

The Job Of A Training Director

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There was complete disagreement at one of our recent Training Directors' meetings about what constitutes the job of a Training Director. This lack of agreement has been bothering me ever since—so I'm sticking my neck out in an attempt to tell what the Training Director does. Here is one man's opinion.

The Training Director is an *Assistant*.

He assists the new employees to learn about the company.

He assists the supervisor in breaking in the new man on the job.

He assists the technician in keeping abreast of technical developments.

He assists the top levels of management in getting their policies and philosophy transmitted to and accepted by the employee group.

He assists the intermediate levels of supervision in solving their management problems.

He assists supervisors in improving their ability to supervise.

He assists employees fresh from college in getting a firm grasp on their new jobs.

He assists present employees to get ready for promotion.

The Training Director is the medium used by management of industries and

business firms to quicken the learning process and to improve the over all operations of the organization.

He supplements the line organization. He bridges the gap between theory and practice and serves as a supply line for new ideas and techniques. He ranges in stature from an instructor on bench work to a master of applied psychology in the field of management development. His work place varies from a stand on the shop floor to leather chairs and a polished table in the manager's suite in Mahogany Row.

His tools consist of training manuals, visual aids, policy and procedure books, and whatever other devices his imagination and budget permit.

His versatility in motivation, learning processes and training techniques are his stock in trade. He came into existence as a result of economic pressure. He enables management to cope with the advances being made in methods, processes, equipment and labor relations—items which are at a stage of complexity beyond the skill and knowledge of the average supervisor.

He is called by many different names, among them are: Training Supervisor,

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New ASTD Chapter In Texas

On July 3, the Rio Grande Chapter of ASTD, located in El Paso, Texas, was formally admitted into the national society. H. C. Anderson, ASTD's regional representative from Fort Worth who is with the Convair plant there, presented the charter. There were 21 members present who received pins and membership plaques.

Officers of the new chapter are: President, Lawrence A. Odom, Jr., U.S. Post Office; Vice President, Don Young, El Paso Technical Institute; Secretary, Mrs. F. O. Rosch, El Paso National Bank; Treasurer, James L. Foster, Office, Deputy Assistant Commandant, A A & G School, Fort Bliss.

George Lockwood, Chairman of the Publicity Committee of the new group, states, "We may not be the largest chapter in ASTD, but we aim to prove soon that we're the best."

A new booklet, "Training Workers in the Steel and Aluminum Industries," published by the Educational Department of the United Steel Workers of America, may be had by writing to the Department at 1500 Commonwealth Building, Pittsburgh 22, Pa.

THE JOB OF A TRAINING DIRECTOR

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Senior Training Supervisor, Training Officer, Chief, Training Branch, Manager of Training, Training Superintendent, Coordinator of Industrial Education, Senior Training Specialist, Training Counselor, Director of Education, etc.

He is recruited from all walks of life and from varying stages of educational achievement. The chief attributes that he must possess are the ability

- 1) To achieve results in terms of improved productivity,
- 2) To gain and hold the confidence of top management, and
- 3) To spot the organizational needs to which his efforts may be successfully applied.

The problems of the Training Director are many and varied and sometimes give him grave concern; among them may be listed

- 1) Frustration resulting from inability to measure results of his efforts,
- 2) The feeling of inferiority because he is not yet recognized as having professional status,
- 3) The necessity to find new approaches to age-old problems, and
- 4) The constant need to be subordinate to the organization without being subservient to it.