

TRAINING RESEARCH ABSTRACTS

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Alderfer, Clayton P.

"An Empirical Test of a New Theory of Human Needs"

Organizational Behavior and Human Performance, No. 4, 1969, pp. 142-175

This study was concerned with developing and testing an alternative to Maslow's theory and to a simple frustration hypothesis for the problem of relating need-satisfaction to strength of desires. The alternative theory is based on a three fold conceptualization of human needs: existence, relatedness, and growth (E.R.G.). It does not assume lower level satisfaction as a prerequisite for the emergence of higher order needs. It does include propositions relating the impact of higher order frustration to the strength of lower order needs. Empirical tests of differential predictions among Maslow's theory, the simple frustration hypothesis, and the E.R.G. theory were conducted by a questionnaire study with 110 employees at several job levels from a bank. The results tended to support the E.R.G. theory more than the other two.

Anderson, Darrell, and Niemi, John A.

Adult Education and the Disadvantaged Adult

ERIC Clearinghouse on Adult Education, Syracuse, N.Y., Apr. 1969, 100 p., Copies available from Eric Document Reproduction Service, National Cash Register Co., 4936 Fairmont Ave., Bethesda, Md. 20014

"The concern of this study was to examine the role of education in altering the personal and social characteristics of disadvantaged adults. Data were collected through a review of the literature and have been limited mainly to research reports on remedial adult educational programs. Findings showed that the disadvantaged, who are hampered by psychological disabilities, have the lowest income, the largest families, the poorest education, the highest incidence of ill health, the least chance of employment and little promise of a better future. Largely because of discrimination, the poverty subculture is compelled to evolve its own way of life, and programs of change seem doomed if they adhere to established patterns of contact. These programs should cope with the fundamental problem of overcoming the resistance of the disadvantaged to education. Specific details of educational planning to solve the problem inherent in programs designed for the disadvantaged adult are unavailable because of the scarcity of research."

Cohen, Harold L.

M.O.D.E.L. "Motivationally Oriented Designs for an Ecology of Learning"

Paper presented at AERA Symposium on Application of Reinforcement Principles to Education (Feb. 1967, New York, N.Y.) 13 p., Abstracted in *Research in Education*, Vol. 4, No. 3, Eric Clearinghouse on Adult Education, Syracuse Univ., Syracuse, N.Y. 13210

"This paper describes an educational program for 28 adolescent boys at a training school for boys. All of the students had histories of educational failure. Individualized programmed instruction and a system of extrinsic learning reinforcements were the experimental basis of the program. Points, exchangeable for money, were given to the students as a reward for learning success. In an environment simulating the non-prison world the students used the money for room, food, clothing and entrance and tuition fees. Students without sufficient funds went on "relief." No student was on relief for more than two weeks. In addition to monetary reinforcement, group reinforcement was given by announcing successes to the entire student body. Test results indicate an average increase for every 90 hours of academic work of 1.89 grade levels on the Stanford Achievement and 2.7 grade levels on the Gates Reading Survey. Intelligence test data indicate that the students in general had also increased their IQ rating."

DeCrow, Roger

Cross Cultural Interaction Skills: A Digest of Recent Training Literature

ERIC Clearinghouse on Adult Education, Syracuse, N.Y., Feb. 1969, 76 p., Copies available from Eric Document Reproduction Service, National Cash Register Co., Bethesda, Md. 20014

"Innovative programs and new methods of training for cross-cultural skills in interpersonal interaction are the focus of this review which provides (1) a bibliography with 48 abstracts of documents, largely from the years 1966-1968; (2) a topical digest of the main points made in these documents, elaborated by quotations from the texts and (3) an index to documents, or to sections of documents, which relate to each section of the review. The review of the literature is contained under the following headings: The cross-cultural training problem, The need for more effective methods of cross-cultural training, Conditions affecting the design of cross-cultural training programs, Conceptualizing the training task, and Cross-cultural interaction training methods."

Final Report on the Evaluation of Eight Experimental and Demonstration Manpower Training Centers

Bureau of Social Science Research Inc., 1206 17th St. N.W., Washington, D.C. 20036, June, 1968, 28 p., Abstracted in *Poverty and Human Resources Abstracts*, May-June 1968, p. 120 (reprinted with permission of PHRA Editor)

"The eight Experimental and Demonstration projects described in this paper examined the question of whether southern Negro colleges could serve as effective training centers for the hard-core unemployed. The projects were undertaken in areas where there were patterns of neglect, discrimination, high unemployment and political conflicts. Training alone will not benefit the individual if it is not coupled with job development and placement. Realistic appraisal of local opportunities should precede a project. Job development and placement are expensive, but if placement expectation does not exist, trainees will drift back to their previous ways of living. Allowance arrangements are needed to cover expenses for out-of-area job searches or moves and to help find training-related employment. Post training counseling would greatly strengthen program effectiveness. Most important in training programs are an experienced director, a planning phase, highly motivated staff, good public relations and adequate facilities. The experience of these projects can be used, but it is important to adapt guideline to a specific situation and to use community leaders and relevant service agencies."

Fox, Wayne L., Taylor, John, and Caylor, John

Aptitude Level and the Acquisition of Skills and Knowledges in a Variety of Military Training Tasks

HumRRO Technical Report 69-6, May, 1969, The George Washington University Human Relations Research Office, 300 North Washington St., Alexandria, Va. 22314, 45 p.

"To assess the effects of wide differences in aptitude on the acquisition of military knowledges and skills, a sample of 183 Army recruits was divided into three maximally distant aptitude groups on the basis of their AFQT scores: High aptitude, AFQT 90-99, Middle Aptitude, AFQT 45-55, Low aptitude AFQT 10-21. Each recruit was individually trained to a performance criterion in differing combinations of a battery of eight tasks representative of Army training. A variety of supplementary psychometric, scholastic achievement, and BCT attainment data were analyzed. The results were consistent in demonstrating large differences related to aptitude. As groups, high aptitude individuals excelled, low aptitude individuals did poorly, and middle aptitude groups fell in an intermediate range on all measures."

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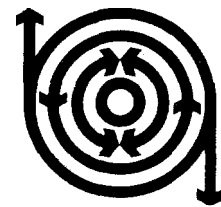
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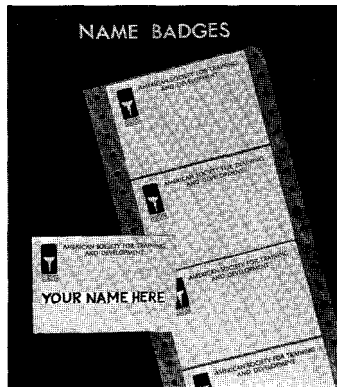
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Greenberg, D. H.

Employers and Manpower Training Programs: Data Collection and Analysis

Rand Corp., Santa Monica, Cal., Oct. 1968, 86 p., Abstracted in *U.S. Government Research and Development Abstracts*, Vol. 69, No. 10, p. 34, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151

"This document covers systems analysis as applied to manpower programs, with a view towards developing a rational, comprehensive basis for evaluating ongoing and proposed programs, and providing guidance for the design of future programs. The memorandum utilizes data collected directly from the personnel files of 16 companies which hired graduates from four manpower training programs. The purpose of the investigation was to explore the advantages and disadvantages of a company approach to follow up as opposed to direct interviews with training program graduates, and to evaluate the four local training programs."

Gurin, Gerald

Two Criteria of Success

Institute of Social Research, University of Michigan, Ann Arbor, Mich. 48104, Dec. 1968, Abstracted in *Poverty and Human Resources Abstracts* May-June 1968, p. 118 (reprinted with permission of PHRA Editor)

"This article proposes two criteria of success to differentiate the trainees participating in the job training project. One criterion is the trainee's total earnings in the six-month period following the JOBS project. The other distinguishes the dropouts from the graduates, and among the latter those who were placed by the project when they graduated from those who were placed at a later date or not at all. Trainees who were higher and lower on the earning criterion differed both in the wage rates on their jobs and in the proportion of time they worked during that period. On the other criterion, however, the trainees who graduated and were placed by the project differed from the dropouts and other graduates only in the regularity of their employment; they did not obtain jobs with higher rates. There is less relationship between dropout placement and other factors than was found with respect to the earnings criterion. Differences in earnings may be a reflection of attitudinal and motivational differences."

Hennessy, David E.

"Profit From Training"

Training in Business and Industry, Vol. 6, No. 2, pp. 34-41

Training directors are really in the business of selling ideas - training ideas that will make a contribution to profit. A method is presented here to predict the effect of a training effort in terms management can understand and evaluate. The author, himself a former training director, says that training efforts often never emerge from the concept stage because of the failure of training directors to speak the language of upper management - namely dollars and cents. A series of eight steps which should be taken to analyze a training program in management terms. This includes a much more scientific analysis of effectiveness than is generally customary. Finally the author mentions types of training programs where this type of procedure may or may not be applicable.

Hickey, Albert E.

"Sources of Programmed Instruction"

Training in Business and Industry, Vol. 6, No. 4, pp. 54-8

The author begins by elaborating on how programmed instruction has become a training tool of ever increasing importance over the last decade. The rest of the article is devoted to such questions as where training directors may find off the shelf programs to fit their needs, how they can evaluate programs, how to adminis-

ter programs, and how to set specifications for custom made programs if suitable programs are not available off the shelf. Comprehensive sources of available programs are listed. Many of the sources are companies that generated programs for their own use. Sources are also mentioned for assessment data associated with particular programs. Means are also given for locating unpublished programs of potential value for a particular company. Questions which should be asked and procedures which should be undertaken are given for evaluating and administering programs.

Jaffee, Cabot L.

"Diagnose Before Treating"

Training in Business and Industry, Vol. 6, No. 1, pp. 34-5

The author believes that a detailed summary of the strengths and weaknesses of candidates in line for promotion can be evaluated to determine the type of training mutually beneficial to the individual and to the company. Such an approach is said to be superior to a general course designed to cover broad topics such as communication, motivation, and leadership in that pertinent information about the trainees available in other parts of the firm may be overlooked. Integrating all available information about an individual, then giving him differential treatment depending on how his strengths and weaknesses line up is what this author recommends. This approach is said to be somewhat more expensive, but also more worth while and efficient because of its integrative approach.

Johnson, Kirk A. and Harding, Larry G.

Identification of Difficult Units in a Training Program

Naval Personnel Research Activity, San Diego, California, Jan. 1969, 30 p. *U.S. Government Research and Development Abstracts*, May 25, 1969, Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151

"Student opinions, instructor opinions, and conventional norm referenced tests were evaluated as means for determining the relative difficulty of various parts of a training sequence. There was fairly close agreement between student opinions and instructor opinions, but neither provided a good estimate of the index based on the norm referenced tests. There were wide fluctuations in agreement over the four studies reported."

Skills Escalation and Employment Development, Project Seed

Business and Industrial Coordinating Council, 48 Branford Place, Newark N.J. 07102, 1968, 88 p., Abstracted in *Poverty and Human Resources Abstracts* May-June, 1968, p. 128 (reprinted with permission of PHRA Editor)

"Project Seed was designed for disadvantaged persons over 18 who lacked the skills necessary for permanent employment. Seed aimed to provide a maximum of training in a minimum amount of time and to foster involvement of business and labor in developing training and employment opportunities. Over 85% were employed after training. Seed experience indicates that (1) flow training is feasible and preferable for short-term programs, (2) more openings for longer and special courses are needed for those who do not relate to the offered courses or who are not ready to accept the discipline of the working world, (3) standard tests are not meaningful for the hard core, even after training, (4) industry will guarantee jobs if the training is adequate, (5) applicants should be screened by a physical examination before acceptance to prevent accidents and to assure job acceptance and (6) counseling should be done before enrollment to reduce dropouts during early training and should continue during training to help improve trainee attitudes and motivations."

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