

Book Reviews

SELF REVIEW IN PERSONNEL ADMINISTRATION

by George Odiorne and
Roger Hermanson

Learning Systems, 1818 Ridge Rd., Homewood, IL 60430
122-page softback

\$2.95

If you handle the personnel function as well as training in your organization, this new programmed instruction text will be of interest from two vantage points. First, it instructs on how to set up a management-by-objectives program in the personnel department. Secondly, even though MBO is the keynote, the book offers a good review of *basics* for the personnel practitioner.

The accent throughout is on goals and activities of the "new breed" personnel type, who is a "member of management."

The program includes a course outline to help the reader match topics with personnel administration texts. There are four examinations, for which answers are provided. A glossary is included to help with understanding of the material.

Chapters, each of which requires from 25-40 minutes to complete, are: the new breed of personnel administrator; a changing emphasis; measuring performance in the personnel department; personnel policy—the systems approach; organization of the personnel department; installing MBO in the personnel department; strategy for managing manpower; human resources in the aggregate; the labor market; unemployment; two revolutions; the credentials revolution; compensation; safety management; training; organizational conflict; participative management; discipline; communication in general: the exchange of meaning; face-to-face communication.

THE EVALUATION INTERVIEW

by R. A. Fear

McGraw-Hill Book Co., 330 W. 42nd St., New York, NY 10036

320-page hardback

\$9.95

This book covers six basic elements of the evaluation interview:

1. Where to begin the interview, where to take it, where to end it—and why.
2. Eight specific techniques plus leading questions to establish rapport and get the applicant to relax, open up, and share his life story.
3. What and what not to say and how not to say it.
4. How to ask what you want to ask without tipping your hand as to the "right" answer.
5. How to get the applicant to do 85 per cent of the talking and at the same time keep him on the track you want him on.
6. What kinds of notes to take and how to take them without distracting or discomfiting the applicant.

The author gives a general description of human behavior and individual differences in character, personality, aptitudes and motivation. Next he gives a definition and general description of the "evaluation interview," which he describes as a patterned, in-depth examination of the applicant that the interviewer controls by means of a few carefully constructed and well-timed questions that get him talking and keep him talking.

Charles H. Vervalin
Book Review Editor

The central core of the book explains how to interpret an applicant's history in terms of what it reveals about him: for example, how to infer from his statements on work history whether he is a willing worker, cooperative, disciplined, self-starting, honest, reliable, or otherwise; how to judge mental capabilities from statements about educational background and experience; how to gauge applicant's temperament and personality from data on home and family background; how to develop clues to his general adjustment, motivation and degree of maturity from statements about marital and social situation, state of health, recreational activities, outside interests and hopes for the future.

The book features a step-by-step interview guide, an interview rating form, and actual interview write-ups that show how experienced interviewers report and interpret information they receive.

AN INQUIRY INTO THE USES OF INSTRUCTIONAL TECHNOLOGY by Ford Foundation

Ford Foundation, 320 E. 43rd St., New York, NY 10017
128-page softback

\$2.00

This is a report on how new technologies of teaching and learning are being used in several countries. These include television and related techniques, video tape, audio tape, film, radio, programmed instruction, computers, and new kinds of books.

The book concludes by offering general insights into why some technical programs fail and why others are more successful. Some conditions for success are said to be:

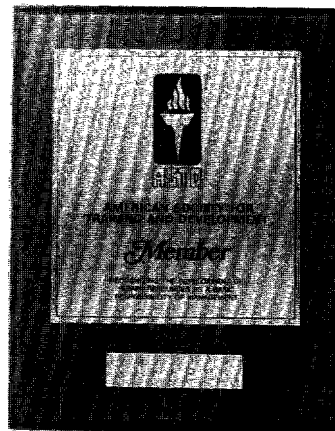
1. A recognized and generally agreed-upon need must exist.
2. A desire to meet the need, and to do it through the use of instructional technology, must prevail.
3. A purpose must guide the project, and this purpose must be articulated.
4. Leadership must be asserted at the right level of authority, responsibility, and control.
5. Trainers must participate in and support the project.
6. Some substance—or content—must require the use of technology.
7. A mechanism for measurement and evaluation must be included in the projects.
8. Adequate financial resources must be provided at the beginning of the project—and for its duration.

The report examines techniques of each major field of instructional technology. It answers such questions as: What is slow-scan television? What is a video disc? Does radio have a role in multi-media learning? How do cable and satellite television differ from ordinary television broadcasting? In what ways can the computer play a part in learning?

Instructional technology programs in Britain, the U.S.S.R., and Israel are described.

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