



TRAINING RESEARCH ABSTRACTS

Barrett, Nancy, Carter, William, McClenon, Charles, Smith, Stuart, and Wolpert, Robert

Pretraining Vocational Education Through Job Rotation

Institute for Creative Studies, Washington, D.C., Sept., 1968, 68 p. (Abstracted in *U.S. Government Research and Development Abstracts*, Vol. 69, No. 6, p. 40, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va., 22151)

"The report investigates some of the causes of dropout from manpower training programs. In cases where early termination of training is deemed undesirable, solutions to the dropout problem are suggested. A substantial part of the report is concerned with a plan to encourage rational career planning through pretraining vocational orientation. A rotational on-the-job exposure scheme is developed and guidelines for a pilot study are presented. Techniques for measuring benefits and costs are also discussed."

Brunner, Edmund S.

"The Use of Discussion"

Chapter 10 from *An Overview of Adult Education*, by Edmund Brunner and others, available from Adult Education Association of the U.S.A., 1225 19th St., N. W., Washington, D.C. 20036. (Abstracted in *Research in Education*, Educational Research Information Center, Vol. 4, No. 2, p. 7)

"Research on the use of discussion in adult education has been largely concerned with comparing it with the use of other instructional techniques and with measuring opinion change. Contradictory studies suggest that the explanations may be not in the technique used but in the educational status and cultural background of the participants, the subject matter, and the facility of the leader of discussions. Studies of leadership have shown the importance of the concept of the leader as a neutral agent to facilitate consensus and also have shown that directive leadership is favored by those with less than average education and is resented by the better educated. The technique may be improperly understood and employed; a definitive study of large groups of varying purposes is called for. Such factors as optimum size, educational level of participants, objective of the discussion, subject matter, leadership qualifications should be studied."

Bumstead, R. A.

"Classrooms for a Class of One"

Training in Business and Industry, Vol. 5, No. 3, Mar. 1968, pp. 40-51 (*CIRF Abstracts*, Vol. 7, 1968, Sect. 13-B)

"This article concerns the introduction of a new training program using programmed instruction and audio-visual media for service and maintenance staff of office machinery. It is said to have several advantages over the traditional classroom program. The program was the result of a study by a service organization of its training program. Interviews were carried out with top management, branch managers, supervisors, and other personnel. Out of the interviews came an understanding

of several principles on which a new program should be based. The principles of flexibility and expandibility lied at the core of the new program. A computer analysis is also described which was based on 58,000 service call forms. This served as a basis for pinpointing training needs and indicating the amount of time to be spent on each mechanic during training."

Cenci, Louis

Skill Training for the Job

Pitman Publishing Corp., 20 East 40th St., New York, N.Y. 10015. (Abstracted in *Research in Education*, Educational Research Information Center, Vol. 4, No. 2, p. 8, U.S. Government Printing Office, Washington, D.C. 20402)

"In this text, primarily for instructors in skill training programs, the concepts and methods of instruction are oriented toward the belief that supervisors and senior employees represent the best source of instructors. Sections of this work deal with such aspects as the rationale and the initiation of on the job training, criteria, personal qualities, knowledge, motivation for selecting instructors, the supervisor as an instructor, understanding and working with trainees as individuals and as part of the group, techniques for analyzing training needs, guidelines for the planning of sessions and for formal and informal training, the selection of suitable instructional settings, the purposes, uses, and development of training aids, and means of evaluating the results of training."

Dubly, A., and Lecompte, B.

Appraisal of the Transfer of Skills to Developing Countries

Paris, Organization for Economic Cooperation and Development, 1967, *Social Change and Economic Growth*, 264 p. (*CIRF Abstracts*, Vol. 7, 1968, Sect. 13-B)

"This presentation is a report given to the annual meeting of directors of development, training, and research institutes concerning skill development through technical assistance and its advantages, difficulties, definitions and tentative methodology. Skill is said not to be knowledge but know-how and does not necessarily call for a high degree of technical ability. The adaption of a trade to local conditions in regard to investment or employment should be taken into account as well as productivity. The term transfer of skill conveys the idea of communication without loss for the value of a skill, as with many educational assets, is not lessened because it is communicated. The effect of a transfer of skill on the recipient should make him understand not only the why and wherefore, but also the actual process of transmission. A transfer of skill from one individual to another must be accomplished in an atmosphere of progress. This makes it important to create the right technical environment."

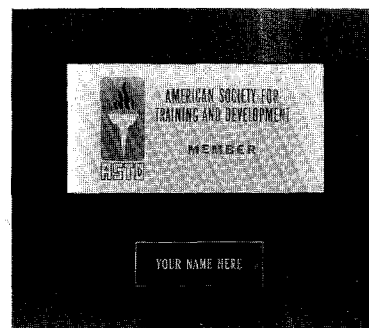
Fiks, Alfred I., and Brown, George H.

Student Attitudes and Foreign Language Learning

Human Resources Research Office (HumRRO) Technical report 69-2, Mar. 1969, George Washington University, 300 North Washington St., Alexandria, Va. 22314

"Intellectual and aptitude factors do not wholly account for differences in achievement in foreign language classrooms. Some aspects of student attitudes and motivation were investigated to determine their role in such learning. Data were collected from about 300 military students of foreign languages in the first and again in the last third of their courses at eight military, university and commercial language

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schools. Three types of data were collected: (a) attitude-motivational (Interest, Utilitarian Orientation, Xenophilic Orientation, and Course Satisfaction, by means of a 41-item language interest scale; Volunteering Data); (b) secondary data (biographical, aptitude, and training system factors); and (c) criterion measures (final course scores, Army Language Proficiency Test Listening and Reading Scores, and course completion figures). These data were analyzed, associations were identified, and some student selection and course management implications were drawn."

Fine, Sidney A.

The Feasibility of a Direct Method of Obtaining Manpower Demand Data

Institute for Employment Research, Washington, D.C., Nov., 1968, 141 p. (Abstracted in *U.S. Government Research and Development Abstracts*, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151)

"The problem to which the study addresses itself is the use of current manpower statistics as a basis for arriving at estimates of educational and training requirements for jobs in the United States. This is a fundamental use in manpower planning. From the estimates lead times are determined for the development of vocational and technical skills. These lead times serve as a basis for anticipating shortages or surpluses of labor and thus influence the allocation of public funds for vocational professional education."

Grimsley, Douglas L.

Acquisition, Retention and Retraining, Effects of High and Low Fidelity in Training Devices

Human Resources Research Office (HumRRO) Technical Report 69-1, Feb., 1969, George Washington Univ., Alexandria, Va. 22314

"To examine the effects of varying fidelity of training devices on acquisition, retention and reinstatement of a procedural task, soldiers were trained individually to operate the Section Control Indicator console of the Nike Hercules guided missile system during preparation and firing status. Subjects with no previous experience on the equipment were trained on one of three panels differing in appearance, functional fidelity or both, and tested immediately after training. Approximately four and six weeks later they were retested and retrained to the original level of proficiency. Results indicated that there was no difference in training time, initial performance level, amount remembered after four and six weeks, or retraining time, between individuals trained on high and low fidelity devices for procedural tasks."

International Labour Office

Training of Maintenance Workers

International Labour Office, Geneva, Switzerland, 1967, 38 p. (Abstracted in *CIRF Abstracts*, Vol. 7, 1968, Sect. 13-B)

"This is a CIRF research study on problems in recruiting and training maintenance workers. Objectives and methods of the study are discussed as well as findings in the Federal Republic of Germany, Bulgaria, France, and Sweden, and a comparison

with other studies. Some of the important conclusions of the study are, (1) generalizations about industrial maintenance requirements have little validity — conclusions must be drawn separately for each industry, and they are likely to be valid over only relatively short periods, (2) in spite of the general shortage of skilled labor, undertakings have had no great difficulty in recruiting adequate maintenance staffs, (3) there is some change in the skill strategies of maintenance staff, the number of mechanics remaining stable while electricians and electronics specialists have increased.”

Kirchner, Corinne

“Motivation to Learn”

Chapter 3 from *An Overview of Adult Education* by Edmund Brunner and others, available from Adult Education Association of U.S.A., 1225 19th St., N.W., Washington, D.C. 20036. (Abstracted in *Research in Education*, Educational Research Information Center, Vol. 4, No. 2, p. 8)

“Understanding the connection between motivation and education is crucial for the achievement of adult educational goals. In social psychological terms, for each individual the learning process proceeds selectively in the context of motivational forces. With increasing age and ego development, basic motivational forces are socially defined, channeled, and ramified and new motivations are learned. Adult education must deal with well developed, subjectively meaningful motivations in relation to complex social influences and social values. Studies are cited which demonstrate how learning and motivation are related, and some of the social and psychological factors which may best account for differential motivation.”

Purifoy, George R.

Instructional Methodology and Experimental Design for Evaluating Audio/Video Support to Undergraduate Pilot Training

Report No. AIR-728-9/68-IR AFHRL-TR-68-5, American Institutes for Research, Pittsburgh, Pa., Oct. 1968. (Abstracted in *U.S. Government Research and Development Abstracts*, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151)

“This report presents a detailed description of the methods by which airborne video recording will be utilized in the training of Air Force pilots, and presents plans for an assessment of its effectiveness. Audio/video equipment configurations and limitations are discussed as they apply to training operations in the T-37 and T-38 aircraft, and training methodology is described which has been formulated to permit the integration of video recording and teaching techniques into the Air Force undergraduate pilot training program. Plans for an eight-month experimental evaluation of the effects of these techniques are detailed, including schedules, operating practices, student selection procedures, instructor training plans and analysis guidelines.”

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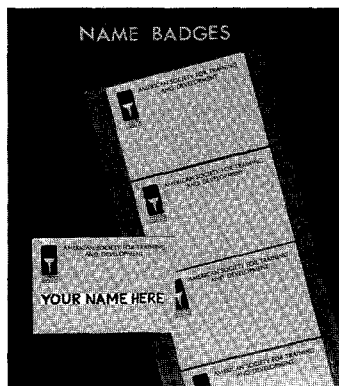
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Reissman, Frank

Strategies for the Education of the Disadvantaged

Illinois Univ., Center for Instructional Research and Research and Curriculum and Evaluation, 22 p. (Abstracted in *Research in Education*, Educational Research Information Center, Vol. 4, No. 2, p. 118, U.S. Government Printing Office, Washington, D.C. 20402)

"This conference paper maintains that to more effectively motivate disadvantaged students certain basic changes within the school system must be made. The use of indigenous nonprofessionals in the schools may benefit the older disadvantaged student by providing him with a role model and a sympathetic adult from his own social class. Work study programs can also be effective with these students. Another important strategy is specialized training for teachers and administrators in disadvantaged schools. School personnel should learn to recognize and respect the positive adaptive qualities of the poor, and to utilize these qualities in the planning and execution of lessons. It is especially important that the classroom not be dominated by a "prissy middle-class atmosphere."

Roman, John

Disadvantaged Youth in Business Education, Clerical Services

Cincinnati Public Schools, Ohio, 23 p. (Abstracted in *Abstracts of Research and Related Materials in Vocational and Technical Education*, Winter, 1968, p. 113, Eric Clearinghouse, Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio)

"This sequence of courses was designed to provide prevocational business education for students ranking in lower one-third in general scholastic ability. The content of the program is geared to the slow learner who may have reading and listening difficulty. Objectives, course content, instructional materials and teacher readings are listed for each grade level. Included are a discussion of general characteristics of disadvantaged youth, school and community cooperation, jobs on which these students are ordinarily employed and special characteristics of the Clerical Services Program."

Snyder, Melvin T., and Askren, William B.

Techniques for Developing Systems to Fit Manpower Resources

Report No. AFHRL-TRTR-68-12, Air Force Human Relations Laboratory, Wright-Patterson Air Force Base, Ohio, Oct. 1968. (Abstracted in *U.S. Government Research and Development Abstracts*, Springfield, Va. 22151)

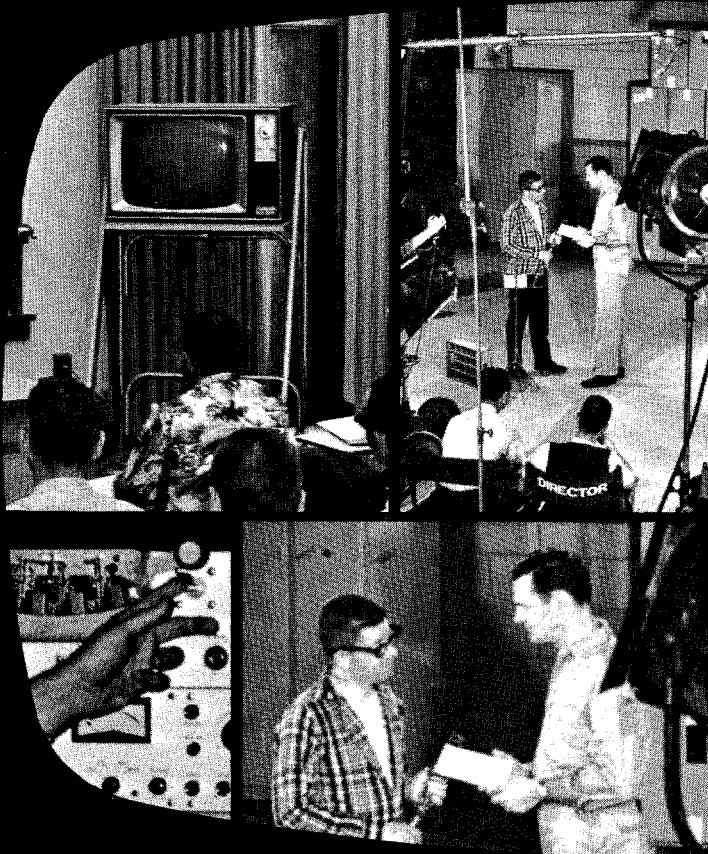
"The report discusses four related processes for developing systems within manning and skills constraints. The point is made that the services are beginning to feel the need to exert some measure of control over system design where human resources are involved. The report covers (1) research to prove that certain human resources data does affect system design, (2) techniques by which to match or balance through trade off practices the hardware, the human and other system support or logistic functions in order to get a best mix, (3) a new specification by which personnel requirements are stated in terms of system requirements, and (4) a newly-developed, computer-based data handling system for human resources data in the conception, development, test and operation of systems."

Taylor, Robert E., and Christenson, Virgil E.

Strategies for Optimizing the Application of Media in Vocational and Technical Education Curricula

Center for Vocational Education, Ohio State University, Columbus, Ohio. (Abstracted in *Abstracts of Research and Related Materials in Vocational and Technical Education*, Winter, 1968, p. 150, Eric Clearinghouse, Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio)

“The assumption is made that vocational and technical education is undeveloped in terms of adequately exploiting the full range of possibilities inherent in modern educational media and technology. This paper presents an overview of the broad setting in which vocational and technical education functions, the general benefits of applications of media to diverse and varied instructional situations, and strategies for optimizing application to the vocational and technical education curricula. Selected examples where media have specific implications for vocational and technical education are discussed. Examples include programmed instruction, single concept film loops, auto tutorial materials for airbourne television, computer assisted counseling and micro-teaching.”



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