



TRAINING RESEARCH ABSTRACTS

GERALD H. WHITLOCK
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Angel, Juvenal L.

Employment Opportunities for the Handicapped

World Trade Academy Press, New York, 1969, 412 pp. (Abstracted in *Personnel Literature*, U.S. Civil Service Commission, Washington, D.C., Vol. 28, No. 10, Oct. 1969, p. 17)

"Handbook for the handicapped person seeking employment covering all aspects of his situation and needs: where he can find help, preparing a resume, preparing for the interview, etc. Also includes job analyses of 350 occupations open to disabled men and women."

Banister, R. E., S. L. Abbott, J. F. Schuster, and P. G. Wells

"New Model for Teaching Auto Technology"

American Vocational Journal, Washington, D.C., Vol. 44, No. 3, Mar. 1969, pp. 68, 69, 71 (*CIRF Abstracts*, June 1969, Sect. 13-B)

"This article discusses a new program which combines audio-visual learning with conventional teaching methods for the training of automobile maintenance personnel. The new program was introduced at Mount San Jacinto College in 1968 and was constructed to include audio-visual (film and tape multi-media units) sessions. The program was initiated: (1) to determine whether teaching machines would increase the efficiency of the teaching-learning process in the field of automobile maintenance; (2) to develop a new training system for training garage mechanics and panel beaters; (3) to involve teachers in the development of new teaching techniques. Evaluation is an integral part of the program. It involves a pre-test, continuous testing throughout the multi-media units, and a post-test. The teacher both controls and develops the program. Working with him as a team are typists, an audio technician, a photographer and an artist."

Bradford, Leland P.

"The Application of Behavioral Science Knowledge and Methods to Training Activities"

Paper presented at *ASTD 25th Anniversary National Conference, Selected papers*, American Society for Training and Development, P.O. Box 5307, Madison, Wis., 1969, pp. 69-77

The author points out that, during the past 20 years, there has developed a shift from emphasis on training individuals in skills, knowledge, attitudes, etc., to an emphasis on organizational development as well as individual training. The training philosophy of the National Training Laboratories is briefly discussed and history of NTL's Programs leading up to and exemplifying this shift in the emphasis of training is presented. A discussion of some of the principles of the behavioral sciences in relation to training and ideas and suggestions for successful organizational growth and development are given.

Kirkpatrick, Donald L.

"Evaluating a Training Program for Supervisors and Foremen"

The Personnel Administrator, Sep.-Oct. 1969, pp. 29-38

This article discusses the results of evaluation techniques for a three to five-day institute for foremen and supervisors presented by the Management Institute of the University of Wisconsin Extension. Each program has been evaluated both from the standpoint of the reaction of the participants and the learning of those participating. Significant changes in knowledge and attitudes have been revealed by the use of pre- and post-tests that measured the learning of principles, facts, and approaches that have been presented. The research design group being evaluated and the research results are discussed and a number of tables are presented giving data on

answers to the questions asked. The purpose of this research was to measure objectively any changes in behavior that resulted from attendance at the institute. The data seem to indicate that positive changes in the behavior of the participants had taken place in most on-the-job phases that were related to those subjects covered by the institute.

Kohn, Vera

A Selected Bibliography on Evaluation of Management Training and Development Programs

American Foundation for Management Research, Inc., Compiled and annotated by Vera Kohn, New York, 1969, 23 pp. (Abstracted in *Personnel Literature*, U.S. Civil Service Commission, Washington, D.C., Vol. 28, No. 10, Oct. 1969, p. 15)

"Fifty articles arranged as follows: Description of research studies; Reviews of the literature; Discussions of evaluation techniques; Surveys of corporate practices. Also contains a list of books on the subject and an author index."

Mager, Robert F.

"The Revolution in Education and Training Resources"

Paper presented at *ASTD 25th Anniversary National Conference, Selected papers*, American Society for Training and Development, P.O. Box 5307, Madison, Wis., 1969, pp. 53-58

The author discusses some of the many new training and communication devices and techniques and makes the point that these are often not put to their most efficient use by training programs in industry. The use of the new technology does not seem to be keeping pace with the development of this technology, but rather the same old, inefficient ways are still in use. Several examples of this problem are cited. A further point is made that training is not always the answer to a performance problem. The problem may actually be due to a weakness in management rather than to a lack of skill. Therefore the training director, or the Director of Performance Technology, which the author prefers, must be able to evaluate the situation and decide whether training is really necessary or if the problem lies in another direction which cannot be solved by training.

Nadler, Leonard

"An Overview of Legislation Affecting Training"

Paper presented at *ASTD 25th Anniversary National Conference, Selected papers*, American Society for Training and Development, P.O. Box 5307, Madison, Wis., 1969, pp. 39-44

This paper discusses legislation at the Federal level and some of the implications of this legislation for training and the training directors. The writer discusses legislation already passed and put into law and its usefulness for a training director and others concerned with training. Legislation that is currently, or was currently, before the Congress is brought to attention. Three areas are used to divide the legislation into categories: the new worker, the current work force, and the trainer. Some suggestions as to how to keep in the know about current legislation are given in the conclusion, including the fact that there is now a section in the *Training and Development Journal* which covers some of the news from Washington and might prove helpful.

O'Connor, G. G.

"U. S. Army Training and the New Technology"

Paper presented at *ASTD 25th Anniversary National Conference, Selected papers*, American Society for Training and Development, P.O. Box 5307, Madison, Wis., 1969, pp. 27-31.

This paper discusses the technological revolution and its impact on training in the U.S. Army. Statistics are presented concerning manpower in the Army and training

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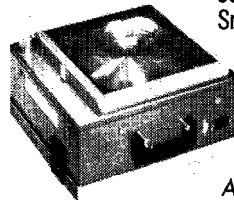
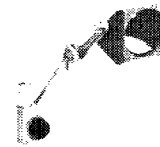
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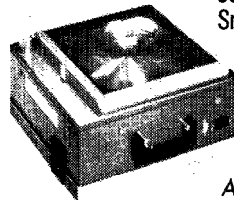
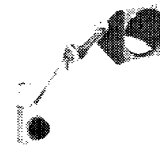
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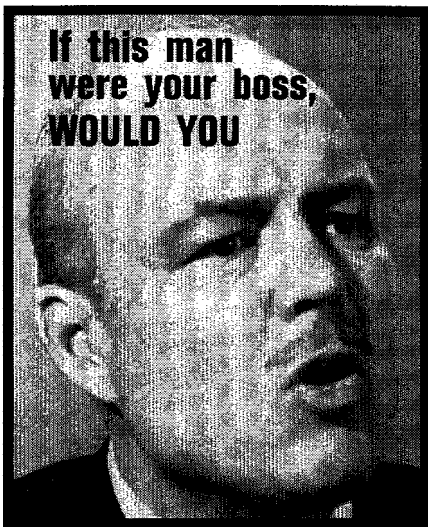
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courses presently in operation. In April, 1968, the Army established procedures by which all courses would be system engineered in order to better prepare men to fill the needed positions and to make better use of training innovations from other sources. Programmed instruction is discussed in relation to its use in a Primary Helicopter School in Texas. Computer-assisted instruction was developed and used in an electronics course in New Jersey, and the use of television in training is discussed relative to its use in Georgia. Also, a brief discussion of functional context training and the objectives of training in the Army are included in this paper.

Stavert, G. S.

"Programmed Instruction in Action"

BACIE Journal, London, Vol. 23, No. 1, Mar. 1969, pp. 16-20 (*CIRF Abstracts*, June 1969, Sect. 13-B)

"A great deal of educational research has been done to find an answer to the question 'Is programmed instruction better than conventional teaching?' The results of experiments carried out by the Royal Navy show that this is a more complicated question than may appear at first sight. The first experiment concerned a small-scale program of nine hours' duration to teach elementary trigonometry. There were three groups: (1) used auto-tutor teaching machines; (2) used a scrambled textbook; (3) was taught by an experienced instructor. In a test taken by all three classes, group (1) scored higher marks and completed the work in less time than the other two groups. The differences were not very great, but just enough to be significant. Student attitudes to the machine teaching were positive. It was, therefore, decided to try out the machines with longer programs on a technical topic — basic electricity and electronics. The results of the second experiment failed to confirm the findings of the previous one. A compromise solution was therefore sought in which teaching machine sessions alternated with periods of laboratory work and classroom tutorials in such a way that there was an active and significant role for the class instructor. Basically, the positive results of the first test were borne out and student attitudes were generally good."

Twelker, Paul A.

Simulation: Status of the Field

Presented at the Conference on Simulation: Simulation for Learning, Boston, Mass., Oct. 1968, 49 pp. (Abstracted in *Research in Education*, Educational Research Information Center, Vol. 4, No. 9, p. 99)

"This paper describes selected nonschool uses of simulation and discusses the implications of each application for education in general. Most of the applications described pertain to instruction and include the provision of an environment for exercising or practicing the application of principles or skills. Applications which are examined include (1) the use by the military of various simulator trainers, auto-instructional simulators, the Pocket Blinker and a War Wound Mouflage Kit; (2) the use by the government of simulation planning exercises, and (3) the use by industry of business and management simulation games. An experiment with television-mediated simulation by a Boston UHF station and the use of simulation in situational response testing by the American Board of Orthopaedic Surgery are also reviewed. Discussion of the implications from these applications for education includes analysis of the factors of cost of the simulation, complexity, realism, uses, and value. Forty-seven references are listed. Appended is a representative listing of "Uses of Instructional Simulation systems in Industry, Government, the Military, and Other Non-School Uses," information on each of the 48 items includes the name of the simulation, the designer, the target group, and a brief description."