

design after learning objectives have been developed.

The last point — selection of design — is a potential trap that one can fall into from reading this work. Potentially one has, with the *Instructional Design Library*, a “solution looking for a problem.” The trainer has a set of designs, or a favorite design, or a new design, and now develops a course of instruction to fit this instructional method rather than selecting a design *after* establishing learning objectives. The editor clearly states that “*the Instructional Design Library is not intended to be a panacea.*” He further elaborates. “*The mistake has been made many times of selecting*

a medium of instruction and saying that it will solve all learning ills. There is no such thing.” If you know your students and what they are supposed to learn (objectives) you will find design strategies that, according to the authors, will help answer this question for you: “*What instructional strategies exist for me to use to structure their (the students) learning so that it is both effective and efficient?*”

There are some very interesting techniques and ideas in these volumes that one can immediately apply in existing strategies. One such idea is in the audio/visual programs. I refer specifically to ZIMDEX . . . a technique for branching to specific locations on

an audio tape . . . and to the “Token Economy” design which may have immediate application in behavior modification programs.

In reading many of these volumes (I did not read all 20) I did notice that the environment most generally referenced, and the background experience of most of the authors, were with school children (grade school and high school) and occasionally with students at the college level. Although the authors describe their methods as applicable in a wide range of settings, including the industrial environment, I would carefully consider the application of these design formats with the adult learner. — *Franklin Mills*

GUEST
BOOK
REVIEW



RADICAL CAREER CHANGE: LIFE BEYOND WORK

By DAVID L. KRANTZ

By BARTLETT J. FINNEY
INSTRUCTOR,
KANSAS STATE UNIVERSITY

Radical Career Change: Life Beyond Work by David L. Krantz is a report on the experiences of 13 persons who chose to drop out of their established professional or vocational roles and seek a more simple lifestyle. This book is the result of a project funded by the National Science Foundation and the Andrew W. Mellon Foundation.

Beginning in the summer of 1974, Krantz, a psychologist, interviewed 35 persons that had radically changed their lifestyle and relocated in or near Santa Fe, NM. The author pointed out that there are definitely other locales with numbers of these persons in the populace, but for field research purposes it was convenient to deal with those in a designated area.

For specificity of design, three criterion were established for characterization as a radical career changer: (1) the change was made after being in a career at least five years; (2) the change was made with little or no concern for lowered status and income; and (3) considerable financial risk was

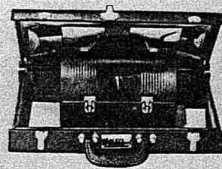
incurred in making the change. Beyond these benchmarks, personal anguish and change varied.

Age range was 32 to 62, with more near 40; the majority (but not all) were male; and all were

educated with at least an undergraduate degree. The main point to be considered was the decision to change careers. Former careers included stockbroker, social worker and insurance salesman; new careers were such as construction worker, farmer and employee of a tourist attraction. The author observed that although some interviews had a tone of self-justification, objectivity and honest answers were prevalent.

Reasons given for changing included: “*things I wanted to be but somehow couldn't believe were possible*”; hatred of the job; a search for meaning to life; “*The whole rhythm of the earth changes in different places . . . I wanted to be free to follow it*”; and “*an escape from what was wrong in their lives and a relief from crisis.*”

The book has six sections, each of which has a descriptive title quickly associated with the content. In addition to a Foreword by Seymour B. Sarason (psychologist and author of *Work, Aging, and Social Change*), the introductory section contains general review



RADICAL CAREER CHANGE

LIFE BEYOND WORK

David L. Krantz
Foreword by Seymour B. Sarason

Radical Career Change: Life Beyond Work, by David L. Krantz; with Foreword by Seymour B. Sarason.

and reference to theoretical research on work and adult development. The main body of the text presents material in such a descriptive, personal way that one may feel that the work was written for entertainment. And yet, pertinent, professional assessment is provided, including deep, personal, introspection by the author, as a one-time potential candidate for radical career change.

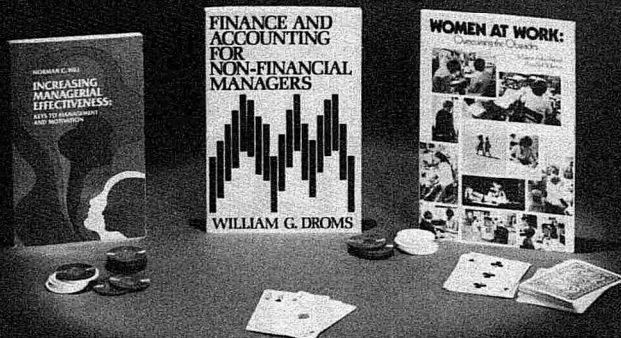
To recommend this book for every trainer's bookshelf would be a gross overstatement: it is not a general reference or prescriptive in context. However, the text is of a more personal, social value, since it contains elements which all of us must consider individually as members of the adult, career-oriented population. Also a social aspect is present, concerning rewards for contributions to our organizations and society. Herein lies a challenge for human resource professionals.

Certainly, as trainers and educators of adults, how many times have we seen (and perhaps personally considered) human potential and developed resources abandoned, and a much less significant role accepted? How many other persons would like to do the same thing, but rather, remain dissatisfied and marginally productive? What type of enrichment and training programs should we be developing and providing to avoid these losses to our organizations? Finally, what methods of training should be available if these persons seek employment at the worker level in organizations? Usually, they have much to offer in knowledge, talent and skill.

The reading and examination of the responses of the persons interviewed in *Radical Career Change* will offer some indications of human needs for training and development yet to be satisfied. — *Bartlett J. Finney*

Bart Finney is a part-time instructor and graduate student pursuing a doctorate at Kansas State University. He is on a leave of absence from New Mexico State University, San Juan Branch, Farmington, NM, where he was midmanagement coordinator.

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