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1975 ASTD INSTITUTES

"TRAINING FUNCTION"

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INSTRUCTIONAL STAFF

PAUL H. CHADDOCK, Corporate Director, Organization/Manpower Development, Addressograph-Multigraph Corporation, Cleveland, Ohio
A graduate of West Virginia Wesleyan College, Mr. Chaddock started his career at Addressograph-Multigraph. He has held positions in sales, marketing, training and development. He has several published articles and contributed to three books. He has spoken at conferences and conducted seminars for ASTD, NSSTE, U.S. Department of Labor, Association for Management Excellence, the Bahamian Society for Training and Development and several large U.S. firms.

DUGAN LAIRD, Consultant, Writer, Seminar Leader, Decatur, Georgia
An industrial trainer since 1952, Dr. Laird was previously a college and secondary instructor. He has authored five books, numerous magazine articles, and the regular column "Viewpoints" in *Training Magazine*. In 1970 he left United Air Lines to consult with industry, government, associations and academic groups throughout the United States and abroad.

DESIGNED FOR

Fairly new to moderately experienced trainers or training managers in any type of training department or function.

TRAINING IS ALWAYS SOMEONE ELSE'S RESPONSIBILITY
- Always the responsibility of some line function
- *All training departments are staff*
- Line-staff relationships of training
- Definition of training

TRAINING IS A SOLUTION
- Training as a solution to knowledge and non-knowledge problems
- Solutions reflected in the "bottom line"
- Relevancy to organization objectives

DEFINING THE PROBLEM
- Relating training activities to organization needs
- Identifying training needs
- Ranking training projects
- Taking a task analysis
- Designing a training proposal

PRINCIPLES OF LEARNING
- I can't learn you nothin'
- Acquisition of skills
- Learner assumptions — pedagogy
- Learner assumptions — andragogy
- Relationship of principles to training design

DESIGNING THE SOLUTION
- *Relating entry level to job performance requirements*
- Objectives
- Individualism in training design
- Media and presentation methods
- Sources of program content
- Training implementation decision making

ROLE OF THE PRESENTER
- *Selecting and developing presenters*
- Learning environment
- Communications — feedback
- Building involvement
- Instructor as a resource

WEIGHING RESULTS
- Using objectives to measure results
- *Evaluation techniques*
- Visibility index

HOW DOES TRAINING RELATE TO OD?
- Difference between education, training and development
- Training as a part of OD
- Trainer as a consultant
- "Process" consultant vs. "content" consultant

WHAT DO I DO ON MONDAY?
- Individual learning achievements
- Individual action plans

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MARTIN M. BROADWELL, Director of Training and Educational Services, Resources for Education and Management, Inc., Decatur, Georgia

Mr. Broadwell has authored three books and over 40 articles and papers on training and development. A writer and producer of award-winning films, he conducts many seminars in the U.S. and abroad. He was formerly director of engineering training, Southern Bell Telephone and Telegraph Company.

JOSEPH R. HAYES, Director, Training and Management Development, Eastern Air Lines, Miami, Florida

Mr. Hayes has appeared on several national conference programs for the American Society for Training and Development, has conducted seminars at the Graduate School of Business at the University of Michigan, and has co-authored magazine articles in *Manage, Partners* and the *Management of Personnel Quarterly*. He is also co-author of *Level-Headed Letters*, a book and filmstrip on business writing skills.

KEYS TO EFFECTIVENESS

If you can determine *real* training needs, and measure the results systematically, you won't merely improve your training operation — you will be making and proving a definite contribution to your organization. Without proper, regular use of such a system, you may be wasting a lot of time, effort, money and manpower. Do you waste energy solving non-training problems? . . . dealing only with symptoms? . . . repeating programs that don't really change things? HOW DO YOU DETERMINE YOUR TRAINING NEEDS AND HOW DO YOU MEASURE THE RESULTS?

DESIGNED FOR . . .

. . . individuals with relatively new responsibilities for employee development, training or organizational development, and for those who want a *fresh perspective!* People with five or more years of experience are not encouraged to attend unless they wish to change the approach they are taking in determining training needs and in measuring the results.

OBJECTIVE

A major goal is to acquire knowledge about realistic methods of determining training needs and assessing results. Equally important is to begin the guided process of designing actual practical applications in your own organization. Thus the goal of this institute is to go home with ideas about what to do — and with some action plans for doing it.

EXPECTED OUTCOMES

At the end of the institute, the participant will be better able to:

- Identify the key sources of data and people relating to training needs in his organization.
- Relate training decisions to key organizational needs.
- Distinguish between a symptom and valid training need, between a training and non-training problem.
- Construct a formula for the cost of training and measurement and determine when "necessary" training is not economically feasible.
- Select appropriate measurement methods for specific domains of learning needs.
- Develop indexes for evaluating behavioral, economic, operational and perceptual criteria.
- Comprehend the ramifications of a macro-survey in a large organization.

METHODOLOGY

This institute is an "open classroom." Participants select or develop their own objectives and develop individual schedules selected from: • small group discussions and workshops • a limited number of lectures • individual reading and mediated "systems" • development of individual products • private consultation to review these products.

People who expect structured sessions should not attend! The goal here is to analyze your own situation — and to start development of an ACTION PLAN and INSTRUMENTS with which to implement your plan. What you get will depend entirely on what you invest!

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INSTRUCTIONAL STAFF

FREDRIC H. MARGOLIS, President, FM Associates, Washington, D.C.

Mr. Margolis has developed the ADOPT approach to designing effective training curriculum which is systematic while maximizing creativity. He is specializing in consulting in the areas of: train the trainer, organization development and curriculum design. He has authored several self-instructional training manuals. His consulting is divided between business, industry, government, community groups. He has been training "Designing Effective Training and Selecting Appropriate Methods" since 1970.

ROBERT C. CURRY, Director of Training, Community Nutrition Institute, Washington, D.C.

Mr. Curry has had experience in many aspects of training. He has been responsible for planning training for an agency with a multi-million dollar budget, contracting for training, supervising of trainers, curriculum development and delivery of training. He is interested in the role of affective education for adults including the effect of values and beliefs on performance and motivation. He applies this interest to all aspects of his professional life including teaching philosophy of education at the University of Virginia and organization development consultation.

DESIGNED FOR

Persons who have major training responsibility; administer training in industry, government or service organizations; are responsible for recruiting and supervising a training staff or are responsible for selecting and evaluating outside training resources.

COURSE DESCRIPTION

Although major emphasis of the program is in design of training, participants will have the opportunity to observe and practice a wide variety of training methods. A specific model for training design will be thoroughly examined and put into use by participants.

METHODS

The staff believes that consistency and congruence are the most important criteria for selecting training methods. Therefore, the design of this institute will include many of the same participative techniques and methods which are part of the curriculum such as: simulation, theory inputs, programmed learning, non-directed groups, teaching-learning teams and individual consultation.

OTHER BENEFITS

- After completing the workshop, participants will be able to apply a flexible design system which can be utilized to effect most training programs for their organizations.
- Participants will have an opportunity to design and test a training program for their organization.

OUTCOMES

During this results-oriented workshop, participants will:

- Learn methods of diagnosing problems and needs
- Learn criteria for determining whether training is necessary
- Utilize a total system for designing training programs which incorporate a wide range of techniques and methods
- Identify at least 20 techniques and methods for participative learning
- Acquire the skill of establishing behavioral objectives which are measurable
- Apply criteria for selecting appropriate training techniques and methods
- Learn how to evaluate training designs

Primary emphasis will be on how to design and evaluate the learning achieved in a successful training program. Early in the program considerable attention will be focused on establishing definitive learning goals.

Adult Learning: You Can't Teach an Old Dog New Tricks

you can if . . . .

J.L. Traver

"You can't teach an old dog new tricks," the saying goes; this despite the fact that there is not one of us who does not learn something new almost every day. When we sit in the barber's chair and hear him discuss the latest baseball news complete with statistics and batting averages, we realize he has learned a great deal about baseball without benefit of formal classroom training. It makes us wonder what would happen if we attempted to teach baseball theory to that same barber in a classroom setting. Chances are the challenge of a formal classroom would prove too much for him — not because of the complexity of the subject, but rather because the very idea of schooling runs counter to his basic beliefs.

"Accent-on-Youth"

The notion that adults *cannot* be educated has become part of the mythology of our American system. It is related to our "accent-on-youth" theme, which is aided and abetted by educators themselves who place so much emphasis on the training of the young but who have failed to regard the education of an adult as something different from that of a child.

Psychology has taken up the challenge created by these notions. Beginning with Thorndike's early investigation of adult abilities, there has been a great deal of research on the physical changes, intelligence, learning ability, interests, motivation and perception of adults.

Although these studies have yielded many conflicting results, they have proved that adults never cease to be able to learn. At the same time, they have made clear that some significant physical changes do occur with age, and that these changes are important enough to warrant the attention of educators. As the adult grows older, his or her speed of reaction and the tempo of his or her life slow down. Eyesight and hearing lose their youthful keenness, and one tires more easily.

If ability is reckoned only in terms of speed of reaction and physical stamina, then there can be no doubt that adults have less ability than younger people. But learning ability, like other productive capacities, consists of social and psychological as well as

physical factors. When you want brilliance and excitement, you go to youth. When you want considered judgment and reason, with perhaps less of flamboyant discovery, you go to older adults. Where speed and stamina are not of prime importance, adults do well.[1]

Adult Performance Levels

Studies show that the human body has the capacity to adjust itself to changing demands and changing conditions. By making minor alterations in the way tasks are set up, by reducing the speed of activity, by making improvements in the physical environment to compensate for the decreasing physical abilities, the performance of adults can be kept at a very high level.

In industry, for example, minor adjustments in the nature of the job and in working conditions have succeeded in maintaining a high level of productivity among older workers. Needless to say, the same principles apply to intellectual pursuits. It is more difficult, however, to adjust the conditions, methods, and scope of a learning situation to the requirements of adulthood.[2]

Despite a wealth of research regarding learning in general, there is still a great need for understandings which are helpful in the teaching of *adults*. In a useful theory, the relationship of learning to adult situations must be considered in several ways.

Life Long Process

What do we mean by learning? Webster's Collegiate Dictionary calls learning "the acquisition of knowledge or skills." For most purposes, this definition is good enough. But when we consider the many possible outcomes of a classroom experience — changes in skills, habits, understandings, techniques, attitudes, values and ways of looking problems — we need a more useful definition. Psychological literature provides this

working definition: *learning is a life long process in which experience leads to changes within the individual which are characterized by some kind of improvement.* The lifelong process factor cannot be taken lightly, for both common sense and expert opinion agree that throughout life people are continuously changing as a result of experience. But whether specific changes can be expected to occur as a result of specific experiences in the classroom is still an open question for all age groups.

Why is this? Learning is change — behavioral change in an individual. Behavioral changes do not truly become a part of a person until he has reinforced them through use. For example, a student can memorize the operation of a piece of equipment or a new word for his vocabulary. But he doesn't actually "learn" those things until he practices operating the equipment or using the new word. The student, in short, must be involved in the process of learning.[3]

Learning Ability

What do we mean by learning ability? Most psychologists define intelligence as the ability to learn, and most intelligence test results indicate that there is a *decline* in learning ability with age. However, the decline is slight; adults never reach the stage where it is impossible for them to learn. On the contrary, according to Irving Lorge and Rose Kushner, "Intelligence tests, after accounting for the known facts of physiological deficit, lead to the generalization that no adult needs to be inhibited in learning anything merely because of age." And further, "The failure to learn is dependent more on the learner and his or her experiences than upon age itself."[4]

There are a number of very basic psychological laws which control and affect students in the learning process. The teacher of

adults who hopes to achieve any real measure of success in teaching must understand these laws if he or she is to make the learning experience more effective, lasting and enjoyable for students.

Law of Effect

The Law of Effect: People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are annoying. If an adult enrolls in a course expecting to learn a new skill, for example, and quickly finds that he or she *is* learning it and enjoying the learning process, he or she will tend to want to keep returning to class. Moreover, he or she probably will want to enroll in more courses upon completing the first one. In short, "Nothing succeeds like success." Students should experience personal satisfaction from each learning activity and should achieve some success in each class period by mastering some new idea or operation.

The law of primacy: First impressions are the most lasting. This means that those first classes are all important. The teacher should arouse interest, create a sense of need for the subject matter, and insure that the students learn it right the first time.

The law of exercise: The more often an act is repeated, the more quickly a habit is established. Practice makes perfect — *if* the practice is the right kind. Practicing the wrong thing will become a habit, too — one that's hard to break. The teacher should be sure that his students are performing an operation correctly.

The law of disuse: A skill not practiced or a knowledge not used will be largely lost or forgotten. The teacher should recognize the value of repetition in the classroom for reinforcing newly gained knowledge or skills. Studies have shown that the period immediately following the learning process is the most critical in terms of retention.

Important items should be reviewed soon after the initial instruction.

The law of intensity: A vivid, dramatic or exciting learning experience is more likely to be remembered than a routine or boring experience. This does not mean the classroom should be a circus or a theater-in-the-round. But, on the other hand, the teachers (and their subjects) longest remembered are those who had the ability to "bring their subject alive." By using examples and other supporting material, teaching can be dramatic and realistic.[3]

What is the learning process? To understand learning ability we must know what goes on in the *learning process.* There are two elements involved — levels of learning and kinds of learning. The more complex the task, the higher the level of learning; and at any level of complexity there are several kinds of tasks an individual can learn to perform. Achievement is to a considerable extent determined by the kind of experiences the individual has had, and also by such factors as motivation, conditions under which learning takes place, and the individual's interests.[5]

Motivation

Motivation probably is the most basic element of learning. It is that element which forces a person to move toward a goal. It is motivation that makes a student want to know, to understand, to believe, to act, to gain a skill. It is up to the teacher to recognize the importance of motivation and to find ways to bring motivation-factors into the learning process. Some motivating factors are: the need for new experience, the need for recognition, the need for security, the need for self-esteem, the need for conformity and the need to help others.

In order to better understand adult ability, we would do well to change the focus of our attention from the theoretical to the practical and ask ourselves whether or not our own experience indicates that adults can learn what we try to teach them. In the very real context of the classroom a large number of teachers studied extensive contacts with adult students. These teachers took part in faculty seminars conducted by the Center for the Study of Liberal Education for Adults in which they discussed ways of improving their teaching. In the considered opinion of teachers, the adult can learn. His or her educability, however, may be limited by a number of characteristics.

1. The fear of self, which may take the form of inferior feelings or marked diffidence resulting from long absence from the classroom.

2. Lack of association or personal uncertainties in economic or community status.

3. Fear of others that may stem from such reasons as have just been mentioned, or from the bruising contacts of the work-a-day world.

4. Fear of ideas issuing, in part from conservatism, from the sluggishness of routine, and in part, no doubt, from the strong cultural compulsions of our system.

These fears may add up to a tenacious mind-set — or resistance to the assimilation of new ideas. They may stand as a block to the learning process and effective adaptations to change. The adult student may be threat-oriented rather than problem-oriented at the outset, thus challenging all of our ingenuity to provide reassurance and the restoration of confidence. Another handicap is lack of continuity in his or her pursuit of education, the fact that the adult may be in and out of the classroom over a period of many years, with frequent interruptions or long absences, and the time lag between secondary schooling and entrance into adult classes.

In addition to the psychological laws of learning and researched experience, there are feelings, emotions and attitudes in students which may be blocks to learning. Some of these cannot be controlled by the teacher but the following ones can:

• *Boredom:* The work may be too easy or too hard. The teacher may have failed to motivate the students or to keep their attention.

• *Confusion:* The teacher may create confusion by presenting too many or overly complex ideas. Contradictory statements or failure to relate one step to another also can confuse students.

• *Irritation:* Annoying mannerisms of the instructor, poor human relations, interruptions, and delays can create this block.

• *Fear:* Fear of failure or of getting hurt are common blocks to learning. Being certain that each student shows some success each session is important.[3]

Self-Image

But the most important of all the individual differences among our adult learners are in the conceptions they have of their own individualities — what is being called the self-image, the picture one entertains regarding one-self, one's sense of identity, where one belongs, what can one do, what one's assets and liabilities are.

Summarizing a great deal of research in the general area of adult learning, the following conclusions are cited:

Capacity to learn: There is no decline in intelligence with increasing years, barring health problems or brain damage. More old than young subjects show evidence of brain damage, but this is taken to mean simply that incidence of brain pathology is higher later in life. Older people are held to be capable of compensating for changes which might impair their performance.

Use and disuse: ". . . it seems clear that the maintenance of ability to learn requires contin-

uing use of the learning function . . . Also, the significance of teaching which inspires adult learners to continue to learn is clearly indicated."

Measurement of learning: Tests designed to favor older people are not available nor have norms for older groups been established on the tests now used. Elimination of the speed factor appears to remove some of the bias in favor of youth, but results indicate that older people do make more errors than younger people and persist longer in the errors they make.

Complexity of learning: Adults, by living, have accumulated a background of experience and response tendencies. This background, which makes them able to deal with present problems efficiently, may interfere with the learning of new responses. Thus, present success may actually handicap the adult in new learning.

Time Perspective

Evidence indicates that increasingly, in older life, there is a demand for learning and progression. Thus, many of the programs designed to enrich the lives of older people are regarded as substitute activities rather than as meaningful experience.

The picture of the adult learner is one of great challenge to the educator. Here is a learner who has supplemented raw ability with some sense of strategy, demanding reality and meaning and a sense of progress, on his or her terms. The learner brings a body of experience and responses to the learning situation. If this past learning is still valid, it gives the adult a great advantage over the younger learner. The problem is that the old responses — even successful ones — don't remain valid.[6]

Yes, "You Can Teach An Old Dog New Tricks," if . . . .

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Jimmy Lee Traver is director of the Institute for Technological Training at the University of Utah. Prior to joining the university staff, he spent 15 years with Texaco, Inc. He has had several articles published in adult education journals, centering around the areas of adult education needs, principles of adult learning, adult motivation, program planning and history of adult education in the United States. He holds a Ph.D. in Educational Administration, with a minor in Industrial Relations, from the University of Utah, Salt Lake City. He is 1975 president of the Utah Chapter of ASTD. In addition, he is active in the Adult Education Assn. of Utah, Mountain Plains Adult Education Assn. and National University Extension Assn.