


Appendix G

Westinghouse Corporation's Andragogical Executive Forum



One afternoon some time ago, I received a phone call from A.J. (Bud) Murphy in Pittsburgh. Bud was then director of Executive Course Development for Westinghouse Electric Corporation, and he explained that he had received instructions from "upstairs" (the corporate policy committee) to develop a course for new and near-term general managers. He underlined the urgency of the request by sharing with me the fact that top management was concerned about the ratio of general manager replacements due to poor performance and the non-availability of trained general manager candidates. But Bud was feeling special pressure because the committee had specified that the new course must be different from and better than any existing management development models, and that it must be tailored to developing *Westinghouse* managers.

Bud explained that the reason he was calling me was that he had heard me make a presentation on andragogy at the national convention of the American Society for Training and Development a couple of years earlier, and he wanted to explore the possibility of adapting this model to Westinghouse's specifications. We made a date for him and one of his associates to come down to Raleigh for a day. Our discussion on that day led to our setting up a meeting in Pittsburgh with a group of associates from the corporate staff and the policy committee a month later.

We agreed that the starting point would be to ask Westinghouse top management (with the help of their executive vice-presidents and general managers) to develop a list of the essential competencies required to per-

form the role of Westinghouse general manager. They generated a list of 123 items which were grouped into six traditional areas: marketing, engineering, manufacturing, finance, personnel and general management. Then, six task forces were established, one for each of the functional areas. Each task force was chaired by an experienced and successful senior general manager, and consisted of five general managers, an executive vice-president as adviser, one or more staff specialists as resources, and an assigned writer to record and report task force deliberations. The task forces were to determine *what* and *how much* a general manager needs to know in the specific functional areas.

While the task force meetings continued, I met with Westinghouse management to discuss in greater depth the ramifications of the adult education process and how it might be used in the Westinghouse program. It was recognized that the outputs of the six task forces would be the basic material from which the course would be fashioned.

The following assumptions were developed in keeping with the reality of the Westinghouse situation and congruent with the concepts of adult learning underlying the andragogical model: (1) all participants would be in the course because they had demonstrated they were high achievers, experienced decision-makers, smart operators, and self-starters; (2) each participant had been more exposed to and experienced in certain areas of general management than others; (3) each participant, therefore, would need strengthening in some areas of competence more than in others; and (4) most useful to the participants would be a supportive environment and a set of resources for helping them assess their own needs and plan a program of continuing self-development (rather than a prescribed course of instruction).

It was further agreed that the purpose of a management development program should be to help new general managers and high potential managers develop the competencies required for performing their role in general management, and that the program must be built around the modelling of the required competencies. Another early decision was that such modelling could best be done by successful Westinghouse managers who could share with the participants their managerial experience, know-how, philosophy, attitudes, sense of values, and priorities (their competencies). Thus, by virtue of participation by the general management in the entire process—determining course content, making presentations, and participating in the program—the course was from the beginning recognized within the corporation as one “from general managers, by general managers, for general managers.”

Because of the functional orientation of the task forces, their outputs (except for the general management task force) were, for the most part, too detailed and combersome. They tended to describe competencies re-

quired of specialists in the respective categories, rather than competencies for general managers. Thus, after the task forces had completed their work the course developers faced the challenge of refining the task force outputs into a model of the functions uniquely involved in performing the role of general manager.

The planning group then organized these required functions into performance-related sets and constructed a “learning unit module” (LUM) for each set. The LUMs served as stepping stones between the functional requirements listed by the task forces and the development of competencies. Examples of learning module units are given at the end of this appendix.

The planning group next designed a three-week residential “course” (later named the “Executive Forum”). Since I was unable to free my teaching schedule for the amount of time this undertaking would require, one of my former students at Boston University, John Ingalls, was recruited to fill in for me. The framework for this course included assumptions about adult learning (see Table G-1 for “Implications of Learning Theory”) and assumptions about the management process as involving:

1. Probing the details to accumulate relevant experience and information.
2. Getting the “big picture” and developing strategic plans, goals, and objectives.
3. Pervading the plans down through the organization.
4. Measuring how the business is doing and modifying to correct, if necessary.

It was clearly a results-oriented course, since the manager is measured by the results achieved, not his or her ability to pass multiple-choice tests.

Finally, the LUMs were grouped into four competency-development units: (1) organizational understanding, (2) mission and planning, (3) people management, and (4) operations (including measurement and control). Almost one hundred Westinghouse executives were recruited to serve as resources for these units, and they were assembled for a one-day orientation seminar to make certain that they understood how to perform the role of resources to self-directed learners. Then the basic design of the course was pretested with twenty-four potential general managers. The basic design included these elements:

1. Some pre-course reading assignments in selected management books sent to participants.
2. A pre-assessment exercise engaged in by the participants prior to the course, in which each participant rated each competency on a

Table G-1
Characteristics and Implications of Adult Learning Theory

There are a number of implications contained in the learning theory utilized in the Executive Course that flow from the identified characteristics of adult learners. These characteristics and their implications have been developed by Malcolm S. Knowles.

Characteristics of Adult Learners	Implications for Adult Learning	Implications For Presentors
<p>Self Concept: The adult learner sees himself as capable of self-direction and desires others to see him the same way. In fact, one definition of maturity is the capacity to be self-directing.</p>	<ul style="list-style-type: none"> ● A climate of openness and respect is helpful in identifying what the learners want and need to learn. ● Adults enjoy planning and carrying out their own learning exercises. ● Adults need to be involved in evaluating their own progress toward self-chosen goals. 	<p>Presentors recognize participants as self-directing . . . and treat them accordingly.</p> <p>The presentor is a learning reference for the participants rather than a traditional instructor; presentors are, therefore, encouraged to "tell it like it is" and stress "how I do it" rather than tell participants what they should do.</p> <p>The presentor avoids "talking down" to participants who are experienced decision-makers and self-starters. The presentor instead tries to meet the participants' needs.</p>
<p>Experience: Adults bring a lifetime of experience to the learning situation. Youths tend to regard experience as something that has happened to them, while to an adult, his experience is him. The adult defines who he is in terms of his experience.</p>	<ul style="list-style-type: none"> ● Less use is made of transmittal techniques; more of experiential techniques. ● Discovery of how to learn from experience is key to self-actualization. 	<p>As the adult is his experience, failure to utilize the experience of the adult learner is equivalent to rejecting him as a person.</p>
<p>Readiness-to-Learn: Adult developmental tasks increasingly move toward social and occupational role competence and away from the more physical developmental tasks of childhood.</p>	<ul style="list-style-type: none"> ● Mistakes are opportunities for learning. ● To reject adult experience is to reject the adult. ● Adults need opportunities to identify the competency requirements of their occupational and social roles. ● Adult readiness-to-learn and teachable moments peak at those points where a learning opportunity is coordinated with a recognition of the need-to-know. ● Adults can best identify their own readiness-to-learn and teachable moments. 	<p>Learning occurs through helping participants with the identification of gaps in the learner's knowledge.</p> <p>No questions are "stupid"; all questions are "opportunities" for learning.</p>
<p>A problem-centered time perspective: Youth thinks of education as the accumulation of knowledge for use in the future. Adults tend to think of learning as a way to be more effective in problem solving today.</p>	<ul style="list-style-type: none"> ● Adult education needs to be problem-centered rather than theoretically oriented. ● Formal curriculum development is less valuable than finding out what the learners need to learn. ● Adults need the opportunity to apply and try out learning quickly. 	<p>The primary emphasis in the course is on students learning rather than on teachers teaching.</p> <p>Involvement in such things as problems to be solved, case histories, and critical incidents generally offer greater learning opportunity for adults than "talking to" them.</p>

- nine-point scale from "I don't know what I need to know" at one end to "I know all I need to know" at the other end.
3. One day of orientation, including (a) introduction to the assumptions on which the course is based, (b) explanation of the plan of work, (c) organization of work groups of six persons each, and (d) a group-building exercise.
 4. Four content units: (a) organizational understanding, 4 days; (b) mission and planning, 3 days; (c) people management, 4 days; and (d) division operations—measurement and control, 4½ days. Each content unit consisted of presentations by corporation executives followed by group discussions, small group exercises, case problems, role playing, business games, and other learning experiences. During each unit participants diagnosed their competency-development needs and ended up with a "Continuing Personal Development Plan" for the competencies in that unit.
 5. A half-day closing session which included reviewing and refining the total Continuing Personal Development Plan (see Table H-2 for an example), arranging times and places for geographical cluster-groups to meet for follow-up clinics, and evaluation of the course by work-groups.
 6. A post-course assessment asking participants to rate themselves on the same competencies on which they rated themselves pre-course.
 7. A follow-up survey of participants in which they were asked to respond to the question, "Since attending the Executive Course, what are the two most significant improvements or changes in your managerial skill and/or knowledge?"

As a result of data obtained from participant evaluations, changes were made in the schedules and activities of subsequent sessions of the Executive Forum, but the basic design has held up, with two exceptions: (1) the pre-assessment and post-course diagnostic exercise have been eliminated and (2) the original workbook statements of competencies has been eliminated in favor of having participants make their own list of needed competencies as a part of their work in the four content units.

The evaluation of the Forum by the participants has been highly positive with such phrases as "outstanding course," "the best course I ever attended," "a unique experience," and "absolutely superior," being repeated consistently in the group reports. But the most convincing evidence of the payoff of this approach comes from the post-evaluation reports of changes in what they are actually doing on the job, of which the following are but a small sample:

I am involving my key management personnel more frequently in those decisions determining the right strategy, not just those decisions involving tac-

Table G-2
Continuing Personal Development Plan

for John Doe	Sources/Resources	Strategies and Time Frame	Date	Evidence of Attainment
Time Management	Read Peter Drucker's <i>The Effective Executive</i> again.	During the month of January, I will maintain a personal log to determine how I allocate my time.		I will review this log, establish priorities and goals, and then one month hence, repeat the sequence and determine my progress.
Financial Statements	Curt Marquard and Jack Simons	To get a better understanding of financial statements, I plan to have extended monthly reviews of specific statements with my staff. We currently review statements, but not to the depth I believe we should. Each member of my staff will improve our team effectiveness. This will be conducted in lieu of one general staff meeting once a month.		Identification of problem areas and the development of strategies for correction. The follow through will determine the attainment.
Market	Nick Beldecos and Bill Hayward	Schedule discussions with Bill Hayward to learn more about the power generation market specifically and in addition, get a better understanding of the international market. Also, discuss my personal development plans in this area with Nick Beldecos and request he give me greater exposure through the vehicle of meetings, trips, etc. in the marketing area.		When I develop a better understanding, my contribution to the business plan will improve.

(table continued on next page)

Table G-2. Continued
Continuing Personal Development Plan

for John Doe	Date	Sources/Resources	Strategies and Time Frame	Evidence of Attainment
Interunit Business		Al Cleveland, Bob Simmers, John Harrington and Nick Beldecos	Develop an interunit business mission, something we don't have at this time. This will be complete by year-end. In addition, the present organization is sales oriented instead of marketing. I intend to create a marketing manager position that probably will be filled from outside the division.	Increase market share of interunit business on a competitive basis. The corporation would also benefit because this keeps cash within Westinghouse.
Outlying Plants Irwin-Linhart-Copper Mill		Carroll Sinclair, Steve Miletic, and Bud Murphy	Establish a task force to study the viability of these plants. The task force has been formed and is chaired by Rod Peckham. The study will begin with the Irwin plant and a final report will be issued. Linhart and Copper Mill studies will come later.	The study will give direction on the continuance of the business.

tics. . . . It is now becoming much easier to delegate decisions to functional management.

An objective established during the course was to improve communications with employees. Since the course, I have visited all office locations, spending at least one day in each reviewing our business objectives and planning strategy. Believe this will contribute more to team effort.

I employ more participative management and found it to be much more effective. I also found that the class members are a great source of information.

Have been able to focus more intently on major objectives by allocating more time to planning.

I have started a process of contingency planning which has not existed in the operation.

Increased accounting knowledge most helpful, particularly in understanding where my controller has "honey pots" set up and the importance of the balance sheet accounts. Our records in investment amounts has improved considerably.

The course showed me that I was deficient in understanding the controller function. This has prompted me to take a new interest in things financial. I have developed some simple models for financial and other types of forecasting that have improved my visibility and understanding of my business.

I have been somewhat more effective in controlling the use of my own time both on and off the job. However, I still have a long way to go on this effort.

I have become more conscious of effective time utilization . . . using the tools of better scheduling and more effective planning and control of meeting agendas I feel that I am making better use of my time as well as improving the time utilization of my staff.

I find the biggest single factor to be ability to utilize the class as a resource for background, experience, personnel matters, problem solving—in short, a reliable group of consultants on a full spectrum of business matters.

In some ways perhaps the most impactful outcomes of the Executive Forum have come from the fact that more than 100 executives of the corporation have been involved as faculty resource people, thus enabling potential managers to come into personal contact with the company's leadership and building a sense of identity and a spirit of cohesiveness. But there have been several reports, too, of evidence of a better understanding by management of the role and process of training—and increased support of it.

Perhaps the spirit of the Executive Forum can best be summarized by these remarks made by a corporate executive in opening the eighth Forum:

Welcome to Westinghouse Executive Forum Eight!

This three-week session used to be called the Executive Course, but we think it is more appropriate to call it the Executive Forum.

If you think about what a "forum" is, I think you will agree. A forum is defined as a meeting for open discussion. That's what goes on during these three weeks—open discussions with about 100 Westinghouse managers.

Why are you here? What do you expect to get out of the Forum? Well, that's pretty much up to you.

There's no material to learn. There are no lessons assigned. It's not necessary to take a lot of notes, because the Forum doesn't require you to remember a lot of details. There are no tests. No one is checking up on you to see if you do well. You're on your own!

During the three weeks you will have an opportunity to find out what's going on in Westinghouse and get some ideas on how you might be a more effective manager in Westinghouse.

You will be able to do this because you are exposed to some 100 successful Westinghouse general managers. They will be sharing with you their experience, know-how, their philosophies, their attitudes, their sense of values, their priorities.

These 100 managers are your faculty. But don't expect them to be teachers and lecturers—in the usual sense. Remember, they are primarily successful managers coming out here to share with you what they *do*, to talk with you about how they manage. They are resources.

During the three weeks you will have lots of opportunities to ask questions. In fact, the success of the Forum depends, to a large degree, on your asking questions.

I would encourage you to get involved in exchanging ideas. Talking with the faculty. Asking questions. Exchanging experiences. Remember! The Forum is a meeting for open discussion. The presenters expect interaction.

Because the Forum is designed to improve managerial performance, you are going to find a heavy emphasis on competencies. If you check the dictionary you will find the word "competent" defined as "having requisite ability or qualities . . . qualified or capable . . . able, fit."

During the three weeks you will have an opportunity to check out the abilities and qualifications of a lot of different general managers. Bob Kirby and the members of the management committee, all the executive vice-presidents, the corporate resources vice-presidents, line vice-presidents and business unit managers division general managers . . . about 100 of them in all.

You will be exposed to their experiences, knowledge, philosophies, management styles, attitudes, values, and priorities. In short, you will be exposed to their competencies.

Throughout the Forum you will be comparing your experience and knowledge, your skills and abilities, your philosophy, your management style, your attitudes, values and priorities with what the faculty shares with you during the three weeks. *You* will be evaluating *your* competencies, in comparison with *their* competencies.

You will be able to pick out some things you need to learn more about . . . or need to learn to do . . . or perhaps some things you need to learn to do better.

The difference between where you are and where somebody on the faculty is might be thought of as a gap . . . a gap that you discover. During the three weeks you will have many opportunities to identify gaps. You will have to decide which gaps you want to close and how you might go about doing it. What kind of priorities are you going to set on whatever you decide you need to do?

The key to keeping the Forum in perspective is to continually ask yourself "What do I need to do to improve my managerial effectiveness . . . based on what I'm exposed to at the Forum?"

When you get back on the job, what are you going to do better? What are you going to do differently? What are you going to try that's new? That's where the payoff comes. In what you do *after* the Forum is over.

During the three weeks you will be working together in small groups . . . seven managers to a group.

In your groups you will be analyzing . . . sharing ideas and experiences . . . discussing what has been talked about during the Forum . . . evaluating what you have heard and seen . . . making some decisions as a group, making some decisions as individuals.

This is where the Forum really becomes a Forum, in the open discussion you have in your groups.

Each small group is a heterogeneous mix . . . of experience . . . of expertise . . . of skills . . . knowledge . . . and learning needs.

You are sitting in your small groups this afternoon. This is your group for the three weeks.

I hope you will look upon this Forum as a great opportunity. There is nothing like this being done by any other company. We are convinced this is the way to help managers be better managers.

You are here because you are self-starters, decision makers, doers, achievers, action oriented. You are self-directing and competent.

You have a three-week opportunity to interact . . . with the faculty . . . among yourselves.

Any evaluation of the success of the Forum will be based on two things: one is how well you take advantage of the Forum to get what you need and want, and the other is your back-home application of what you get out of this Forum and what you do back home to close some of the competency gaps which you might discover during the three weeks.

Module I—General Management Comprehension

Organizational Structures

Question: How are we organized and are we organized effectively for the task we have to accomplish?

Areas for Consideration:

1. Centralization/decentralization
2. Decentralized corporation with central policy control
3. Alternative models of division organization
4. Line and staff (solid and dotted lines)
5. Multi-product and/or multi-plant divisions
6. Matrix models and functional structures
7. Project teams and task forces
8. Jobs—the functional elements of organizational structures

Organizational Roles

Question: What are the roles played by various individuals with whom the general manager comes in contact? What is the general manager's role?

Areas for Consideration: The roles of individuals within Westinghouse.

1. Board members
2. The chairman and vice-chairman
3. Members of the management committee
4. Corporate staff members
5. Group executives and group staff
6. Controllers' organization
7. Functional representatives (marketing, manufacturing, etc.)
8. Line and staff roles

Question: Do various role incumbents hold conflicting expectations with regard to the role of the general manager?

Areas for Consideration:

1. Responsibility for strategic planning
2. Limits of authority/contracts management
3. Personal management style
4. Financial prerogatives/limits
5. Delegating . . . to whom, what and how
6. Responding and/or reacting to crises
7. Clarification of subordinate roles
8. Problem-finding and problem solving
9. Levels of participation in decision making
10. Role clarification with the boss

Organizational Relationships

Question: What are the appropriate relationships for the general manager to develop in order to perform successfully?

Areas for Consideration:

1. With his boss
2. With subordinates and division functional organizations
3. With those at higher organization levels
4. With peers
5. With the controller's organization
6. With members of other organizational components outside the division
7. Competition and collaboration
8. Coaching, counselling, questioning, and communicating

Operating Effectiveness

Question: What is required to ensure effective divisional operation?

Areas for Consideration:

1. Direction, motivation and control
2. Conflict resolution
3. Formulating goals and objectives
4. Coordinating different operating methodologies and management styles
5. Developing subordinates—handling successes and failures

Organizational Dynamics

Question: How do the various segments and organizational components of Westinghouse interact to operate effectively and ensure forward movement and profitability?

Areas for Consideration:

1. Corporate strategy—how formed and by whom
2. The function and purpose of corporate policy
3. Administrative policy “rules of the club” and directive policy, charter limitations on resources, variations of emphasis, etc.
4. Policy constraint on degrees of freedom
5. Relation between business unit strategy and corporate strategy
6. Policy guidelines to “steer” business units
7. Dialogue between corporate management and business unit management—varying breadth of perspective and varying amounts of detailed information
8. Business unit “strategy” and corporate “tactics”
9. Profit planning and strategic planning
10. Forecasting and corporate expectations
11. Review, approval, and early warning on emerging problems

Module II—Manufacturing

Alternative Forms of Manufacturing Organization

Question: How does the general manager assess what kinds of manufacturing organization is most effective to meet the requirements of his business?

Areas of Consideration:

1. The functional management organization
2. The unit management concept
3. The project management organization
4. The relationship between organization structure and (a) management and employee attitudes, (b) past practice work habits and labor history, and (c) cultural norms and relationships in the area

Module III—Personnel Relations

Functional Structure of a Staff Organization

Question: What must a general manager know about the functional areas of personnel administration?

Areas for Consideration:

1. People relations
2. Employment
3. People compensation
4. Employee benefits and services
5. Training and development
6. Labor relations
7. Safety
8. Plant security
9. Communications
10. Community relations

Roles and Responsibilities of Personnel Relations Specialists

Question: How does the general manager assess the role and responsibility of the personnel relations specialists in supporting the line organizations and maintaining consistent corporate personnel policy and practice?

Areas for Consideration:

1. Grievance handling
2. Equity in classification and compensation
3. Implementation of performance appraisal
4. Staff development and training
5. Safety and OSHA
6. Equal employment—affirmative action
7. Community relations and pressure groups

Government Regulations and Enforcement—External Personnel System

Question: What guidance and support does the general manager require from personnel relations specialists to maintain effective compliance with federal and state regulations?

Areas for Consideration:

1. Notifications of noncompliance
2. Budding relationships with enforcement agencies
3. Internal communication and understanding of nature, scope, and impact of regulatory requirements

Module IV—Finance

How the Finance Function Is Organized

Question: Is the financial organization structured to provide the general manager with the financial information he needs when he needs it?

Areas for Consideration:

1. Overview of the finance organization
2. Roles and responsibilities of:
 - a. Group controller
 - b. Director of financial policies and procedures
 - c. Audit group
 - d. Legal department
 - e. Treasury department
 - f. Corporate business planning department
3. The financial aspects of
 - a. R&D
 - b. Personnel and administration
 - c. Strategic and production resources

Integration of Corporate and Divisional Financial Organizations

Question: What does the general manager need to know about the relationship between corporate and divisional financial organizations?

Areas for Consideration:

1. Corporate and divisional responsibilities
2. Formulation of financial plans and objectives
3. Internal and external monitoring of financial performance

Module V—Engineering

Engineering Is a "Black Box"

Question: How must a general manager approach the engineering organization and analyze it in order to (a) discover its true value and performance and (b) uncover hidden opportunity for increased sales and profits?

Areas for Consideration:

1. The transition from engineering manager to general manager
2. The general manager who is not an engineer
3. Engineering spoken here
4. The hidden solution in the unasked question
5. Internal and external solutions and discoveries

How Engineering "Fits" with Marketing and Manufacturing

Question: What can a general manager do to ensure "goodness of fit" between engineering, manufacturing, and marketing?

Areas for Consideration:

1. Optimization of functions leads to minimization of problems
2. The internal information flow and "backyard fences"
3. Engineering and marketing; a reciprocal relationship
4. Engineering and manufacturing; a supportive, and adoptive relationship
5. Product design "emerges" from the engineering-manufacturing-marketing "conversation"
6. The general manager's role; secret agent or trouble maker

Engineering Research and Development

Question: What can the general manager do to gain optional performance from the R&D efforts?

Areas for Consideration:

1. The R&D role
2. The difficult we do right now; the impossible will take a little while
3. When to call it off
4. Ivory tower and real world
5. How to get help from R&D

Module VI—Marketing

The Marketing and Sales Organization

Question: What does the general manager need to know to understand the marketing and sales organization?

Areas for Consideration:

1. Organizational structure and components
2. The marketing cycle: business planning, market planning, product planning and sales planning
3. Market research and analysis and market forecasting
4. The product planning organization
5. The pricing team
6. The sales organization
7. The marketing communications team