This product checklist, which is intended for businesspersons and/or labor representatives responsible for reviewing/selecting employee training materials, contains a series of questions to use in determining whether employee training products follow best practice and will meet the needs of specific firms and build the productive capacity of their employees. Section 1 explains the checklist's purpose, defines employee training, and presents an overview of the checklist's structure. Instructions for using the checklist are provided in section 2. The actual checklist, which is presented in section 3, includes an annotated listing of the key elements of each of the following steps in the development/implementation of employee training programs: program development, program preparation, curriculum development, instructional development, training staff preparation, program delivery, and training and program evaluation. A comparison chart that contains space to compare the merits of different training products is included in section 4. In section 5, employee training is discussed within the larger context of workforce and workplace change, and other products designed to help small and midsized companies effect change through employee training programs are listed. Section 6 includes a list of individuals serving on the National Workforce Assistance Collaborative's board and advisory groups. (MN)
EMPLOYED TRAINING PRODUCT CHECKLIST

National Alliance of Business
The National Workforce Assistance Collaborative builds the capacity of the service providers working with small and mid-sized companies to help businesses adopt high-performance work practices, become more competitive, and ultimately advance the well-being of their employees. The Collaborative was created with a $650,000 cooperative agreement grant from the U.S. Department of Labor to the National Alliance of Business. Current partners on the project include the Council for Adult and Experiential Learning, the Institute for the Study of Adult Literacy at The Pennsylvania State University, the Maryland Center for Quality and Productivity, and the National Labor-Management Association. The Collaborative provides assistance in four areas: employee training, labor-management relations, work restructuring, and workplace literacy. For more information, contact Cathy Stewart at the National Alliance of Business, phone: 202-289-2915, fax: 202/289-1303, or e-mail NWAC@NAB.COM.

Development and printing of this publication was funded under Grant Number F-4357-3-00-80-60 by the U.S. Department of Labor. Opinions expressed in this publication do not necessarily represent the official policy of the U.S. Department of Labor.

© 1995 National Alliance of Business

All Rights Reserved.

R5589

To order additional copies, contact:
National Alliance of Business
Distribution
P.O. Box 501
Annapolis Junction, MD 20702
Phone: 800/787-7788
Fax: 301/206-9789
E-mail: INFO@NAB.COM
EMPLOYEE TRAINING PRODUCT CHECKLIST

by Terri Bergman

February 1996
National Alliance of Business
AC 0

This Employee Training Product Checklist was developed by Terri Bergman with the assistance of Louise Bertsche, Michael Puzia, and Stephen Mitchell.

The National Workforce Assistance Collaborative would like to thank the many business leaders who reviewed the field test version of the Checklist and provided input on its content and structure:

- Evelyn Becker, Morton Metalcraft Company
- Paul Branham, United States Electric Company
- Maury Costantini, Frederick Gumm Chemical
- Kreg Cotter, Eastman Kodak
- Anson Craumer, Wozniak Industries, Inc.
- Tom Frank, AC Central, Inc.
- Lucy Golding, Teltronic, Inc.
- W. Jeff Jeffery, IRMCO
- Keith W. Kells, Illinois Machine & Tool Works
- Karen Lewis, National Metal Specialist
- Amy Manseth, US West
- Angela E. Marshalek, Gehl Company
- Jacquelyn Haley Moreira, Borg Indak, Inc.
- William Parmer, Prestige Metal Products, Inc.
- Diana Rader, Watom Batai
- Grant Reichard, Humboldt Manufacturing Company
- Charles Stewart, Rotorex Company, Inc.
- Bob Vail, Bodie-Hoover Petroleum
- Henry Vogel, DeCardy Diecasting
- Dianne Wawrzyniak, Management Association of Illinois
- Donald Z. White, Phillips Swager Associates

We would also like to thank the employee training specialists who reviewed draft versions of the Checklist and provided advice and guidance:

- Mince N. Askos, Institute for the Study of Adult Literacy, The Penn State University
- Kenneth Edwards, International Brotherhood of Electrical Workers
- Lynne Fr., U.S. Department of Labor
- Evelyn Gunzglass, National Governors' Association
- Fay S. Harlow, Omondaga Community College
- John Hoops, Consultant
- Greg Jolson, Wisconsin Indianhead Technical College
- Cathy Kramer, Association for Quality and Participation
- Soreen Rice, Council for Adult and Experiential Learning (CAEL)
- Joel Rodkin, Prince George's Community College
- Benjamin Schneider, University of Maryland
- Phyllis Snyder, CAEL
- Bob Soltes', Center for Workforce Development, Institute for Educational Leadership
- Neal Steiger, New Hampshire Technical College
- Joan Wills, Center for Workforce Development, Institute for Educational Leadership
- Jack N. Wismer, Lake Michigan College
- Galil A. Zwart, Riverside Community College

This Checklist could not have been completed without their help.

Denise Hall, Marvin H. Harden, Bernice Jones, Amy Pincus, Cathy Stewart, and Kim West edited, designed, and produced the Checklist.
PURPOSE OF THE EMPLOYEE TRAINING PRODUCT CHECKLIST

The Employee Training Product Checklist will help you, as a business person or labor representative, to review potential training products to get the most value from your training investment. It can be used to determine whether a particular training product — such as a curriculum or computer-based training program — follows best practice and will meet the needs of your firm and build the productive capacity of its employees. The Checklist can be used to assess the quality of a variety of employee training products, such as the following:

- Training development guidebooks,
- Curricula,
- Training workbooks,
- Computer-based training programs, or
- Training video or audio cassettes.

The Checklist was designed for use with technical training products, but it is also relevant for training products in other areas, such as basic skills, management, work restructuring, or sales.

The training products you review may cover only a portion of the components you need to implement a successful employee training program. Therefore, this checklist also helps you to assess your firm's own capacity to undertake the various employee training program components and successfully integrate the training product you ultimately select into your company practices.

EMPLOYEE TRAINING

The Checklist was developed from a list of Employee Training Best Practice Guidelines, constructed by nationally recognized training professionals, business people, and union representatives. These individuals defined employee training as the following:

Employee training supports adaptive, productive workplaces that capitalize on investments in both technology and workforce skills to boost productivity. Employee training is firm-focused and is a key element of a firm's overall performance improvement plan. Training assists a firm to achieve

- Effective utilization of technology resources;

---

1 A separate Workplace Literacy Product Checklist is available from the National Workforce Assistance Collaborative and the National Alliance of Business.
Decentralized decision making;

- Improved work processes by measurably improving worker knowledge, skills, and ability; and

- Full customer satisfaction and profitability.

Training links technical, occupation-specific skills development with broad-based foundational skills such as teamwork, problem solving, leadership and initiative, resource allocation, customer service, communications, and commitment to lifelong learning to meet the requirements of today’s and tomorrow’s workplace. In large companies, employee training is often provided by internal staff; in small and mid-sized companies, training is usually provided by a third-party supplier.

PRODUCT CHECKLIST STRUCTURE

The Checklist is divided into six sections:

1. **Introduction** — Explains the purpose of the Checklist, defines employee training, and lays out the structure of the Checklist.

2. **How to Use the Product Checklist** — Provides instructions for using the Checklist.

3. **Checklist** — Provides an annotated listing of the key elements in each of seven steps in the development and implementation of an employee training program, which you can use to measure and evaluate various training products.

4. **Comparison Chart** — Provides space for you to compare the merits of three different products, along with your firm’s own capacity to undertake parts of an employee training program.

5. **This Checklist in Context** — Explains how employee training fits within the larger context of workforce and workplace change and lists other Collaborative products designed to help small and mid-sized companies in their change efforts.

6. **Advisory Groups** — Lists the individuals serving on the Collaborative’s Advisory Board and Councils.
This Checklist divides the development and implementation of an employee training program into the following seven steps:

1. **Program Development** — Tying training to company business objectives.

2. **Program Preparation** — Determining the knowledge and skill needs in your workplace.

3. **Curriculum Development** — Creating a curriculum that reflects workplace requirements and bridges the gap between the knowledge, skills, and abilities needed in your workplace and employees’ current knowledge and skill levels.

4. **Instructional Development** — Adapting training methods to the workplace and employees.

5. **Training Staff Preparation** — Ensuring that training staff members are highly qualified.

6. **Program Delivery** — Tailoring training to employees’ needs.

7. **Training and Program Evaluation** — Evaluating to ensure training quality.

Then for each step, the Checklist asks a series of questions about whether a product contains specific “quality elements.”

To use the Checklist, compare the products you are considering purchasing with the quality elements listed for each of the seven steps. (The questions in the Checklist vary slightly depending on whether the product you are evaluating is “ready-to-use” or serves as a “how-to guide.”)

The products you review may not cover all seven steps. On the one hand, a training development guidebook would probably provide instructions on all seven steps. On the other hand, some training curricula may cover program preparation, curriculum development, instructional development, and program delivery, while other curricula may cover only curriculum and instructional development.

All seven of the steps are important parts of an employee training program, and each must be accomplished if the program is to be completely successful. However, individual employee training products do not need to address each step. In cases where the product you are reviewing does not encompass a particular step, your firm should be prepared to undertake that step itself to successfully integrate the training product into your company practices.

The ideal training product would contain all of the quality elements listed in the Checklist that your firm is not prepared to undertake itself. However, you will probably find that the different products you review will vary in the number of elements they contain, possess differing strengths and
weaknesses, and have relatively divergent costs. In the end, you will need to use your own set of criteria to select from among the products you review. Factors to consider include these:

- The number of elements the products contain,
- The relative value you place on the elements the products either do or do not contain,
- Your ability to use other methods to address any of the elements not contained in a product, and
- The cost of the products — compared with each other and with your budget for employee training.

You can use the Comparison Chart at the back of this Checklist to summarize the results of the reviews you conduct. The Comparison Chart also has space to indicate any key elements missing from the products that your firm has the capacity to provide. By using the Comparison Chart, you will be able to compare the products you are reviewing with each other and with your firm's own capabilities to determine the best product to purchase.
Instructions: Check the boxes next to questions that you can answer positively.

For a ready-to-use product — one that you can immediately use in your company, with no development or adaptation required on your part — read only the part of each question before the parentheses, for example,

Does the product...

For a how-to guide — a product that provides you with instructions in doing something — read all of the question, including the parts in parentheses, for example,

Does the product (provide instruction on how to)...

STEP 1: Program Development — Tying training to company business objectives.

Does the product (provide instruction on how to) —

Align training with company objectives and culture?

Training objectives should reflect the company’s overall performance objectives and corporate culture.

Involve key players?

Management, supervisors, employees, and, in unionized workplaces, union representatives must buy in to any training program.
STEP 2: Program Preparation — Determining the knowledge and skill needs in your workplace.

Does the product (provide instruction on how to) —

☐ Determine workplace knowledge and skill needs?

The product should help you to determine the following:

- The occupational knowledge and skill requirements, which should be linked to industry skill requirements where these exist.
- The academic or foundational knowledge, skills, and behavior that underlie the occupational skill requirements.
- The knowledge and skill requirements needed to support forms of work organization that emphasize broadening worker knowledge and skills and empowering employees.
- The knowledge and skills needed to transfer new learning to different work settings.

☐ Provide, select, or develop appropriate assessments?

The product should provide, select, or develop assessments that are valid for training purposes and reliable indicators of job performance.

☐ Assess potential trainees?

The product should help you to assess the target population's job-related knowledge, skills, and abilities.
STEP 3: **Curriculum Development** — Creating a curriculum that reflects workplace requirements and bridges the gap between the knowledge, skills, and abilities needed in your workplace and employees' current knowledge and skill levels.

Does the product provide (instruction on how to develop) a curriculum that —

- **Bridges the knowledge/skill gap?**
  
  The curriculum should bring the target population's knowledge, skills, and abilities to the level required for their work.

- **Matches the company environment?**
  
  The curriculum should match the company's organizational structure, work processes, and culture.

- **Incorporates company processes?**
  
  The curriculum should incorporate and draw on company work processes, tasks, and materials.

- **Allows trainees to solve job problems?**
  
  The curriculum should provide opportunities for employees to use the knowledge, skills, and abilities they are gaining to solve problems commonly encountered on the job.

- **Links training with other workforce and workplace development efforts?**
  
  Where appropriate, the curriculum should be linked or integrated with such other workforce and workplace development efforts as workplace literacy training and work restructuring efforts.
STEP 4: Instructional Development — Adapting training methods to the workplace and employees.

Does the product provide (instruction on how to develop) training activities that —

☐ Match employee needs?

Instructional methods, media, and technology should match the training objectives and learning styles of individual students.

☐ Use company equipment and materials?

Training activities should use company technology, equipment, and materials comparable to that used on the job.

☐ Are “hands on”?

Training activities should provide employees with opportunities to apply and practice the knowledge and skills they are gaining in the workplace or a “workplace-like” setting.

☐ Can be adapted to the workplace?

Training activities should follow a flexible format which can be adapted to workplace schedules.

☐ Allow for self-paced instruction?

Training activities should include self-paced training modules.

☐ Deliver instruction “just in time”?

Training activities should provide instruction as employees need new skills on the job.
STEP 5: Training Staff Preparation — Ensuring that training staff members are highly qualified.

Does the product (provide instruction on how to) —

☐ Train staff in the principles of adult learning?

Staff need to understand the basic principles of adult learning and their application to instructional design and delivery.

☐ Train staff on job requirements?

Staff need to understand job performance requirements and the industry environment.
STEP 6: Program Delivery — Tailoring training to employees’ needs.

Does the product (provide instruction on how to) —

☐ Explain the training program to employees?

The product should educate employees about expected performance outcomes and assessment methods.

☐ Assess employees’ needs and customize training plans?

The product should assess each individual’s knowledge and skill development needs — defined by his or her own knowledge and skill levels and training goals — and tailor each individual’s learning plan accordingly.

☐ Provide trainees with feedback?

The product should provide trainees with regular, ongoing feedback concerning their progress while in the training program.

☐ Help employees to apply their new knowledge, skills, and abilities to their jobs?

The product should help employees, during and after the training program, to apply their newly acquired knowledge, skills, and abilities to their jobs.

☐ Prepare supervisors to reinforce training on the job.

The product should prepare trainees’ direct supervisors to reinforce the training and help their employees transfer their new knowledge and skills to their jobs.

☐ Provide a “portable credential”?

The product should provide a portable credential for employees who complete training successfully.

☐ Promote on-going learning?

The product should build worker understanding that learning is an integral and on-going component of successful work performance.
STEP 7: Training and Program Evaluation — Evaluating to ensure training quality.

Does the product (provide instruction on how to) —

☐ Involve key players in evaluating the program?

Management, supervisors, employees, and, in unionized workplaces, union representatives need to be involved in evaluating program effectiveness and its responsiveness to their needs.

☐ Provide, select, or develop multiple evaluation measures?

The product should provide, select, or develop evaluations to measure both performance outcomes and the quality and effectiveness of the training process.

☐ Ascertain individuals’ learning gains?

The product should assess individuals’ learning gains and overall program performance.

☐ Conduct evaluations regularly?

The product should conduct evaluations regularly to ensure that the training program remains on track.
Instructions: Put the names of the products you reviewed in the blank boxes across the top of the Chart. Copy the Checklist results for each product to this Chart, add up the number of elements contained in each product, and note the products’ costs. In the last column, check the elements that your firm will be able to undertake to successfully integrate the training product into your company practices. In comparing products, do not rely solely on the total number of elements covered by each product. Be sure to compare which elements the products do and do not cover, whether your firm is capable of undertaking the missing quality elements, and what product costs are.

<table>
<thead>
<tr>
<th>STEPS AND ELEMENTS IN AN EMPLOYEE TRAINING PROGRAM</th>
<th>Your Firm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Development</td>
<td></td>
</tr>
<tr>
<td>- Aligns training with company objectives and culture.</td>
<td></td>
</tr>
<tr>
<td>- Involves key players.</td>
<td></td>
</tr>
<tr>
<td>2. Program Preparation</td>
<td></td>
</tr>
<tr>
<td>- Determines workplace knowledge and skill needs.</td>
<td></td>
</tr>
<tr>
<td>- Provides, selects, or develops appropriate assessments.</td>
<td></td>
</tr>
<tr>
<td>- Assesses potential trainees.</td>
<td></td>
</tr>
<tr>
<td>3. Curriculum Development</td>
<td></td>
</tr>
<tr>
<td>- Bridges the knowledge/skills gap.</td>
<td></td>
</tr>
<tr>
<td>- Matches the company environment.</td>
<td></td>
</tr>
<tr>
<td>- Incorporates company processes.</td>
<td></td>
</tr>
<tr>
<td>- Provides opportunities to solve job problems.</td>
<td></td>
</tr>
<tr>
<td>- Links training with other workforce and workplace development efforts.</td>
<td></td>
</tr>
<tr>
<td>4. Instructional Development</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>- Matches employee needs.</td>
<td></td>
</tr>
<tr>
<td>- Uses company equipment and materials.</td>
<td></td>
</tr>
<tr>
<td>- Provides “hands-on” training activities.</td>
<td></td>
</tr>
<tr>
<td>- Adapts to workplace schedules.</td>
<td></td>
</tr>
<tr>
<td>- Allows for self-paced instruction.</td>
<td></td>
</tr>
<tr>
<td>- Delivers instruction “just in time.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Training Staff Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Trains staff in the principles of adult learning.</td>
</tr>
<tr>
<td>- Trains staff on job requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Program Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explains the training program to employees.</td>
</tr>
<tr>
<td>- Assesses employees’ needs and customizes training plans.</td>
</tr>
<tr>
<td>- Provides trainees with feedback.</td>
</tr>
<tr>
<td>- Helps employees to apply their new knowledge, skills, and abilities to their jobs.</td>
</tr>
<tr>
<td>- Prepares supervisors to reinforce training on the job.</td>
</tr>
<tr>
<td>- Provides a “portable credential.”</td>
</tr>
<tr>
<td>- Promotes on-going learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Training and Program Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Involves key players in evaluating the program.</td>
</tr>
<tr>
<td>- Provides, selects, or develops multiple evaluation measures.</td>
</tr>
<tr>
<td>- Ascertains individuals’ learning gains.</td>
</tr>
<tr>
<td>- Conducts evaluations regularly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF ELEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COST</td>
</tr>
<tr>
<td>19</td>
</tr>
</tbody>
</table>
Employee training is just one of a number of workforce and workplace changes companies must undertake to remain competitive in today's global economy. For many companies, staying profitable involves adopting new technologies, restructuring work processes, and redefining the relationship between employers and employees, as well as upgrading employees' knowledge, skills, and abilities.

All of these changes are interrelated. New machines frequently require new work processes if they are to be fully used. New work processes can lead to changes in the locus of decision making and redefining the roles of both labor and management. Training in a variety of skills, including basic reading, writing, and mathematics, is almost always necessary to put any other changes into place successfully.

The National Workforce Assistance Collaborative has prepared a series of tools to help small and mid-sized companies find and select the high quality service providers and products they need to undertake successful workforce and workplace changes, including the following:

- Employee Training Interview Guide: Judging the Quality and Effectiveness of Training Providers
- Employee Training Product Checklist: Judging the Quality of Training Products
- Labor-Management Interview Guide: Judging the Quality and Effectiveness of Labor-Management Relations Consultants
- Work Restructuring Interview Guide: Judging the Quality and Effectiveness of Work Restructuring Consultants
- Workplace Literacy Interview Guide: Judging the Quality and Effectiveness of Literacy Providers
- Workplace Literacy Product Checklist: Judging the Quality of Workplace Literacy Products

Additional Collaborative publications designed for small and mid-sized businesses and the service providers working with them include these:

**Resource Listings**

- Workplace Literacy Publications: An Annotated Bibliography of Print Resources -- A workplace literacy bibliography.
Newsletters

- **Workforce Briefs** — A newsletter series for businesses.
- **Business Assistance Notes** — A newsletter series for service providers.

Tools for Companies

- **Pay-for-Knowledge** — A how-to guide on the development and implementation of a pay-for-knowledge system.
- **Computer-Based Training** — A guide for selecting computer-based training products and services.

Tools for Service Providers

- **Integrated Service Delivery** — A publication providing insights into the best methods for delivering integrated services to small and mid-sized companies.
- **Delivering Cost-Effective Services to Small and Mid-Sized Companies** — A publication highlighting proven approaches for delivering cost-effective services to small and mid-sized companies.
- **Marketing to Businesses** — Information on how to identify and effectively market services to a local business community.
- **Assessing an Organization’s Training Needs** — A generic training needs assessment accompanied by instructions on how to approach and “market” the value of training to small and mid-sized business leaders.
- **Assessing the Value of Workforce Training** — An introduction to assessing the value of training programs, focusing on quick and easy strategies.

Internet Services

- **Internet Listserv** — An electronic forum for discussing workforce and workplace development issues. To subscribe to NWAC-I, send an e-mail message to LISTSERV@PSUVM.PSU.EDU saying “subscribe NWAC-I [YourFirstName YourLastName].”
- **Gopher Server** — Online access to materials and products produced by the Collaborative. The gopher server address is INFO.PSU.EDU. Open “Information Servers at Penn State”; then open “Research Centers and Institutes.”
- **World Wide Web Home Page** — Information on the Collaborative and its products and services, as well as links to related information on the Internet (http://www.psu.edu/institutes/nwac).

All Collaborative publications can be ordered through the National Alliance of Business Distribution Center, listed on the front cover, or downloaded from the Collaborative’s Internet Gopher Server or World Wide Web home page.
**ADVISORY GROUPS**

**Stephen Mitchell**  
Project Director

**Terri Bergman**  
Products and Services Manager

---

### Board

**Chair**  
William H. Kolberg  
National Alliance of Business

Eunice Askov  
Institute for the Study of Adult Literacy, The Pennsylvania State University

William L. Batt, Jr.  
Consultant

Robert Baugh  
Human Resource Development Institute

Clair Brown  
National Center for the Workplace

Robert Fien  
Stone Construction Equipment, Inc.

Evelyn Ganzglass  
National Governors’ Association

**Marshall Goldberg**  
The Alliance for Employee Growth & Development, Inc.

**Andy Hartman**  
National Institute for Literacy

**Cathy Kramer**  
Association for Quality and Participation

**David Pierce**  
American Association of Community Colleges

**Jack Russell**  
The Modernization Forum

**Benjamin Schneider**  
University of Maryland

**Dennis Sienko**  
Consultant

**Stephen Sleigh**  
International Association of Machinists

**Pamela Tate**  
Council for Adult and Experiential Learning

**Hugh Tranum**  
National Labor-Management Association

**Benjamin Tregoe**  
Kopner-Tregoe, Inc.

**Thomas Tuttle**  
Maryland Center for Quality and Productivity

**Joan Wills**  
Institute for Educational Leadership

**John Zimmerman**  
MCI

---

### Employee Training

**Chair**  
Pamela Tate  
Council for Adult and Experiential Learning

**Ruth Haines**  
National Institute of Standards and Technology

**Janet Steele Holloway**  
Kentucky Small Business Development Center

**John Hoops**  
Consultant

**Tom Huberty**  
Upper Mid-West Manufacturing Technology Center

**Dan Hull**  
The Center for Occupational Research and Development

**Victoria Kraeling**  
Southeastern Institute for Advanced Technologies

**Paula Reeder**  
Phoenix Associates

**Martha Reesman**  
National Center for Manufacturing Sciences

**Lee M. Shrader, Jr.**  
Great Lakes Manufacturing Technology Center

**Due Le Jo**  
U.S. Department of Education

---

National Workforce Assistance Collaborative
LABOR MANAGEMENT RELATIONS

Chair
Hugh Tranum
National Labor-Management Association
Nick Argona
Xerox Corporation
William L. Batt, Jr.
Consultant
Betty Bednareczk
SEIU-Local 13
Harry Bluestone
University of Massachusetts
Rena Cross
Foamade Industries
Joel Cutcher-Gershenfield
Michigan State University
David Fontaine
Maryland Alliance for Labor-Management Cooperation
Pat France
Stark County Labor-Management Council
Robert Frey
The CIN-MADE Corporation
Maria Heldkamp
Wisconsin Labor-Management Council
Edsel Jones
Mapleton Local No. 7-7807
Robert Landsman
New York State School of Industrial and Labor Relations
Malcolm Lovell
National Planning Association
Charlene Powell
Kentucky Association of Labor-Management Committees
John Stepp
Restructuring Associates
Brian Turner
Work and Technology Institute
Earl Willford
Bureau of Mediation Services

WORK RESTRUCTURING

Chair
Thomas Tuttle
Maryland Center for Quality and Productivity
Eileen Appelbaum
Economic Policy Institute
Mike Beyerlein
The Center for the Study of Work Teams
Jane Reese Coulbour
Restructuring Associates, Inc.
John Dodd
Computer Science Corporation
Ned Ellington
Productivity and Quality Center
Michael Galiazzo
Regional Manufacturing Institute
Debbie Goldman
Communications Workers of America
Bruce Herman
Garment Industry Development Corporation
Robert King
Goal QPC
Vaughn Limbrick
Society for Human Resource Management
Peter Manella
New York State Department of Economic Development
Arley Mead
Harford Systems, Inc.
Robert Meyer
Work in Northeast Ohio
Joe Rigali
Sanden International, USA
Jill Scheldrup
U.S. Chamber of Commerce
Maureen Sheahan
Labor-Management Council for Economic Renewal
Peggy Siegel
National Alliance of Business
Audrey Theis
Towson State
Edwin Toussaint
Xerox Corporation

WORKPLACE LITERACY

Chair
Eunice Askos
Institute for the Study of Adult Literacy, The Pennsylvania State University
Judith Alamprese
COSMOS Corporation
Lorraine Amico
National Governors' Association
Dale Brandenburg
Wayne State University
Jinx (Helen) Crouch
Literacy Volunteers of America
Regina Guaraldi
Miami-Dade Community College
Karl O. Haigler
The Salem Company
Mary Ann Jackson
Wisconsin Technical College Board
Inaam Mansoor
REEP
Donna Miller-Parker
State Board for Community and Technical Colleges
Michael O'Brian
Certain Feud Corporation
James Parker
U.S. Department of Education
James Ryan
District 1199C
Anthony Sarmiento
AFL-CIO
Johan Vain
Massachusetts Adult and Community Learning Services
Robert Visdos
NETWORK
Jo Ann Weinberger
Center for Literacy, Inc.
NATIONAL WORKFORCE ASSISTANCE

COLLABORATIVE PARTNERS

NATIONAL ALLIANCE OF BUSINESS
National Office
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
Phone: 202-289-2873
Fax: 202-289-2875
E-mail: info@NAB.COM

Atlantic Office
317 George Street
New Brunswick, NJ 08901
Phone: 908-524-1110
Fax: 908-524-6275

Capital Area Office
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
Phone: 202-289-2897
Fax: 202-289-2875

Central Office
9400 N. Central Expressway
Suite 606
Dallas, TX 75231
Phone: 214-373-0854
Fax: 214-373-1941

Midwest Office
1 East Wacker Drive
Suite 2410
Chicago, IL 60601
Phone: 312-595-2100
Fax: 312-595-2101

Northeast Office
1 McKinley Square
Suite 600
Boston, MA 02109
Phone: 617-624-4190
Fax: 617-624-4195

Southeast Office
1 Midtown Plaza
1360 Peachtree Street, NW
Suite 710
Atlanta, GA 30309
Phone: 404-881-0061
Fax: 404-881-0006

Western Office
800 Wilshire Boulevard
Suite 960
Los Angeles, CA 90017
Phone: 213-488-0153
Fax: 213-488-9460

COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING
243 South Wabash Avenue
Suite 800
Chicago, IL 60604
Phone: 312-922-4900
Fax: 312-922-1769

Philadelphia Office
Delaware Valley Industrial Resource Center
12265 Townsend Road
Suite 500
Philadelphia, PA 19154
Phone: 215-969-1286
Fax: 215-969-6652

INSTITUTE FOR THE STUDY OF ADULT LITERACY
The Pennsylvania State University
College of Education
204 Calder Way
Suite 209
University Park, PA 16801
Phone: 814-863-3777
Fax: 814-863-6108

MARYLAND CENTER FOR QUALITY AND PRODUCTIVITY
CMCSPA Building
4th Floor
University of Maryland
College Park, MD 20742
Phone: 301-405-7099
Fax: 301-314-9119

NATIONAL LABOR-MANAGEMENT ASSOCIATION
P.O. Box 819
Jamestown, NY 14702
Phone: 800/267-2687
Fax: 716/665-8060

24