councils must customize local programs to the needs of the local Service Delivery Areas through programmatic controls, which limit the availability of services in some instances (National Alliance of Business, 1993).

The Department of Labor has created stringent eligibility requirements for training participants of Job Training Partnership Act Programs. Programs may serve only those individuals with multiple barriers to employment. The barriers may include minority status, economic disadvantages, low levels of educational attainment, single parent status, limited English, and certain handicapping conditions (Millspaugh, 1994). The economic status requirements have proven to be the most restraining of the requirements. Participants must verify household income of 100% of the poverty level, as
defined by the federal government. In 1994, the poverty rate for a family of one was $7,360. Research suggests that many of the people who need pre-hire training are part of a migratory pool that moves from entry-level job to entry-level job. If the wages for these periods of employment were only minimum wage, participants would not meet economic qualifications needed for the Job Training Partnership Act program, as their yearly income would be above poverty level at $8,840 (Millspaugh, 1994).

In 1988, the Job Opportunities and Basic Skills program was implemented as part of the Family Support Act. Designed to help people who receive Aid to Families with Dependent Children, the program offers a broad range of services and activities including educational activities, job skills training, job readiness preparation, and support services such as transportation and child care. The program is administered by the U.S. Department of Health and Human Services at the federal level, but requires coordination between organizations at the local level and businesses to develop appropriate training programs. Services provided by the program are coordinated locally with Job Training Partnership Act programs to ensure that a duplication of services does not occur. Participation in the Job Opportunities and Basic Skills program is limited by not only by specific Job Opportunities and Basic Skills program guidelines, but by the Job Training Partnership Act eligibility requirements as well (National Alliance of Business, 1993).

The Carl Perkins Act of 1990 is another source of funding for pre-hire training programs. Vocational programs can be an asset to businesses seeking qualified new workers. The Carl Perkins Act funds a variety of programs, with most customized for job-specific occupational skills training. A new component of the Act, Tech Prep Education, represents a new approach in education that provides for technical instruction during the last two years of
high school, with two years of post-secondary work (National Alliance of Business, 1993).

Many of the traditional state-funded programs to address the needs of the adult population have arisen from the state’s education system. Because Kentucky’s Cabinet for Education governed the adult education system in the state until 1990, many of the programmatic functions reflected a K-12 mentality. Adult education centers operated much like the local high school with structured class meetings, pen and pencil activities, lectures, and bathroom breaks.

In 1990, Kentucky established the Cabinet for Workforce Development to address the education needs of the state’s adult population, employees, and employers with a more comprehensive, systematic and strategic approach to workforce training and retraining. The Cabinet unified all state-supported adult basic education, occupational and job training agencies and programs within a single executive-level entity. Five goals guided the Cabinet during the initial years of operation. These goals included:

- Revitalization of Kentucky’s job training and adult education system;
- Refocusing of the adult education system to be more responsive to business and industry needs;
- Provision of centralized policy direction to job training agencies;
- Ensurance that every Kentuckian has the opportunity to obtain the skills needed for employment;
- Provision for business and industry with a single point of contact for job training within state government.
Cabinet directives provided the needed impetus for change in the adult education system in Kentucky. Increased funding, training opportunities, and new technology have moved the system into the "head of the class" ranks of adult education systems in the United States.

To achieve the goal of "refocusing the adult education system to be more responsive to business and industry need," the Cabinet created the Workplace Essential Skills branch, directed by Wilburn Pratt. The purpose of the branch is to assist local community providers in the development of programs to upgrade the skills of the labor pool for existing or potential employment. It is the intent of the Cabinet to make available training programs that can help the state's industry secure a more skilled workforce by offering the labor pool comprehensive basic skills program services. The Workplace Essential Skills branch is currently designing a program, JobAdvantage, to address the adult basic education needs for entry level employment. The program implementation date is projected for 1995 (Pratt, 1994).

In 1994, the Kentucky General Assembly created the "Governor's Skill Initiative" to provide for a "seamless" delivery system of workforce development programs for the state's workforce. The legislation resulted in a new line item appropriation of five million dollars earmarked for the expansion of the adult education system. The Workplace Essential Skills Branch of the Department for Adult Education and Literacy received over one and one-half million dollars of the new appropriation to establish an infrastructure for basic skills training. According to the first draft of the "Workplace Essential Skills Policy Statement," one of the main components of this new infrastructure is the provision for "...pre-hire training programs that upgrade the basic skills level of the labor pool for participants in cases"
where there is a reasonable expectation of employment." (Workplace Essential Skills Policy Statement, 1994). The program will offer services to participants based on skill deficiencies, removing many of the "economically disadvantaged" constraints prohibiting participation in other types of programs such as Job Training Partnership Act programs.

The fourth assumption of this study that pre-hire training programs should evolve from a specific task listing of worker competencies is based on some new theories on learning and instruction. Recent developments in the cognitive sciences are changing the way program developers approach learning and instruction. Instead of merely focusing on the way knowledge gets recorded, a new interest falls upon the construction of the knowledge and the context in which the learning will take place. Concepts such as "functional-contexted curriculum" and "situated cognition" are at the center of this new movement (Brown, Collins, & Duguid, 1989; Resnich, 1989). By basing the training experience on the context of the situation, these new theoretical perspectives challenge the traditional position that knowledge is independent of context.

Functional contexted curriculum and situated learning perspectives advocate that trainers deliver skills and knowledge instruction in an application-oriented manner (Norton, 1993). A number of studies support this notion with findings that the transfer learning of a training situation is markedly improved by linking the training with an actual application (Raizen, 1991; Gist & Barvette, 1990; Stevens, 1990). Transfer of training refers to the occurrence when "relevant aspects of behavior altered under one condition or in one setting carry over in some form to nontraining conditions or settings" (McNamara, 1980). Raizen (1991) suggests that the contextualizing of training should intermingle context specificity and
generality, and include the development of self-regulatory skills and performance control strategies.

In studies relating to the development of training programs, Rothkopf (1986) and Brown (1986) found the usefulness of a occupational analysis in the instructional design process (Rothkopf, 1986; Brown, 1986). According to the research, the functional-contexting of a training curriculum promotes the retention and transferability of the skills (Rothkopf, 1986). DACUM (Developing A Curriculum) process, which originated from Humber College in Toronto, Ontario, Canada in the late 1960's is used by business and industry trainers, vocational schools, and other post-secondary institutions to identify competencies needed for a given instructional program.

The DACUM process is a "living laboratory" of communication in group dynamics. Trained facilitators work with a panel of expert workers for a two day period. By means of a panel format, the facilitator uses a modified brainstorming procedure to create a chart of the broad duty areas and tasks required for any particular job. The information can be used as the basis to determine competencies and skills required through the completion of a task analysis (Norton, 1993).

The DACUM session is relatively informal. The panel starts with a blank slate. The facilitator leads the group through a structured modified brainstorming process. All information is captured on index cards and attached to the wall before them. At any time the panelists may decide to add, modify, or delete the duty and/or task statements listed. The facilitator's responsibility is to guide the panel in the development of the chart. While the facilitator may not assist the panel in how to word a particular duty or task statement, he or she must carefully monitor the quality of the statements incorporated into the chart. Each task listed on the chart must be an
observable, measurable unit of work, involving two or more steps (Adams, 1975). In addition to the duty and task information, the DACUM process also creates detailed listings of the knowledge and skills required; desirable worker traits and behaviors; and equipment, tools, and supplies needed (Norton, 1993).

The Vocational Technical Education Consortium of States employed the DACUM process to analyze several different types of occupations for necessary skills (VTECS Guide, 1994). Several occupations have identified communication-related skills as necessary competencies. The "Basic Skill Requirements for a Beginning Machine Operator includes the competency of "must be able to perform tasks based on instructions given by a supervisor." The performance activity requires that trainees recall important details of a conversation and perform tasks based on those instructions.

Another generalized program of adult education competencies is the "National External Diploma Program." The National External Diploma program assesses the adult students in a number of competency areas. Within each competency area there are performance indicators. Any adult in the U.S. may receive an external diploma through this program by demonstrating the performance indicators (D.O.E., 1994). The communications competency area includes a number of speech communication skills. These include listening skills, viewing skills, communicating ideas and opinions verbally, and describing an individual's impact on interpersonal relationships within a group.

Research shows that the construction of the training experience includes more than just the content. McNamara (1980) suggests that the first issue to address in workforce training is to determine whether the instructional approach should be unimodal or multimodal in nature.
Unimodal approaches derive from a single theoretical perspective, while multimodal approaches incorporate a multiplicity of perspectives. In terms of training evaluation, unimodal approaches tend to have more empirical evidence supporting external validity or generalization, largely due to greater theoretical integrity. Multimodal approaches rarely enhance the training in a positive manner (McNamara, 1980).

According to a study by Laird, the structure of effective training experiences involves six steps that include analyzing the task, setting the climate, explaining how to do the task, modeling behavior for task completion, allowing the participants to demonstrate the task, and evaluating the demonstrated task for correctness (Dugan, 1990; Laird, 1990). Each of these steps can incorporate a number of instructional methodologies for training success. According to Laird, program developers must assess the training objectives to determine the appropriate methods required for successful training outcomes (Laird, 1990).
"Out of the Race Because the Odds Are Against Us": Communication Skills, Habits, and Patterns Explored in Kentucky

Effective pre-hire training programs should supply companies seeking skilled employees with skilled people seeking employment. The challenge seems a conquerable task, with both unemployed people and unfilled entry-level jobs plentiful. Unfortunately, much of the information available about each of the partners lacks detail. In order to provide the skills foundation necessary for the companies, an assessment of training needs is in order. Serving the needs of the unemployed requires an understanding of their situation.

Society renders harsh judgements against the unemployed, often without justification, usually without understanding. The demographics of Kentucky’s unemployed provide merely a penciled outline of the true picture of a suffering subculture. The color and contrast of the picture can appear only as the result of an ethnographic journey into the world. From many world views, the challenge to prepare the workforce seems a conquerable task. The educational available resources can provide the unemployed with training they need to achieve success; however, for some reason this has not proved effective in the past.

Millions of federal and state dollars through the Job Training Partnership Act of 1982 funnel program services to the local level to provide training and education for the unemployed. Services available to program participants go so far as to provide transportation, day care, and stipends. Still,
many of the programs struggle to fill program slots, although clearly the numbers of eligible people exist.

Design of state-funded pre-hire training programs will involve three major components: Target audience selection and recruitment strategies, curriculum and instructional design, and evaluation. Several research methodologies were utilized to determine some broad guidelines and approaches for these components.

The success of state-funded pre-hire training programs will hinge on the recruitment and retention of participants. In order to employ effective program mechanisms to achieve these factors, program developers must identify the communication skills, habits, and patterns inherent in the subcultural systems of the unemployed. This information can provide program developers with possible guidelines for recruitment strategies, improved instructional methodologies, and strategic plans for special issues and concerns.

A focus group of unemployed persons was conducted to discuss communication skills, habits, and patterns. The members were participants of an adult education program in Scottsville, Kentucky. Answers to three questions were sought. First, what communication skills had they practiced in past job experiences? Second, what communication habits were common to the group? Finally, what communication patterns exist common to the group in terms of personal world view and environment?

The group consisted of six women ranging in age from twenty-three to thirty-two. None of the women had highschool credentials. They had completed, on average, ninth grade. Of the group, three had held "public" jobs in the past. None of the members currently held a job. All of the subjects had children: Lisa (4); Brenda (3); Rachel (4); Cindy (3); Michelle (1); Tina (2).
All of the subjects reported a significant other or spouse living in the household. Five of the six group members indicated that the significant other or spouse did not help support the family financially or emotionally.

The group responded to four initial questions on index cards. Following the fourth question, we discussed the answers. The respondents were invited to introduce for discussion any topic that related to their situation. The Dodd-Garmon "Personal World View" survey was administered for more information relating to the communicative behavior of the group members.

The initial question asked, "What is your typical day like as an unemployed person?" Responses ranged from varied forms of abuse, such as "get knocked across the room" and "day in and day out insults," to "clean house" and "cook" to the most common answer, "watch the t.v." During the discussion, the group offered specific information as to the shows most watched. The list includes soap operas, "Knott's Landing," "Andy Griffin (sic) Show," "Oprah," and "Geraldo." The group indicated that the "best" shows on television were the "true stories."

The second question asked, "What is communication?" Answers included, "Communication is getting along with others," "talking to each other and trying to help people with their problems," "Being able to talk and get along with each other without yelling," and "Getting along." The group strongly felt that good communicators "got along."

They were also asked how, if at all, they had communicated in past job experiences. Lucinda, a former Certified Nursing Assistant, reported that she had communicated on her job by "talking to other people." Brenda, a former clerk, offered a more general response, "My boss was real nice and we communicated very well." None of the subjects indicated any previous
experience with any type of communication other than limited interpersonal communication.

The third question asked, "What skills do you think you need to learn in order to get a job?" Only one group member, Tina, indicated specifically that communication skills would be needed. Other answers ranged from "common sense," "friendliness," "typing," and "working with people in a factory [sic]."

The fourth question asked, "What is your career goal?" All of the answers fell within the "helping" occupations, including: teacher, helping with handicapped and old persons, nurse, and child psychologist. The group shared the understanding that these jobs might be available to them through increased education.

The group shared much information relating to "why" they did not work. All of the reasons the women gave for not working were tied to economic interests. According to Brenda and Cindy, the monthly "draw" for three children is $228.00 per month. Lisa reported her monthly "draw" was $333.00 per month for four children. All group members children are covered by Medical Assistance, some group members receive Survivor's benefits, and all members receive monthly food stamps. The group very insistently contended that working was not an option because the "workers" would not "take away the checks little by little, they just stop it then and there."

According to Lisa, "When I have worked, the places don't pay you for two weeks and them bills don't stop to wait for those two weeks." During the discussion, Brenda interjected that she didn't want her children to have to draw like she had.

The group members described interesting family histories. Brenda lived with her natural mother and step-father; and both drew disability
checks. Brenda was mentally abused by her step-father. Lisa was raised by her father who worked to support eight children. Rachel, who lived with her natural mother and her step-father, was mentally abused by her mother. Cindy who grew up in several different foster homes was molested as a teenager by a foster-father. Michelle lived with her natural father who worked at the local landfill to provide for his family. Tina was shuffled between grandparents and aunts and other family members as needed. Her natural mother never worked; her father worked different jobs.

One comment returned often during the discussion several times was, "I can't make it on minimum wage." Respondents were asked why they felt they could earn only minimum wage, as several factories in the area offered more competitive wages. One woman reported that "temporary agencies wouldn't take you if you didn't have a G.E.D., and even if they did, you'd only be temporary, and that wouldn't be as good as drawing a check." The group concurred, one member adding, "And you lose your medical assistance for your kids."

The group was asked what it would take for a job to be "worth it." The group decided that an acceptable hourly rate was $6.00, that the work week must be at least forty hours each week, and that insurance must be provided. The group did not offer any value to working conditions, type of work, or any other self-satisfaction characteristics.

The group revealed that "respect" from others was the most valued job characteristic. Lucinda said that "working in that nursing home was good because I felt like the old people appreciated what I did. You don't get treated like that in them sewing factories."

The Dodd-Garmon "Personal World View" survey was administered to determine the communication control of the group. The different issues
that came up in the discussion from those relating to employment, or lack thereof, indicated a perceived lack of control over things in their life. I used the Dodd-Garmon issue to validate my findings.

The Dodd-Garmon "Personal World View" survey consists of twenty questions. Each question has a maximum value of five, and a minimum value of ten, depending on the degree of agreement of the respondant. Individual scores of 20-59 indicate "low communication control; personal choices not as strong as relationship, luck, circumstances"; scores of 60-80 reveal "moderate communication control; personal choices equally as strong as relationships, luck circumstances"; scores of 80-100 show "high communicative control; personal choices stronger than relationships, luck, circumstances."

Results from Dodd-Garmon Survey

The administration of the Dodd-Garmon survey to the focus group, revealed that all of the group members fell within the 20-59 scoring category, validating the sense of "external locus of control" observed during the discussion. Background information and the survey score of each individual were analyzed to determine if a correlation existed between the level of education and the score. No relationship was found between these factors within this group.

The group members indicated that their primary sources of information were interpersonal in nature. Most members indicated that a network of friends and/or relatives relayed needed information about their world. Michelle cited the Director of the Southern Kentucky Community Action Agency, Mary Ann McGuffey, as her primary source for information. Educational information for the group came from school programs such as the Allen County Family Resource Center, or information available through
television talk shows such as Geraldo, Oprah, and Donahue. Informal interpersonal relationships guide much of the communicative behavior of the group. Accordingly, the definition of communication as "getting along" results as a natural conception for the group.

The group discussed the kinds of things a pre-hire training program could provide for unemployed people. All of the women indicated an interest in some sort of training program. They were asked what they thought could be done to help other unemployed people learn about such a program. The group suggested a number of strategies including television commercials, posters, and other printed materials. According to Michelle, "If the right person gets a'holda this, everybody'll know. You just gotta find the right person."

The group displayed a high external locus of control relating to their motivation for obtaining employment. According to Manning and Curtin (1988), a number of factors affect an individual's motivation. First, personal needs motivate behavior. The group members I studied did not individually or collectively convey any need for unemployment. Second, a satisfied need is not a motivator. The motivating needs are those which are not fullfilled. In the case of the study group, the welfare system meets the physical need requirements they have; therefore, employment offers no real physical incentive for them.

Another aspect of motivation relates to self-actualization. According to Maslow (1970), self-actualization is a normal goal of most normal people. His hierarchy of needs includes levels of progression that people must work through to become self-actualized, including survival, security, love, respect, and fulfillment. The higher an individual progresses up the hierarchy, the more he or she will experience self-actualization. At several points during the
focus group, the issue of respect surfaced. While social programs provide for survival and security needs, and family systems offer "love", the subculture system makes no provision for the respect needed by the individual.

A successful pre-hire program must address the lack of positive motivation in the lives of the unemployed. The program must seek in each individual an unfulfilled need that can connect the importance of employment as a means to an important end. Values play an intrinsic part in the development of attitudes. There are four phases in life in which values are formed: imprinting, identification, socialization, and adult. A comparison of the study group's background and these phases provides an understanding of the values of this subculture.

Imprinting, which begin the values development process, occurs from ages one to seven. The primary source of influence during this time period is the family. The familial background of the study group reflects turmoil and abuse. It is through interactions with family that the concept of self-worth is cultivated. The second phase, identification, spans ages eight through twelve. The largest influencing factors are culturally defined heroes and villians. The heroes of the group I studied consisted of television stars of soap operas.

The socialization phase of development takes place from ages thirteen to twenty. All of the members of the study group had dropped out of school by age sixteen, therefore, the peer groups of the members became limited to family members and neighbors. It is during the socialization phase that complex and independent thinking patterns develop, provided the individual receives the right type of encouragement. If encouragement is not given, rather values and attitudes imposed, independent thinking processes do not develop, resulting in an external locus of control.
During the adult phase of development, ages twenty-one and older, very little change relating to values occurs. Values change when individuals encounter situations that old world views cannot resolve (Manning and Curtin, 1988). The static nature of these persons' lives seems to create no challenges to their world views.

Values training must comprise a portion of pre-hire training programs. Individuals cannot meet organizational goals if they do not understand the values driving their personal behavior. For this reason, the pre-hire training program should assist participants in understanding what values they have. In addition, an explanation of the types of values different companies have would be purposeful during the training. The program must encourage participants to seek employment with companies with which they hold compatible values.

Obviously, I cannot generalize that the information obtained through the focus group can be applied to the unemployed population at large. While a case can be made for internal validity within the focus group, external validity is questionable because the group consisted of only six women, within a certain age group. These results do, however, provide the basis for some broad assumptions regarding the types of needs that a pre-hire training program must address. The focus group revealed that communication skills training may help improve the self-esteem and self-satisfaction of participants. These findings support the first assumption of this thesis that subcultural world views create significant barriers to labor force participation.

Based on my ethnographic research I conclude the following:

1) Cultural differences exist within the subculture of the unemployed.
2) Social programs meet many of the physical needs of the unemployed, thereby demotivating them in terms of gainful employment.

3) In order to alter the work behavior skills of the unemployed, programs must connect program objectives with personal needs of the unemployed.

4) Pre-hire training programs must include components that address the value systems, needs, and consequent goals of the individuals.

5) Recruitment strategies for the subculture must include informal, interpersonal networking strategies.

6) Pre-hire training programs must offer opportunities for the participants to see communication practices in mediums with which they can identify, through the use of video in real life, soap opera-like scenarios.
"At the Fence, In the Starting Gate, and Heading Down the Stretch":
Communication Skills Needs in Kentucky Companies

Through this study, the researcher sought to determine the core communication skills needing to be addressed in pre-hire initiatives to meet the demands of Kentucky manufacturing companies. The types of manufacturing companies in Kentucky are many and varied. In order to examine the commonalities existing among these different types of companies, the research led to job analysis, employee survey, and content analysis of existing communications training curriculum in a number of manufacturing industries.

The Process for Job Analysis

Job and content analysis were utilized to develop a such competency listing for "Communication Skills Needed on a Job Today." Fieldwork was conducted at companies representing differing types of management philosophies. Companies were selected based on the following criteria:

1) Management philosophy and vision supporting participative management practices;

2) Training and organizational development preparation for team development;

3) Existence of a system allowing employee input in decision-making with the company.

4) Employment of a full-time training manager.
The Polyken plant in Franklin, Kentucky, represents the Traditionally Managed plant environment. Little training or organizational development efforts focus on team development. Some interdepartment cost recovery teams receive training, basically designed to promote interpersonal relationships within these special groups in the plant. These "interdepartment cost recovery teams" include lower and mid-level management including engineers, research and development professionals, department supervisors, and accountants. There is no system for employee input in decision making at the plant. There is no full-time training manager in the company.

Brown Printing, also in Franklin, and Corning, Inc. in Harrodsburg, represent Transition plants. These companies demonstrate a commitment to participative management through training and organizational efforts focused on cultural change and employee suggestion systems. Employing approximately 500 people in its Franklin, Kentucky plant, Brown Printing boasts a high management commitment to training of its employees. To demonstrate this commitment, the company hired a full time training manager in December of 1993. Corning Glass in Harrodsburg, Kentucky, began operations in 1952. Since that time, Corning has been the world's leading producer of ophthalmic lens blanks for prescription and non-prescription eyewear. Corning is a leader in innovation and technology, spending almost twice the United States average on research and development. For this reason, the company places a high priority on training and education for its four hundred employees. The plant employs a full-time supervisor of Training and Education.

General Electric at Appliance Park in Louisville, Kentucky, and Sumitomo Electric Wiring Systems, Inc. in Edmonton, Kentucky, model the
team environment approach. In both companies the management philosophy centers on the team concept. General Electric at Appliance Park, established in 1952, employing 9000 people, manufactures refrigerators, dishwashers, laundry washers, and laundry dryers. The training department at General Electric employs several in-house training specialists that are directed by a full-time training manager. Sumitomo Electric Wiring Systems, Inc. started operations in 1987, employs 2200 persons, and manufactures wiring harnesses for Toyota and Honda automobiles. The company has a full-time training manager.

The DACUM process was used as the job analysis process with four separate panels of workers from these plants. Each panel met for two days and five to eight company employees participated in a structured modified brainstorming process. The initial step in the process was to brainstorm the topic, “What does an entry level _________ do on the job?” All brainstorming information was posted on large flip chart sheets and taped to the wall. The panel spent the remainder of the session defining the broad duty areas and subsequent supporting tasks, skills, attitudes, and knowledge.

A general orientation was delivered to the panel to help them understand the differences between duties, tasks, and steps. Broad duty areas were defined to the group as “arbitrary groupings of related tasks.” Instruction was given that at least two tasks should support the duty area. Tasks were defined as meaningful units of work that met a number of conditions. First, a task results in a product, service or decision. Second, a task can be performed independently of other work. Third, a task must consist of two or more steps. Steps were defined as a basic process in the task that does not result in a meaningful unit of work.
All information captured during the DACUM process required description in behavioral terms. Panel members were provided with a list of action verbs to assist them in developing appropriate task statements. Each task statement contained specific structural requirements including an action word, an object receiving the action, and any needed qualifiers to describe the activity. Qualifiers such as effectively and efficiently were removed from the list of possibilities. At any time the panelists could decide to add, modify, or delete the duty and/or task statements listed.

Results from the Job Analysis

Polyken Plant Findings

The Polyken Plant in Franklin, Kentucky manufactures industrial, athletic tape, and hospital tape, as well as Curad and Telfa bandages for both domestic and international markets (Carr, 1994). Operations at the plant started in 1948 as a locally owned and operated company called "Kendall." Although the company has changed hands many times, much of the original management philosophy remains. The management structure consists of the traditional hierarchial model including layers of upper, middle, lower, and supervisory managers.

Two focus groups were conducted to ascertain the communication skills needed for entry level employment. Each cross-sectional panel consisted of engineers, research and development specialists, mid-level managers, and line supervisors. The stem question asked "An entry level employee at our plant must possess the following communication skills in order to be effective . . . ."

The first group identified three broad communication duty areas: "Perform Telecommunication Functions," "Demonstrate Effective Verbal Communication Skills," and "Utilize Written Communication Processes."
Within each of the broad areas, the group detailed specific tasks functions. The specific task functions met the following criteria. First, the task had to be a measurable activity. Second, the activity had to result in a meaningful unit of work.

The broad duty area of "Perform Telecommunications Functions" consisted of three tasks: enter data into computer terminals, answer/place telephone calls to other departments, and page other employees for assistance. A task analysis of these tasks reveals the basic communication skills involved in this area included: speak with clarity, organizing a message for understanding, providing callers with effective feedback, asking questions for clarity, and listening for meaning in messages.

The second broad duty area "Demonstrate Effective Verbal Communication Skills" includes the following tasks: request information from others, explain information/ideas to others, provide/receive feedback to/from supervisors, and interpret/display non-verbal behavior." A task analysis of these tasks reveals the basic communication skills involved in this area include: asking questions for clarity, organizing information for clarity, speaking with clarity, practicing effective listening techniques, interpreting non-verbal signals, and displaying appropriate non-verbal behavior.

The group identified "Utilize Written Communication Processes" as the third broad duty area. The task group includes: prepare production reports, read standard procedures instructions, look up information in manuals and resource books, and read/comprehend personnel policies and procedures. This task grouping does not include any oral communication skill competencies.

The second group at Polyken reported two broad duty areas: "Practice Effective Oral Communication" and "Practice Effective Listening Skills."
Again, within each of the broad areas, the group detailed specific tasks functions that required the following criteria. First, the task had to be a measurable activity. Second, the activity had to result in a meaningful unit of work.

Five tasks comprised the "Practice Effective Oral Communication" duty area. These were: share information between employees, ask questions for clarity during instructions, express problems to supervisors, interpret nonverbal signals, give and receive feedback. A task analysis determined the following skill areas: asking questions for clarity, organizing information for clarity, speaking with clarity, practicing effective listening techniques, interpreting nonverbal signals, and displaying appropriate nonverbal behavior.

*Brown Printing Plant Findings*

Two groups of expert workers identified the competencies needed for their respective areas, shipping and receiving and "platers" in the cylinder preparation department at Brown Printing. The competencies were analyzed to find the communication skills linked to the job tasks.

The shipping and receiving panel indicated that broadly their jobs required "basic communication skills" and "priority setting skills." Specific task performance involving direct communication skills were as follows:

The broad duty area of “Perform System Operator Duties” consisted of two tasks involving communication tasks. The task of “Order Stock from the Outside Warehouse” requires that employees speak with clarity. The second communication task in the duty area, “Locate Lost Product,” involves questioning for details and managing conflict. The group identified “Handle Product” as another duty area involving communication skills. One of the supportive tasks of this duty, “Report Emptied Bays to System Operator,”
involves speaking with clarity. The duty area of "Handle Rolls" consisted of two tasks, "Inspect rolls for damage" and "Deliver Product to Scales." Both of these tasks required reporting information to others and speaking with clarity.

A great deal of the interpersonal communication tasks with this job dealt with the broad duty area of "Interface with Other Departments." The three major tasks, "Deliver Supplies to Prep Set," "Order Repair Board," and "Perform Messenger Services" require reporting information to others and speaking with clarity.

The "Platers" group cited a number of broad characteristics and behaviors needed for an entry level employee including "Works well with others"; "Team Player"; and "Good Communicator." Specific, job-linked communication competencies in this area included reporting information to others and speaking with clarity. The communication tasks were linked with the tasks involved in the broad duty areas of "Copper Plate Cylinder," "Copper Polish Cylinder," "Polish Master Cylinder," "Chrome Polish Cylinder," and "Perform Housekeeping Duties."

**Employee Survey Analysis**

A census-type training needs assessment was developed to measure the perceived training needs of the production workforce at rural manufacturing plants. Workers responded to a thirty-one question survey that addressed four basic skills areas including math, reading, writing, and oral communications. Respondants were asked to indicate whether training was needed in a topical area relating to each goal.

The oral communication skills goals in the survey urged that "employees will interact verbally and nonverbally with individuals at all levels of the organization, maintain skills in the areas of active listening, give
and receive instructions, discuss work/job needs/requirements, and perform as a team member. The specific topics to be addressed were “expressing yourself to other individuals, giving directions, explaining situations in person or on the telephone”; “expressing yourself to others in group conversations, discussions, or meetings”; “understanding oral instructions or presentations through active listening, note-taking, etc.”; “chairing or leading group meetings”; “speaking in front of groups or making presentations”; and “expand word vocabulary.”

Results from Survey at Corning, Inc.

The survey of the production workers revealed that the biggest issue in the plant centers on improving the basic skills of the workforce. Employees indicated a number of oral communication skills needs for the job including: expand vocabulary; expression of self before others in groups; understand oral directions or presentations through active listening; make presentations before groups; and expression of ideas/giving directions to others. Oral skills dominated the top ranks of the survey results in both the personal and job-related classifications.

Sumitomo Plant Fieldwork

During the field work at the Edmonton, Kentucky, Sumitomo plant, employee interviews were conducted to determine the communication skills needed for the environment. Three people were interviewed including a new operator with a service record of less than six months, a veteran operator with a service record of more than three years, and a mid-management-level manager. Each person answered a battery of open-ended questions. Participants described the small group process, citing participating and non-participating behaviors in the group, and detailed perceptions of attitudinal results of the groups.
Results from Field Research

Fieldwork at the Sumitomo Electric Wiring System revealed that the company mandates participation in problem-solving groups at the Edmonton plant. The Employee handbook stipulates "each employee must participate in the small group problem-solving process." Supervisors must write personnel warnings if workers do not cooperate. Before the plant's required participation in the groups, uninterested workers could rest during the team meetings instead of participating. (M. Alvey, interview, October 22, 1993.)

S.E.W.S. Coordinator Marilyn Alvey oversees the small group process in the Edmonton plant, providing instruction in the problem-solving process and supporting the groups along the way. The Edmonton groups composed of four to ten people meet for thirty minutes every two week. (M. Alvey, interview, October 22, 1993.)

The meeting area, located in the middle of the manufacturing plant, consists of tables and chairs blocked off with boards. A new stereo system, piped into the area by way of large speakers, poses serious hearing interferences for group members, making it sometimes necessary to scream to be heard. (M. Alvey, interview, October 22, 1993.) Group dynamics play a large role in the success of the groups, according to Alvey. Some of the groups work well together and take steps to ensure their group project is successful by participating not only at meetings, but also by completing data-gathering tasks on their own time. Other groups, unable to secure the full commitment needed for such projects, fail. (M. Alvey, interview, October 22, 1993.) Alvey related that a good base of interpersonal communication skills is required in the company’s group activity.

The company provides training for the group process as part of new employee orientation. Individual A., who has been working with Sumitomo
since September, understands how teams are supposed to function. Excited by
the chance to be part of "meetings." Individual A. vows to "do her share."
(Individual A., interview, October 22, 1993.)

Individual B. shares a different type of attitude. Individual B. started
with the company when it opened seven years ago, then impressed with the
respect employees received from the Japanese. "Lots of us feel let down with
these groups," says B., "we don't feel the way we did, its like it was all lip
service." He indicated that his immediate coordinator penalized him for
attending group meetings. (Individual B., interview, October 22, 1993.)

Non-participating behavior in problem-solving groups reflects an
overall attitude of powerlessness. Some workers display aggression while in
the groups because the time off the line is not supported by line leaders. For
this reason, the workers view the group meeting as a punishment. (M. Alvey,
interview, October 22, 1993.)

Participating behavior in teams results from a realization from workers
that there are some problems suitable for team problem-solving. The workers
benefiting from teams in this category display a need for recognition as
capable, yearning for the most intrinsic rewards. (M. Alvey, interview,
October 22, 1993.)

The proximity of the team meetings to the production floor in
Edmonton supports the notion that the small group situation flows with the
regular manufacturing process; however, the environment must be
conducive for practicing the steps. Stereo music makes this impossible in the
current setup.

The team environment of Sumitomo necessitates more advanced
communication skills. Much of the need for these skills centers on the
company's process problem solving approach to daily operations. Each
employee participates in process problem solving in one of two ways. First, each employee is required to meet as a "work team" for thirty minutes each week. Second, employees can volunteer or be drafted to serve as a member of a "Best Quality" work group. Both the regular "work teams" and "Best Quality" work groups meet to solve problems relating to quality or safety issues using a standardized approach.

Extensive field research was conducted to determine the communication skills needed for participation in these groups. A group process problem solving approach, involving seven steps is used at Sumitomo. The first step, "Theme Selection," requires workers to choose a project theme. During this first step, group members must brainstorm existing situations to determine what improvements could occur from the process.

After a theme is chosen, the group progresses to the next step, "Data Collection." During the "Data Collection" step, group members assess the current situation by gathering data. The type of data collected depends on the type of situation. The group assembles the data into graphs, charts, or some other statistical form for analyzation. Based on this data, the group moves to the third step, "Goals and Measurements." In the "Goals and Measurements" step, the group defines reasonable goals for the project and sets the standards for measuring these goals.

The group must then identify the potential causes for the problem, in the fourth step, "Fishboning." "Fishboning" requires systematic questioning in four areas man, method, machine, and materials to determine the root cause of the problem. The group uses the root cause information to select countermeasures to remedy the problem.
After the group selects the countermeasure to implement, they proceed to the next step, "Developing an Action Plan." Responsibilities relative to the countermeasure implementation are assigned to individual group members on a time-limited basis. At the end of the specified time, the results of the project are measured. Successful projects that merit systemitization require the presentation of the project to fellow employees.

The communication skills required as a work team member include active listening, questioning for clarity, and feedback techniques. Employees must participate in meetings and should be able to set ground rules, brainstorm, delegate, and control meeting focus. The development of action plans demands the giving and receiving of feedback. More advanced communication skills are required for systemitizing successful project results. Employees must plan, develop, and deliver presentations before groups.

Results from Content Analysis of Curriculum

General Electric at Appliance Park Findings

General Electric at Appliance Park in Louisville, Kentucky, transitioned operations from a process-oriented environment to a team environment in 1991. Prospective applicants must participate in a fifty-two hour pre-employment apprentice program to be considered for employment. According to Shawn Otto, Training Developer, job analysis was key to determining the skills needed in the training program.

Basic communication skills addressed in the training are: active listening skills, feedback techniques, and questioning for clarity. More Advanced Interpersonal skills included in the training include change adaption skills, conflict management skills, meeting skills, and brainstorming skills. Intermediate communication skills are: planning presentations, developing presentations, and delivering presentations Advanced
communication skills include: team task skills (goal setting and action plans),
group decision-making processes, coaching for commitment, and delegating
skills.

**Analysis of the Core Communication Skill Requirements**

An analysis of the skill areas identified through the research methods
fell into fourteen broad areas. These areas were as follows:

- Speak with clarity
- Message Organization
- Active Listening Skills
- Questioning Techniques
- Non-verbal Signal Skills
- Conflict Management
- Presentational Skills
- Feedback Techniques
- Brainstorming
- Delegation Skills
- Meeting Skills
- Goal-Setting Skills
- Group Decision-Making Skills
- Coaching for Commitment

The DACUM panels identified a number of task-specific skills within
the companies. In the “Traditionally Managed” company, Kendall, the
communication tasks required the skill areas of speaking with clarity,
message organization, active listening, questioning techniques, and
nonverbal signal skills. In the “Transitional Company” classification, the
Brown Printing panel related that the skill areas of peaking with clarity,
message organization, active listening, questioning techniques, and
nonverbal signal skills, and conflict management skills were of primary
import. The employee census of training needs at Corning, Inc. supported the
Brown Printing findings, showing need for the skill areas of speaking with
clarity, message organization, active listening, questioning techniques, non-
verbal signal skills, and adding presentational skills as well.
The research showed that advanced communication skills are required by companies with “Participative Management” practices. Fieldwork at Sumitomo Electric Wiring Systems found that the skills areas of speaking with clarity, message organization, active listening, questioning techniques, presentational skills, feedback techniques, brainstorming, delegation skills, meeting skills, and goal setting are required. The analysis of the General Electric curriculum showed that required skills include: speaking with clarity, message organization, active listening, questioning techniques, nonverbal signal skills, conflict management, presentational skills, feedback techniques, brainstorming, delegation skills, meeting skills, and goal setting skills.

Conflict management skills did not show up on either the Corning, Inc. or Sumitomo Electric Wiring Systems communication skills need list. In the case of Corning, Inc., “conflict management” was not an option on the training needs assessment, which explains why it was not listed.
"Run for the Roses:"
Implications for Communication Skills Pre-hire Training in Kentucky

This research began with the question "What are the core communication skills needed for pre-hire training initiatives to meet the demands of Kentucky manufacturing companies?" Some of the assumptions that provided the basis for this thesis have been confirmed by the research, while others have been disconfirmed.

1. Subcultural world views create significant barriers to labor force participation.

The focus group conducted with the panel of unemployed persons confirmed the notion that certain subcultural factors affect labor force participation. The overall attitude of the group indicated a high external locus of control relative to motivation to work. The group members I studied did not individually or collectively attribute substantial value to employment as a life activity. The values and belief systems maintained by the group as a whole reflected the familial environment they relayed during the process. Content analysis revealed that group members felt a lack of control over their lives. The Dodd-Garmon survey supported the findings of the content analysis, with one hundred percent of the group scoring in the “low communicative control” range of the assessment.

A major subcultural influencer with the unemployed is the demotivation that social programs provide. Because most of the physical needs of the unemployed are met through Public Housing, Food Stamps, and Aid to Families with Dependant Children, some unemployed persons feel no
personal need for gainful employment. This mindset requires that pre-hire programs include components that connect program objectives with personal needs of the unemployed and address the value systems, needs, and consequent goals of the individuals. There appears to be a significant need to assist pre-hire training participants in the development of positive self-concepts and intrinsic self-worth to enhance the amount of perceived self-control.

2. Kentucky rural manufacturing companies share a common set of communication skills requirements.

The study shows that a number of communication skill requirements exist in manufacturing companies in Kentucky. It was determined that a core group of interpersonal communication skills are required to maintain the relationships between workers in any type of management environment. These skills include: speaking with clarity, organizing messages, practicing active listening skills questioning techniques, interpreting non-verbal signals, and managing conflict.

Companies embracing participative forms of management indicated a greater level of communication skills needs. These more advanced communication skills include: planning, developing, and delivering presentations, giving and receiving feedback, brainstorming, delegating, participating in meetings, goal-setting, decision-making in groups, and coaching for commitment.

3. Of the communication skills required in manufacturing, task-related skills comprise the bulk of training needs.

The research revealed that a number of task-specific communication skills exist; however, findings suggest the need for metacognitive skill development. The bulk of training needs, therefore, centers not so much on
job-specific applications of communication skills, but rather on the self-regulated use of communication skills.

4. *Pre-hire training programs should evolve from a specific task listing of worker competencies.*

Past research shows that training programs founded on task analysis yield better results in a number of areas including increased levels of learning and retention, more measurable outcomes, and better facilitation from training to application. The worker-centered panels revealed that while certain task-specific skills exist, a host of general interpersonal skills play an important role in the work environment.

The communication skills needed for members of Kentucky’s manufacturing environment are many and varied. Workers have revealed through task analysis that there are two broad categories of skills needed in the workplace. First, task-specific communication skills such as message sending and information seeking are of great import. Second, relationship-building and interpersonal skills are needed to maintain working relationships. Companies with participative management require additional skills training for team development issues; however, research suggests that many of these advanced team communication skills are applicable and learnable only as part of the team development processes.

The research indicates, therefore, that pre-hire training programs should address certain task-specific skills, but should also provide some basic foundation skills of an interpersonal nature. The pre-hire training program must be hybrid, consisting of both task-specific competencies and broad interpersonal, maintenance kinds of skills.
Conclusions

This research was encouraged by the loud message that is heralding over Kentucky like a trumpeter sounding, "The Workforce is not prepared, the workforce is not prepared." In a state where funding for social programs is scarce, state agencies must overcome a number of obstacles in order to deliver needed services. The intent of this research was to provide some basis for increased funding, and subsequent appropriate development of pre-hire training programs that would include a component for communication skills development.

The possibilities for future research appear endless. I found that a number of programs exist that address communication skill training; however, there is a service gap between eligibility requirements of available programs and people requiring help. Research that could quantify this gap would be helpful to further substantiate the need for changes in eligibility requirements of current offerings, or implementation of new types of programs. I also found indications that subcultural differences can influence the recruitment and retention of training participants. A host of further research projects could detail and measure the influence of these differences.

I expected to find that communication skills training should be contextualized to the actual job situation. Instead, it was discovered that while task-specific communication skills are needed, general interpersonal skills are needed across the board. Additional concepts that are worthy of further investigation are the meta-cognition and self-regulation skills involved in interpersonal communication. I found that companies need workers who can adapt communication behaviors from situation to situation in the workforce.

Developing curricula for pre-hire training programs for the unemployed involves a number of key components, given the findings of
this research. These three components are: readability, practicality, and applicability. The demographics of the target audience indicate low basic skills levels. Developers writing for this audience should, therefore, attempt to provide the needed instruction at an appropriate reading level. A targeted reading level of seventh to ninth grade seems appropriate.

The readability of training materials for adults should incorporate visual clues and keys to prompt and reinforce concepts. The structure of the curriculum should provide the participants with opportunities for independent work. These visual clues and keys can help the participant stay focused on the learning activity. It is important that the readability and structure of the training materials create as little stress and frustration as possible.

Each section of the training should provide an explanation or linkage between the content of the section and its usage. The trainee should not only understand the broad objectives of the section, but should also recognize how the skill will benefit him or her in the actual job situation. The scenarios, situations, and metaphors used in the training materials should reflect the "real world."

Finally, the skills addressed in the training should be applicable to the work environment. The content of the training program must include skill development in the context of use. Trainees should practice the skill in a situation similar to the actual work application. The program developers must monitor the skills included as part of a pre-hire training program to determine they are needed.

As Appendix A to this thesis, a practical workbook, "Communication Skills for Manufacturing II", is included. This workbook addresses instructional objectives identified for companies practicing "Participative
Management" in Kentucky. I considered the three key components described in this study for curriculum development and tailored the workbook as suggested.

The average readability of the materials, seventh to ninth grade, provides a basic foundation of instruction for needed communication skills identified as part of this study. An additional feature is an "Icon-based" prompting system to aid trainees in movement from one section of instruction to another. Each section includes the following prompts: "Key to Understanding," "Try It," "Think About It," "Build Your Skills," and "Check Your Skills." These icons represent each of these sections throughout the training materials, to assist the trainee in anticipating what activity or concept the section will address.

Practicality and applicability of the skills are interwoven in each of these sections. In the "Key to Understanding" section, a description of how that section applies the skills to "real life" is given. The "Try It" section allows the trainee to practice introductory problems. Trainees are asked to "stretch their thinking" in the "Think About It" section by applying the skill to other applications. The "Build Your Skills" section refreshes trainees on the "how to's" of the skill. "Check Your Skills" is the final part of each section that provides a number of opportunities to practice the skills addressed.

The sample curriculum included as part of this study represents the type of pre-hire training curriculum needed for business and industry. The approach is readable, practical, and applicable. It demonstrates creative, innovative approaches required of program design that meets the needs of business and industry, as well as and the participants, in pre-hire training programs.
Appendix A:
"Communication Skills for Manufacturing II,":
A Sample Curriculum
The Kentucky Pre-hire Training Series: Developing a World-Class Workforce for the UnCommonWealth

Communication Skills for Manufacturing II
Dear Trainee:

*Communication Skills for Manufacturing II* will refresh basic skills needed at the workplace today. You will review skills to help make everyday communication on the job much easier.

The lessons in the program are:

| Lesson One:      | Meeting Skills          |
| Lesson Two:     | Brainstorming Skills    |
| Lesson Three:   | Feedback Techniques     |
| Lesson Four:    | Effective Meetings      |
| Lesson Five:    | Effective Presentation Skills |
| Lesson Six:     | Effective Presentation Skills II |

As you work through the lessons in the workbook, you will see several symbols that will help you as you go along.

These symbols are:

**KEY TO UNDERSTANDING**

Each "KEY" section will describe how the skills in that section apply to "real life".

**TRY IT**

The "TRY IT" section will ask you to work out a few introductory problems.

**THINK ABOUT IT**

This section will ask you to "stretch your thinking".

**BUILD YOUR SKILLS**

The skill building section will refresh you on the "how to's" of the skills.

**CHECK YOUR SKILLS**

You will practice skills and apply what you have learned in this section.

Answers to the "CHECK YOUR SKILLS" section in the workbook can be found at the end of the workbook. As you work through the sections, if you find you are having problems with a particular unit, see your instructor for additional information.

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Lesson One

Group Meeting Skills

OBJECTIVES

• To name ways meetings can be improved
• To follow the protocol of meetings
• To demonstrate appropriate behavior at group meetings

INTRODUCTION

Meetings have become part of everyday life. Employees are required to participate in the responsibilities of the workplace by serving on problem-solving teams, meeting with others to discuss issues. By reviewing meeting skills, you can help make meetings more effective.

TRY THIS

Think about the meetings you have been in during the past few months. Describe your feelings.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Studies have shown that there are a few characteristics common to most unproductive meetings:

• Drifting from the issues
• No/Little preparation
• Lack of listening
• Long-winded talkers
• Length of the meeting

There are a few basic meeting rules that can prevent these characteristics. These may seem to be only common sense, but unfortunately, they are overlooked many times.
CHARACTERISTICS OF AN EFFECTIVE MEETING:

- Participation by all group members
- Clearly defined goals
- Active listening skills
- Feedback skills
- Preparation
- Focus

Here are some sample ground rules for an effective meeting:

1. Begin the meeting at the time which has been set for the meeting.

2. Expression of feelings and ideas is encouraged, as long as they relate to the business at hand.

3. It is O.K. to have different views about an issue.

4. Decisions will be made by consensus.

5. Feedback provided must be useful and relevant. It should be specific to the issues at hand.

6. Everyone must participate in the meeting in some way.
CHECK YOUR SKILLS

You may find that your group will need to set additional ground rules for meetings. Think about the meetings you have attended in the past. In the space below, write some rules that you think might have made the meeting more effective.
Lesson Two  Brainstorming Skills

OBJECTIVES

• To write ideas relating to a topic by brainstorming
• To display brainstorming ideas correctly using proper note-taking skills
• To demonstrate the correct techniques of brainstorming

INTRODUCTION

A proven problem-solving tool is brainstorming. The purpose for brainstorming is to generate as many ideas as possible quickly. It can be used in team meetings to help find a theme on which to focus, or perhaps to propose a number of root causes of a particular problem. You will learn a few tips on how to make a brainstorming session work for you and your team.

TRY THIS

Why is it important that everyone participate in a brainstorming session?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What can you do to make sure everyone participates?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
BUILD UNDERSTANDING

GUIDELINES FOR BRAINSTORMING

• CLEARLY STATE PURPOSE FOR SESSION
• RECORD IDEAS ON NOTE PAPER
• SET A TIME LIMIT FOR SESSION (10 MINUTES, ETC.)
• EACH TEAM MEMBER SHOULD MAKE A CONTRIBUTION
• NO CRITICISMS, COMMENTS OR DISCUSSION
• BUILD ON EACH OTHER'S IDEAS

Brainstorming is about generating creative ideas. The object is to generate as many ideas as possible. As a session leader, you will need to involve everyone in the process by addressing individuals for information. A good technique is a "Round Robin" in which you go around the group and ask that everyone make at least one contribution.

CHECK YOUR SKILLS

Your company has asked you to join a team and come up with ideas to improve safety. What steps would you follow to lead a helpful brainstorming session?

Step One

Step Two

Step Three

Step Four

Lesson Two-2
A FEW WORDS ABOUT NOTE RECORDING . . .

- Put a heading on each sheet you use. This will help you organize your notes later.
- Don't be concerned about spelling or neatness. Make sure you capture ideas as they come up.
- Leave plenty of space between ideas.
- Use abbreviations as much as possible.

FIND OUT MORE ABOUT WHAT THEY ARE SAYING . . .
ASK THEM . . .

- Is this what you mean?
- Can I paraphrase it by saying . . .?
- What do you mean by that?
- Can you say that in a shorter phrase?
Use the sheets of paper to record your ideas as you brainstorm the following issue:

Brainstorm some ways that absenteeism could be prevented at work.
Lesson Three  Feedback Techniques

OBJECTIVES

• To describe effective feedback
• To name ways feedback is useful in groups
• To demonstrate the positive use of feedback

INTRODUCTION

Whether you are in a team meeting, the break room, or on the line, feedback is a part of everyday life. When used effectively, feedback can improve the communication process. In this section, you will learn ways to improve the way you give feedback to others.

TRY THIS

Look at the feedback statements below.

"The way you took that message on the phone was wrong!"

"I can't believe you said something so stupid."

1) How did the sentences come across to the person at the receiving end?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2) How would most people respond to the feedback?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3) How could you restate the feedback in a more positive way?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Build Understanding

Feedback is something that should not judge. It is suppose to promote GROWTH, in a way that does not threaten. If a feedback message threatens or judges the receiver, it will not be effective.

When you give feedback, there are some things you can do to make sure that it will be helpful. First of all, DESCRIBE ACTION, don't judge action. Offer feedback about something the receiver can do something about! Make sure that your message is communicated clearly. Keep your feedback specific to the issue at hand.

CHECK YOUR SKILLS

Read the following feedback statements. Decide what, if any changes need to be made to the statement to make it better. Write the changes on the line below the statement.

1. You are a great person!
   ____________________________
   ____________________________

2. I wish you would shut your smart mouth!
   ____________________________
   ____________________________

3. I feel like you don't value what I have to say, because you cut me off when I am talking.
   ____________________________
   ____________________________

4. I'm frustrated that we have been unable to select a theme for the group. What can we do to have better results next time?
   ____________________________
   ____________________________

Lesson Three-2
Answer the following questions.

What are some of the things you can do to make feedback more effective?

In what ways can better feedback help you and your co-workers on the job?

Describe a situation that has happened to you on the job with feedback - either "good" or "bad". How did this impact your job performance?
Lesson Four  Effective Meetings

OBJECTIVES

• To review basic elements of an effective meeting
• To name ways to get “off track” meetings back “on track”
• To delegate countermeasure implementations within Kaizen groups

INTRODUCTION

You have set your goals and measurements. Your next step is to develop and evaluate the success of your countermeasures. In order to do this, you must have effective meetings. Effective meetings have certain clear elements. These include freedom of expression, useful feedback, participating members, and focus. In order to get maximum benefits from meetings, it is important that team members know how to set and follow agendas, and are able to get off-track meetings back on the right track. In this module, you will learn things that will help you increase the effectiveness of your group meetings.

The purpose of a meeting is to serve as a tool. What are some reasons that you attend meetings?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are some things that separate the "good" meetings from "bad" meetings?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
BUILD UNDERSTANDING - Getting "Back on Track"

You have participated in many meetings as an employee at S.E.W.S. You may have noticed that meetings sometimes go off track. Here are some reasons why meetings go off track, and some suggestions how you can get the meetings going in the right direction again.

Derailment #1: Members of the group constantly talk about things not related to the issues at hand.
   • Suggestion: Refer the group member back to the issue by pointing at the agenda and saying "That is very interesting, (funny, etc.) but we need to talk about item #2, blah, blah, blah.

Derailment #2: One member of the group is notorious for interrupting while others speak.
   • Suggestion: Make sure when addressing this person that you tie either time (give me two minutes to explain...) or numbers of points you want to make (I have three points...) so that when interrupted you can say, "I have one more minute" or "I have two more points".

Derailment #3: One member of the group tires to dominate the meeting.
   • Suggestion: Take special care to communicate with your body language to this kind of meeting-goer. Try not to make eye contact as this person "cuts in".

Derailment #4: One or more members refuse to participate in the meeting.
   • Suggestion: Each group member and the group leader should constantly ask members that refuse to participate what they think about this or that. You may need to even have ballot (written) votes on issues.

Lesson Four-2
CHECK YOUR SKILLS

Read the following case studies. Think about the things you would do differently in each case to improve the meeting.

The Night Owls are holding a small group meeting. Sam and Gina are more interested in talking about the Travis Tritt concert they are going to the following weekend than in determining the root cause of a problem. What could you say to get the group "back on track"?

The Human Resources Manager has met with the employees each quarter to talk about 401(k) options. Each time the group meets, Larry, an operator, is quite rude and constantly interrupts while others ask questions and make comments. What could the manager do or say to improve the way the meeting goes?

You are the chairperson of the Summer Picnic committee. You serve with Shelly, John, Audrey, and Janet. Audrey is very opinionated and tends to try to dominate the meeting. How can you handle the meeting so it is more effective?

Your team is in charge of suggestion implementation. Sometimes the meetings get very "heated" when members disagree on how things should be done. Two team members, Jenny and Jill, are quiet most of the times in these meeting, although you know they have feelings about certain issues. What can you do to help them participate in the meeting?
Lesson Five 

Effective Presentation Skills

OBJECTIVES

• To schedule activities needed to be completed for a group presentation
• To name ways presentations can be made more effective
• To outline a group presentation

INTRODUCTION

One of the most exciting parts of the team problem-solving process is the final stage, the group presentation. As you may know, for many people this is the most difficult. You will learn about different techniques you can use to help develop your presentation in this module.

TRY THIS

Your group presentation is your chance to show off the hard work and effort of your group! There are two parts to the presentation - SPOKEN and VISUAL. The visual part will be include all the charts, graphs, and other visual examples that can "back up" or support the claims of your project. The spoken part of your presentation is how you will actually tell them about your project.

The first step in your presentation must be PLANNING and SCHEDULING. Adequate planning is the most important thing you can do to make your presentation the most effective. Planning will also help to make you more comfortable as you deliver the presentation, as you will be more prepared.

1. What makes a presentation effective?
2. Why is planning important for effective presentations?
3. What must you do to plan and schedule for your presentation?
BUILDING UNDERSTANDING

Look at a scheduling chart. As you work on your project, it important that you follow a schedule because you only have so much time to finish.

Look at a scheduling chart.

Your Kaizen project is much like a job on the line. You must pace yourself in order to get the job done!

Here are some questions that can help you plan.

1. How long will my group be involved with the project?

2. What steps must your group complete in order to finish the project?

3. How much time will you be given for your presentation?

4. What kinds of charts and graphs can help make your presentation better?
You should use an outline to organize your presentation. (Keep in mind that everyone in your group should participate in some way.) As you work with your groups, you should be able to help "draw out" people that aren't comfortable speaking before others. Think about the strengths and weaknesses of your group members and "plug" them into the part of the presentation where they will fit best.

Look at the outline below. This will help you to organize your group activities into a presentation. If you keep your records up-to-date as you do the project, the development of a presentation will be easy!

PROJECT OUTLINE

1. Circle Introduction
2. Theme Introduction
3. Situational Analysis
4. Problem Analysis
5. Countermeasure Description
6. Countermeasure Outcome
7. Overall Results
8. Impact of Project
9. Next Theme Selection

Here are some tips that can help you as you pull together or develop your presentation.

1. Write out the answers to the questions in the outline. Make sure that you use complete sentences and correct grammar. The information should make sense to you as you reread it.
2. Let other team members read and re-read the information. Talk about what else needs to be included.
3. Think about the visual aids you will need to support your presentation. Look at the charts you used during the group activity. How can they be changed so the audience can see them better? Do you need to add color? Make them bigger?
4. Look at the results of your project. What can you do in your presentation to "show" the audience what you found?

Lesson Five -3
Answer the following questions.

1) What is the first step in an effective presentation?

2) How do you "write up" a presentation?

3) What are some things you can do to make your presentation effective?

4) Why are charts and graphs important in presentations?

5) List some examples of charts and graphs that could be used in a group presentation. Include some specific examples.
Lesson Six  Effective Presentation Skills II

OBJECTIVES

• To name ways to get over "stage fright" before presentations
• To list ways speakers can make presentations more effective through voice control, body language, and speaking style

INTRODUCTION

For many people, the "speaking" part of a group project is the most difficult. There are a number of things you can do while speaking before groups of people that can help the presentation go off "without a hitch." You will learn about these tips and techniques in this module.

TRY THIS

Think about the last presentation you watched. Did you enjoy it? Did you consider it a "good" presentation? Do you remember what the presentation was about? Chances are that if you considered the presentation a "good" presentation, you may remember more about what the presentation was about, than if you thought the presentation was not so "good."

What are some things that impress you about "good" presentations?

What are some things that instantly "turn you off" in a presentation?
BUILDING UNDERSTANDING

The first step in an effective presentation is being PREPARED. If you plan what you will do and how you will do it, chances are you won't "freeze" when you get before a group. The more times you rehearse your presentation, the better off you will be.

Think about the kinds of speakers you like to watch communicate. How do they present themselves? Do they appear to be shy? Afraid? Of course not! Effective presenters practice "looking the part" of an effective presenter! Here are some things that you can rehearse that will make you a more effective presenter. You may find it helpful to practice in front of a mirror.

- Stand straight and tall, facing the group to which you are speaking. Never turn your back to an audience.

- While you need to be prepared by writing an outline for your presentation, do not read to the group. Practice your material enough that you can express the ideas, without reading it to them!

- Speak slowly, clearly, and so the group can hear it! Practice your volume control. There is nothing that can "kill" a presentation quicker than a whispering presenter.

- Look out into your audience. Make eye contact. This will show the group that you are confident.

- Use your visual aids to illustrate special points. If you are talking about the situational analysis, and using a bar chart to show the audience what you found, point to the chart. Show your audience what you know!

- Make sure that all members of your group participate. If you have an extremely shy person, he/she might want to be responsible for the introduction. Help your group assign the right person for right job.

Lesson Six-2
CHECK YOUR SKILLS

1. What is the most important thing you can do prevent you from being nervous speaking in front of others?

2. What can you do to avoid "stage fright" before presentations?

3. How can you improve your presentation through voice control, body language and speaking style?
Appendix B: Core Communication Skills Graph
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<th>Transitional</th>
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Core Communication Skills Needed for Employees in Kentucky Companies
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Core Communication Skills Needed for Employees in Kentucky Companies
Appendix C:
Dodd-Garmon Survey
Background Information

First Name: ______________________________

Date of Birth: ______  Age: ______  Highest Grade Completed: __

When did you last work? ________________  How long were you there? ______

What did you do? ________________________  Did you like your job? __

What kinds of communicating did you do on this job?

____________________________________________________________________

____________________________________________________________________

Please list any other jobs that you have had, and list what kinds of communication skills you need.
Personal Communication World View

Read each item carefully to be sure you know what that item is stating. Then circle your response to the item. The responses range from strongly agree (SA), to a less intense agreement (A), to a position of being right in between agreeing and disagreeing (N), to a position of disagreement with the item (D), to strongly disagree (SD). You are being asked to indicate your attitude/belief about each item, honestly expressing your personal opinion.

1. No matter how much effort I make to communicate clearly, it really seems my level of happiness is not changed by what I say or do.
   
   5 4 3 2 1
   SD D N A SA

2. Both the bad things and the good things that happen to me are beyond my control.

   SD D N A SA

3. In my view of the world, the future is already set in motion, so my choices are limited even if I communicate convincingly, or use helpful decision processes, it will not do much to change the way my future looks now.

   SD D N A SA

4. Frequently, other people have more effect than I on whether or not I attain my goals.

   SD D N A SA

5. Luck and circumstances play a major role in my life, regardless of my communication efforts for influencing my situation.

   SD D N A SA

6. Many times I could be described as a victim of people or circumstances beyond my control.

   SD D N A SA

7. There is not much use in trying too hard to please people; if they like you, they like you, and if they don't like you, you can't do much to change the situation.

   SD D N A SA

8. My destiny depends mostly on the plans of others, who alter many of my decisions.

   SD D N A SA

9. Getting a job or being promoted in a job depends on my being in the right place at the right time, not on my personal ability or personal communication skills.

   SD D N A SA
10. Many times I could describe myself as having little influence over the things that seem to happen to me or over the people in my life right now.

11. The future lies, before most people like a long ribbon that cannot be altered or shaped very easily but mostly just followed.

12. With people who just don't respond well to me, even if I try to pay more attention, listen better, and interact the best I can, my efforts don't work; the relationship seems already set and I can't seem to do much about it.

13. I've found that when I make choices to help or influence people, my decisions really do not change them—usually it's the circumstances and not what I say or do.

14. I wish I could take more control over the direction of my life, but people, groups, and circumstances regulate me too much.

15. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

16. The way I see it, I can try to communicate and interact, but I'm finding that changing my circumstances is not very likely.

17. In reality, I tend to think and do things the way my family does things.

18. I often think that few of us have a control or predetermined purpose that we understand clearly.

19. My culture, friends, and circumstances usually direct and influence me more than anything else.

20. What is going to happen will happen, regardless of what I say or do.
Appendix D:
Corning Needs Assessment
INTRODUCTION:

With the vast majority of our current workforce eligible to work until at least the year 2000... thus the title Workforce 2000... we are very interested in ensuring our employees have the necessary training to perform their work, both now and in the years to come.

To meet this objective, we need your help to complete a Training Needs Assessment. While we will conduct other surveys in the future, this one focuses on Basic Skills.

Please take a few minutes and read the GOAL under each question category, then answer the questions by circling your answers for both on-the-job and personal activities. We also encourage your written comments at the end of this survey. You do not need to sign your name as only your candid and honest answers will allow us to plan for our most needed types and levels of training.

Thanks in advance for helping us help our plant have a World Class Workforce.
## WORKPLACE 2000

**Corning - Harrodsburg**

### TRAINING NEEDS ASSESSMENT

Please circle your answers in Column #1 and #2 as they apply to you.

Column #1 - Personal Development

Would you be interested in training in this area for your personal improvement?

Column #2 - Job Related Training Needed

Do you need training in this area to improve your job skills?

### MATHEMATICS

**GOAL:**

Employees will be able to perform basic arithmetic functions, interpret and solve word problems, complete charts, develop and interpret graphs, use decimals, and use the metric system to measure, weigh, and convert metric measurements, and read and interpret data as required.

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<th>1 Personal</th>
<th>2 Job Related</th>
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<td>11</td>
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### READING SKILLS

**GOAL:**

Employees will be able to recognize, comprehend, and interpret all written materials necessary to carry out job responsibilities successfully.

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<tr>
<td>16</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<tr>
<td>17</td>
<td>Yes / No</td>
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### WRITING SKILLS

**GOAL:**

Employees will be able to use proper punctuation, spelling, and grammar to complete forms, routine paperwork, and special reports.

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<th>2 Job Related</th>
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<tr>
<td>18</td>
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<tr>
<td>19</td>
<td>Yes / No</td>
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<tr>
<td>20</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<td>21</td>
<td>Yes / No</td>
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</table>
### Writing Skills (continued)

<table>
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<tr>
<th>Skill</th>
<th>Personal</th>
<th>Job Related</th>
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</thead>
<tbody>
<tr>
<td>Technical writing; writing business letters, reports, and technical reports</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<tr>
<td>Typing on computer word processor</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<tr>
<td>Other writing skills (specify)</td>
<td>Yes / No</td>
<td>Yes / No</td>
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</table>

### Oral Communication Skills

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<thead>
<tr>
<th>Skill</th>
<th>Personal</th>
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<tbody>
<tr>
<td>Employees will interact verbally and nonverbally with individuals at all levels of the organization, maintain skills in the areas of active listening, give and receive instructions, discuss work job needs requirements, and perform as a team member</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<tr>
<td>Express yourself to others in group conversations, discussions, meetings, training, presentations</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<tr>
<td>Understand oral instructions or presentations, such as team meetings, note taking, etc.</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<tr>
<td>Chairing or leading group meetings</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<tr>
<td>Lead group or unstructured groups, or make presentations</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<tr>
<td>Expand and use vocabulary</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<tr>
<td>Other oral communication skills (specify)</td>
<td>Yes / No</td>
<td>Yes / No</td>
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</table>

### General Information

While we do not need you to sign your name, it will be most helpful to have certain basic information about our survey participants.

#### Member of What Payroll
- [ ] Administrative & Technical
- [ ] Management & Professional
- [ ] Production & Maintenance

#### Current Level of Education
- [ ] GED Diploma
- [ ] High School Graduate
- [ ] Neither GED or High School
- [ ] College Degree
- [ ] Bachelor Degree
- [ ] Above Bachelor Degree
- [ ] Some College - Not Graduated

#### Work Schedule
- [ ] Rotating shifts
- [ ] Day worker
- [ ] Other schedule (specify)

#### Other Comments

---

**Thank you for your help on this survey.**
Appendix E:
DACUM Competency Profiles
COMPETENCY PROFILE OF
PLATER

Produced by:

Southcentral Kentucky Workforce 2000
238 Bowling Green Road
Scottsville, Kentucky 42164
Telephone (502) 237-4406

A program funded by the Kentucky Cabinet for Workforce Development
<table>
<thead>
<tr>
<th>Clean Cylinders</th>
<th>Calculate Running Time</th>
<th>De-Chrome Cylinders</th>
<th>Strip Cylinder</th>
<th>Copper Plate Cylinder</th>
<th>Copper-Polish Cylinders</th>
<th>Polish Master Cylinders</th>
<th>Chrome Plate Cylinders</th>
<th>Chrome Polish Cylinder</th>
<th>Perform House-keeping</th>
<th>Perform Chemical Maintenance</th>
<th>Transport Cylinders</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1 Remove Cylinder from Cart</td>
<td>B-1 Measure cylinder diameter</td>
<td>C-1 Put correct ends on cylinders</td>
<td>D-1 Hoist Cylinder Off Cart</td>
<td>E-1 Check water level of copper</td>
<td>F-1 Mount polishing stone on plate</td>
<td>G-1 Prepare Polish Master to Receive Cylinder</td>
<td>H-1 Check water level of chrome</td>
<td>I-1 Mount polishing stone on place</td>
<td>J-1 Clean Plating Equipment</td>
<td>K-1 Check/Add chemical levels in chrome tanks</td>
<td>L-1 Move cylinder cart to loading bay</td>
</tr>
<tr>
<td>A-2 Hoist cylinder into cleaning station</td>
<td>B-2 Compute measurement from standard to metric</td>
<td>C-2 Put Cylinder into Chrome Tank</td>
<td>D-2 Remove ink from cylinder ends</td>
<td>E-2 Check Temperature of copper solution</td>
<td>F-2 Place cylinder into copper polisher</td>
<td>G-2 Place Cylinder in Polish Master</td>
<td>H-2 Check temperature of cylinder solution</td>
<td>I-2 Place cylinder into chrome polisher</td>
<td>J-2 Clean plating floor</td>
<td>K-2 Check/Add chemical levels in chrome tanks</td>
<td></td>
</tr>
<tr>
<td>A-3 Rotate the cylinder</td>
<td>B-3 Record information to log sheet</td>
<td>C-3 Rotate the Cylinder</td>
<td>D-3 Place cylinder into stripping station</td>
<td>E-3 Place cylinder in copper plating tank</td>
<td>F-3 Input cylinder data into polisher interface</td>
<td>G-3 Measure cylinder with air gauge</td>
<td>H-3 Place cylinder on cylinder table</td>
<td>I-3 Input cylinder data into polisher interface</td>
<td>J-3 Wash plating walls</td>
<td>K-3 Check/Add chemical levels in De-Chrome tanks</td>
<td></td>
</tr>
<tr>
<td>A-4 Remove ink from cylinders</td>
<td>B-4 Enter amp hours into copper tank</td>
<td>C-4 Start De-Chrome Process</td>
<td>D-4 Remove ballard shell from cylinder</td>
<td>E-4 Prepare ballard shell process</td>
<td>F-4 Rotate the cylinder</td>
<td>G-4 Mill Cylinder ends</td>
<td>H-4 Inspect cylinder before chroming</td>
<td>I-4 Rotate cylinder</td>
<td>J-4 De-Chrome plating tables</td>
<td>K-4 Change chemical filters in copper tanks</td>
<td></td>
</tr>
<tr>
<td>A-5 Place cylinder on Table</td>
<td>D-5 Dispose of ballard shell into scrap box</td>
<td>C-5 Prepare Cylinder for Copper Plating</td>
<td>D-6 Place cylinder into 3 meter combination station</td>
<td>E-5 Apply parting solution to cylinder</td>
<td>F-5 Belt-Sand cylinder ends</td>
<td>G-5 Enter Desired cut size into polish master keypad</td>
<td>H-5 Place Correct adapters on cylinder ends</td>
<td>I-5 Start polisher in automatic mode</td>
<td>J-5 Clean acid storage room</td>
<td>K-5 Store chemicals in acid storage room</td>
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<tr>
<td>E-6 Start copper plating process</td>
<td>F-6 Start Polisher in Automatic Mode</td>
<td>G-6 Rough cut cylinder</td>
<td>H-6 Place cylinder in combination station</td>
<td>I-6 Place polished cylinder into cart</td>
<td>J-6 Paint plating equipment</td>
<td>K-6 Dispose of chemicals in waste treatment facility</td>
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<td>E-7</td>
<td>Check the heater position</td>
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<td>E-8</td>
<td>Check anode position (on copper tank)</td>
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<td>E-9</td>
<td>Remove cylinder from copper plating tank(s)</td>
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<td>E-10</td>
<td>Inspect cylinder specs (E)</td>
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<td>E-11</td>
<td>Add copper nuggets to copper tank (E)</td>
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<td>F-7</td>
<td>Apply polishing agent to cylinder (B) (A)</td>
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<td>F-8</td>
<td>Place Polished Cylinder onto Cart (B) (M)</td>
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<td>F-9</td>
<td>Inspect cylinder for specifications (B) (M)</td>
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<td>F-10</td>
<td>Log cylinder information onto log sheets (B) (M)</td>
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<td>G-7</td>
<td>Fine cut cylinder face *</td>
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<td>G-8</td>
<td>Inspect cylinder for specifications</td>
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<td>G-9</td>
<td>Place Cylinder on cart</td>
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<td>G-10</td>
<td>Log cylinder specs into log book/sticker</td>
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<td>Empty polish master vacuum</td>
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<td>H-7</td>
<td>Prepare cylinder for chroming (E)</td>
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<td>H-8</td>
<td>Place cylinder in chrome tank (E)</td>
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<td>H-9</td>
<td>Start automatic mode (E)</td>
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<td>H-10</td>
<td>Check anode level (B)</td>
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<td>H-11</td>
<td>Remove Cylinder from tank(s) (E)</td>
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<td>H-12</td>
<td>Inspect chromed cylinder face (E)</td>
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<td>Inspect cylinder for specifications (E)</td>
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<td>I-8</td>
<td>Log cylinder information on log sheets (E)</td>
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<tr>
<td>J-7</td>
<td>Obtain supplies and materials</td>
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<tr>
<td>K-7</td>
<td>Mix chemicals in plating tank</td>
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</table>
Worker Behavior

- Good Personal Hygiene
- Sense of Humor
- Reliability
- Independent
- Truthful
- Works Well With Others
- Team Player
- Good Communicator
- Responsible
- Patient

Panel Members

- Jo Linda Humphrey
  Brown Printing
  Franklin, KY

- Mike Jones
  Brown Printing
  Franklin, KY

- David J. Oliver
  Brown Printing
  Franklin, KY

- Jeff Pitchford
  Brown Printing
  Franklin, KY

- Tim Uhls
  Brown Printing
  Franklin, KY

DACUM Facilitator

Dana Cosby

Knowledge and Skills

- Metric System
- Chemical Skills
- Basic Math
- Reading Comprehension
- Writing
- Keyboarding
- Mechanical Ability
- Record-Keeping
- Decision-Making

Tools and Equipment

- Belt Sander
- Files
- Roto-Dur
- Micrometers
- Diginess
- Scrapers
- Surtronic
- Pumps
- Water Hoses
- Buffer
- Rubber Hammer
- Impact Wrench
- Copper
- Filters
- Cutting Diamonds
COMPETENCY PROFILE OF SHIPPING and RECEIVING

Produced by:

Southcentral Kentucky Workforce 2000
238 Bowling Green Road
Scottsville, Kentucky 42164
Telephone (502) 237-4406

A program funded by the Kentucky Cabinet for Workforce Development
## Duties

**A. Handle Rolls**

- **A-1** Prepare railcar/trailer for unloading
- **A-2** Unload rolls from railcar/trailer
- **A-3** Inspect rolls for damage
- **A-4** Complete roll reports
- **A-5** Store rolls
- **A-6** Remove paper from completed jobs

**B. Handle Pallets**

- **B-1** Inspect incoming pallets
- **B-2** Perform inventory of pallets
- **B-3** Obtain pallets from outside storage
- **B-4** Weigh empty pallets
- **B-5** Deliver skids to press
- **B-6** Sort pallets

**C. Handle Product**

- **C-1** Check scales
- **C-2** Deliver product to scales
- **C-3** Pull samples for quality check
- **C-4** Update board
- **C-5** Enter info onto DCT
- **C-6** Assemble tops

**D. Monitor Equipment**

- **D-1** Monitor wrapper
- **D-2** Monitor strapper
- **D-3** Monitor balers

**E. Maintain Equipment**

- **E-1** Check oil in equipment
- **E-2** Blow-off dust from balers
- **E-3** Maintain scraper
- **E-4** Replace strap and metal binding
- **E-5** Replace wrap in wrapper
- **E-6** Fill propane tanks

**F. Perform System Operator Duties**

- **F-1** Make bays
- **F-2** Assign bays
- **F-3** Supply timeline with
- **F-4** Supply press with materials
- **F-5** Order stock from outside whse.
- **F-6** Process incoming product

**G. Interface with other Departments**

- **G-1** Deliver supplies to prep set
- **G-2** Assist handwork
- **G-3** Order repair boards
- **G-4** Perform messenger services

**H. Maintain Waste Control**

- **H-1** Perform inventory of bales
- **H-2** Operate baler
- **H-3** Store bales
- **H-4** Load bales on trailers/rail cars
- **H-5** Replace dust bags
- **H-6** Complete baler room report

**I. Perform Housekeeping Duties**

- **I-1** Clean bays
- **I-2** Maintain clean work area
- **I-3** Blow-out scales
- **I-4** Remove press waste
- **I-5** Tape rolls
- **I-6** Load cardboard trailer
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</thead>
<tbody>
<tr>
<td>B-7 Repair Damaged Pallets</td>
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<td>B-8 Load out Non-Repairable Pallets</td>
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<td>C-7 Package Product</td>
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<td>C-8 Return Rejected Skid</td>
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<td>C-9 Store Packaged Skids</td>
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<td>C-10 Stage Load for Shipment</td>
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<td>C-11 Load Skids into Truck/Rail by Drop</td>
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<td>C-12 Make Manifest for Outside Storage</td>
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<td>C-13 Report Emptied Bays to System Operator</td>
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<td>E-7 Clean out Ram in Baler</td>
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<td>E-8 Clean out inserters</td>
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<td>E-9 Clean out dump plate on baler</td>
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<td>E-10 Tie Baler Manually</td>
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<td>E-11 Insert Wires into Balers</td>
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<td>E-12 Clean out Ram on Compactor</td>
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<td>E-13 Clean the pits</td>
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<td>E-14 Replace Wire on Baler</td>
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<td>F-7 Locate Lost Product</td>
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<td>F-8 Generate Computer Reports</td>
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<td>F-9 Delete Shipped / Used Product from System</td>
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<td>F-10 Audit Bays</td>
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Worker Behavior

Cool Tempered
Reliable
Good Attitude
Flexible
Dependable
Easy-going
Good Memory
Sense of humor
Tolerant
Safety-minded
Tolerant
Forgiving
Decision-Maker
Works Well under Stress
Good personal hygiene
Punctual
Truthful
Team Player
Positive

Tools, Equipment, Supplies, Materials

Tow Motor
Clamp Truck
Track Mobile
Digital Scales
Hand Binder
Wrapper
Strapper
Camera
Computer
Baler
Sanders
Nail Gun
Portable Dock Plate
Sledge Hammer
Pry Bar
Bolt Cutters
Band Cutters
Wire Cutters
Tape Guns
Banding Carts
Sissors
Stapler
Sweeper
Van & Car
Fan
Utility Knife
Calculator
Flash Light
Rake
Com Scoop
Skids
Cardboard Tops
Wooden Tops
Plastic Bands
Metal Bands
Shrink Wrap
Stretch Wrap
Stitcher Wire
Postal Skids
Mail Bags
Propane
Cages
Rolls of Paper
Plastic Sheets
Broom, Dustpan
Airhoses

Staples
Paper
Ink Pens
Markers
Baler Wire
Dust Bag
Plastic Wrap
Hand Lotion
Safety Glasses
Gloves
DOA Stickers
Tape Measure
Printing Ribbons
Film
Load Tickets
Water
Tapes
Strapping
Oil
Repair Board
Silicone
Shop Towels
Chocks
Ear Plugs
Cup Boards
Kleenex
Dust Mask
Sandding Discs
Nails
Metal Bands
Seals

Knowledge & Skills

Basic Math
Measurements
Reading Skills
Writing Skills
Problem-Solving Ability
Priority Setting Skills
Logic

DACUM Facilitator

Dana Cosby Thomas, Director
Southcentral Kentucky Workforce 2000

Tools, Equipment, Supplies, Materials

DACUM Panel

Paul Bazzell
Brown Printing
Franklin, KY

Eddie Uhls
Brown Printing
Franklin, KY

Gary Roberts
Brown Printing
Franklin, KY

James Pickerton
Brown Printing
Franklin, KY

David Bayles
Brown Printing
Franklin, KY

Steve Markham
Brown Printing
Franklin, KY
An entry level employee at our plant must possess the following communication skills to be effective . . .

- Perform Telecommunication Functions
- Enter Data into Computer Terminals
- Answer/Place Telephone Calls to other Departments
- Page other employees for assistance
- Demonstrate Effective Verbal Communication Skills
  - Request Information from others
  - Explain Information/Ideas to Others
  - Provide/Receive Feedback to/from Supervisors
  - Interpret/Display Non-verbal Behavior
- Utilize Written Communication Processes
  - Prepare Production Reports
  - Read SPI for details/information
  - Look up info. in manuals & resource books
  - Read/Comprehend Personnel Policies & Procedures

Kendall-Polyken Plant Group One
September 1994
An entry level employee at our plant must possess the following communication skills to be effective . . .

Practice Effective Oral Communication
Share information between employees
Ask questions for clarity during instructions
Express problems to supervisors
Interpret non-verbal signals
Give and Receive Feedback

Practice Effective Listening Skills
Comprehend Verbal Instructions
Ask questions for clarity during instructions
Order Tasks/Prioritize via directions

Kendall-Polyken Plant Group Two
September 1994
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