

Standards of Training Personnel

Submitted to the Board of Directors May 4, 1954 by the Committee on Professional Standards of the American Society of Training Directors.

The function of education and training in business and industry is essentially that of rendering service to the other components of any organization of which this activity is a part. This service consists, in the main, of assisting people to improve themselves so that they may be more effective in their job responsibilities, in their relationships with co-workers, and in their civic and social activities.

Integral Part of Business

The acceptance of this function as an integral part of the structure of a business or industrial organization is dependent, to a large extent, upon the ethical, the human relations, and the technical conduct of those who direct and perform the activities connected with education and training. The value of the training occupation is also determined by the ways in which the personnel in an organization react to the programs, the methods, and the personalities to which they are exposed while undergoing education and training.

Individuals who accept or undertake the responsibility of directing or conducting educational or training programs should perform this function with technical competence and with the understanding that their actions affect the lives of people, as well as the continued existence and the prosperity of their organizations. Membership in a profes-

sional association may indicate an interest in the occupation and its development, but it does not necessarily certify that an individual is professionally competent. Since this is largely an individual matter, it is desirable that all training personnel exemplify the belief that competence is largely the result of continued education and training by engaging in personal programs that lead to professional growth.

Statement

The following statement which is composed of several parts, namely, (A) The nature of education and training, (B) The responsibilities of training personnel, (C) Ethical principles of training personnel, and (D) Personal Factors, is designed to serve a number of purposes. These purposes are:

- a. To create an atmosphere of closer relationship between individuals who perform the functions of education and training.
- b. To establish a guide by which persons engaged in education and training may govern themselves.
- c. To stimulate growth in technical competency, breadth of understanding and scope of services.
- d. To demonstrate that this occupation is, in every way, a profession and that those who are engaged in it are aware of the obligations entailed upon them by belonging to it.

A. The Nature of Education and Training

Some confusion relative to the meaning and usage of the terms "education" and "training" has been manifested among training personnel and persons employed in educational institutions.

"Training" has been interpreted as the giving of rather short, intensive instruction programs which are confined primarily to helping people become proficient in skill activities. The drill aspect of instruction has been accepted by some as its principal feature. Training tends to result in increased ability to earn a living.

"Education," on the other hand, has generally been thought of as consisting of the long range, broad based programs, usually provided in an institution of learning, that aid people to prepare for and to deal with a variety of life situations. Education tends to result in increased ability to live a better life.

Dictionary Definitions

A review of dictionary definitions indicates that these terms may be used synonymously and that there is very little, if any, difference in their specific meanings. The essential characteristics of education and training are much the same, particularly when they are considered in the light of their usage in business and industry. Training personnel may, therefore, be charged with the responsibility for instituting improvement programs of both the long-range and the short intensive types, and should, therefore, thoroughly understand the nature of these processes.

Basic Traits Listed

What are the basic and common traits of education and training? Listing them numerically we may include the following:

- a. Education and training affect people. People are both the raw materials and the products of these processes.
- b. These processes bring about changes in people. The aim of each is to create desirable changes in the skills, the knowledge, the attitudes and the actions of people. This may result in increased proficiency in the performance of occupational skills and responsibilities, in broader and deeper understanding of all phases of an occupation and its relationships, and in the development of practices which lead to harmonious and constructive relationships with co-workers, neighbors, and others in a community.
- c. Education and training are systematic processes. They include instruction and drill in specific techniques and manipulative activities, as well as development and cultivation of the ability to understand fundamental principles and broad concepts.
- d. Education and training are inevitable, continuous lifelong processes. They go on all of the time whether we like it or not, whether we approve it or not, and whether we provide for these processes or not. They are present in one form or another in all organizations, but they are most effective when recog-

nized as definite duties and responsibilities.

- e. Education often must be re-education. Re-education is most effective when there is three-way communication; instructor to learner; learner to instructor; and learner to learner.

B. The Responsibilities of Training Personnel

The purpose of this section of the statement is to define and clarify the relationships between training personnel and the several elements with which they have contacts. These elements are (1) the organizations and managements which employ them, (2) the persons who are being trained, (3) the profession or occupation of training, (4) the communities and the societies of which they are a part.

1. Responsibilities to management

Since it may be presumed that training personnel possess special qualifications which enable them to perform special functions, what are their obligations to their organizations and to their managements? These are the specific responsibilities:

- a. Keep management informed about the broader areas of activities in which training can operate.
- b. Maintain a continual search for improved methods, up-to-date materials, and other developments in the field of training.
- c. Improve themselves personally and in the performance of the professional aspects of their work.

- d. Become acquainted with and informed about the aims, policies and operations of their companies.
- e. Advise management about the situations in which training may aid in solving problems involving production, attitudes, knowledge, and actions.

2. Responsibilities to person being trained

Training personnel deal with people. To be most effective in their relationships with learners, they should be conscious of the obligations which they assume when they undertake to assist others to improve. What are these obligations?

- a. Respect the learner's integrity and personal dignity.
- b. Adapt the instruction to the learner's level of ability.
- c. Be sure that the instructional material presented is factual, up-to-date, and applicable to the learning situation.
- d. Provide the learner with information about his rate of progress.
- e. Seek to effect learning through cooperation, inspiration, and persuasion rather than through the leverage of authority.
- f. Become acquainted with the learner's interests, aptitudes, and aspirations for the purpose of aiding him to achieve maximum development in accordance with his capacities.

3. *Responsibilities to the profession*

Relationships between persons engaged in the same field of endeavor often determine its status and progress. What should an individual in this capacity do that will aid the advancement of the profession and will enable it to gain added recognition and increased opportunity to serve?

- a. Engage in and assist others in conducting research that will be beneficial to training.
- b. Participate constructively in the activities of professional educational and training associations.
- c. Make sure that all training activities will be based upon sound educational principles and practices.
- d. Cooperate with others by making available methods, materials, information, and experiences that will contribute to the improvement of training practices.
- e. Encourage qualified individuals to seek employment in training situations.
- f. Make every effort to inform all concerned about the values of training and the benefits that may result from establishing such activities. The values of training may, most often, be impressed upon others by demonstrating results that are based on the use of sound practices.

4. *Responsibilities to the community*

As citizens, members of the training profession are obligated to discharge the duties required of all citizens to uphold

the principles upon which our society is based. Because they have special qualifications and specialized skills, it is incumbent upon training personnel to make these available for the purpose of serving the best interests of the immediate community and the society in which they live. These responsibilities can be met in the following manner:

- a. Participate in worthy community projects and activities and contributing, through the use of specialized skill and knowledge, to the successful maintenance of such projects and activities.
- b. Become thoroughly familiar with the basic principles underlying our form of society, and thus be in a better position to explain and interpret them objectively and clearly.

C. Code of Ethics and Principles for Training Personnel

The following code of ethics and principles is established as a guide for the day-to-day activities of all persons who assume responsibilities for the training of others. It is based upon the belief that the functions performed by training personnel are at the professional level and that training personnel as individuals should maintain and adhere to ethics and principles worthy of members of a profession.

1. *Loyalty to an employer*

A training person should endeavor to acquire a thorough understanding of the policies, procedures, practices and operating philosophy of the organization with

which he is connected. These should be examined carefully and objectively. If weaknesses are found, which interfere with the successful operation of the training function, these should be pointed out to the management with suggestions for improvement.

Acts of expediency which are either not ethically sound or in conflict with a company's best interests should not be supported. Confidential information obtained from management or employees, should be kept confidential.

A training person should support the basic policies and practices of his organization as long as he remains with it. This involves presenting them to others as effectively as possible.

2. *Maintenance of high standards of quality*

The most effective training methods should be used at all times, and there should be no compromise with slipshod programs or ill-adapted techniques. Programs and results should be evaluated honestly and carefully in order to correct weaknesses and add strengths. New methods and techniques should be studied openmindedly with the view that they may be useful in making future programs more effective.

3. *Development of confidence*

The training person should endeavor to gain and maintain the confidence of all with whom he deals. This requires that he should be sincere and objective in all of his dealings with all levels of co-workers in the organization. The implication here is that he should concern himself primarily with the performance of the training functions assigned to him.

4. *Assistance to the personnel of an organization*

Training personnel should bear in mind that they serve in staff capacities in their organizations. Their activities should be based upon the principles of cooperation and persuasion rather than upon authority. Service is given in the highest degree when all elements in an organization are assisted by the training staff to identify training needs and to develop means of meeting them.

5. *Recognition of the contributions of others*

Training, to be most effective and most acceptable, must be carried on cooperatively. Ideas, materials, indications of need, and support come from a variety of sources in an organization. The need for recognition is a fundamental principle of human behavior which all training personnel should ever bear in mind in dealing with people. Giving credit whenever and wherever it is due is a practice which should be incorporated into the daily activities of training staffs.

6. *Provision of physical facilities and training aids*

Good physical facilities and effective instructional aids are advantageous to trainees and to trainers. Training personnel are obligated to secure the best physical facilities that conditions permit and to provide those instructional aids that are most suitable to various aspects of the training programs.

7. *Maintenance of professional progress*

Growth of an individual's capacity to serve and expansion of the area of his

service are dependent upon his keeping pace with developments in the occupation. A training person is obligated, therefore, to attend professional conferences, to read the pertinent literature in the field, and to participate in all available professional activities that tend to improve his proficiency in the performance of his duties and responsibilities.

Proficiency in the use of the techniques of training is not sufficient in itself to insure the professional competence of an individual. Effective functioning in training requires study and understanding of the economic and social forces that have impact on society as well as pertinent aspects of human relations, principles of management, personnel procedures, and related fields.

8. *Exchange of ideas and materials*

Mutual sharing of ideas, materials, programs, and other pertinent developments in the field of training aid in the strengthening of the profession through the resulting extension of its services. Every training person should, therefore, cooperate in the practice of reciprocal exchange with others who are similarly engaged. Assistance should be given to those who are inexperienced or who may be situated in organizations with inadequate facilities and staffs to carry on research or experimentation.

9. *Participation in activities of professional associations*

Values accrue to individuals in a profession as the associations made up of such persons gain strength and stature. Strength and prestige of such organizations are dependent upon the degree to which members participate in the activities of their professional associations.

Training personnel should serve on association committees, contribute to and take part in research activities and cooperate in other society projects for which they may be best fitted.

10. *Acceptance of remuneration*

Training personnel frequently have the opportunity to make use of or recommend the use of materials, devices, and the like that are presented to them by persons or organizations which are especially interested in their distribution. It should be considered unethical to accept any form of remuneration or compensation for this action.

11. *Conduct as a citizen*

Every individual has obligations to the society of which he lives. A training person should at all times endeavor to be constructive and forward looking in his participation in community affairs.

12. *The ultimate aim*

The training person's chief aim is to render a service which results in the improvement of people. In the performance of the functions connected with this aim, he should consider that he is employed to perform a service which is not measured in units of time but in terms of results achieved.

D. Personal Factors

The Committee on Professional Standards has given consideration to other elements involved in the development of guiding principles or basic standards for the training profession. Among these are the following: (1) educational standards, (2) work experience standards, (3) personal characteristics.

1. *Educational Standards*

It is recognized that the present stage of development does not permit of the establishment of hard and fast standards that may be applied fairly without exception. However, it is possible to indicate certain educational qualifications that ought to be basic in considering candidates for the training profession.

These are as follows:

Educational degrees or equivalents

- a. A member of the training profession should hold a first degree or its equivalent from a recognized higher institution of learning. The program of preparation for entrance into this occupation, as well as that which is aimed at improving those who are employed in it should be designed to provide specific subject matter directly connected with the work. It is desirable also that some additional advanced professional work on the graduate level or its equivalent should be accomplished.

- b. Principle areas of educational preparation.

In addition to the basic curriculum leading to a first degree, as many as possible of the following subject matters areas should be included:

Psychology (Educational and Industrial)

Guidance and Counseling (Principles and Methods)

Education (Principles and Methods of Industrial Education)

Tests and Measurements (Principles and Methods of Construction)

Statistical Methods

Principles of Business and Industrial Organizations

Principles of Personnel Administration

Methods of Oral and Written Communication

Principles and Methods of Group Dynamics

Methods of Graphic Expression

Methods of Dramatic Expression

Construction and Utilization of Audio-Visual Aids

Techniques of Research

Sociology

Techniques of Discussion Leading.

2. *Work Experience Standards*

Experience as a paid employee in a variety of occupations is useful since it provides an individual with an understanding of requirements, conditions, attitudes, and relationships that are interwoven in such a situation. No one type of work experience can be indicated as most useful for each individual since the purpose in mind may be achieved by following different routes.

In order to be better prepared to carry on training duties, it is suggested that training personnel engage in a variety of occupational activities prior to assuming training responsibilities. These may consist of one or more of the following:

- a. Experience as an hourly rate worker—possibly of one year's duration.
- b. Employment in some form of occupation which involves dealing with the public. This may include sales or service activities.
- c. Experience in handling groups of people which may be gained by engaging in teaching or similar activities.
- d. Experience in some form of supervisory capacity.

3. *Personal Characteristics*

Personal characteristics are factors that enter into the matter of selection of individuals for particular assignments and responsibilities. The effectiveness of the performance of any person is dependent upon the degree to which he possesses the qualities that are most needed for successful activity in an occupation.

The following list of desirable personal qualities and attitudes is suggested in this instance:

- a. *Resourcefulness and imagination.* A training assignment may be done in a number of ways. When a proposed procedure is not approved by management, the training man should be able and willing to devise and propose effective alternate procedures until a suitable one is found.
- b. *Enthusiasm and drive.* The effective training man cannot pressure his projects to successful completion, but he should possess recognizable enthusiasm and the skill of getting things done with business-like dispatch.

- c. *Emotional stability.* Education and training of employees includes growth toward emotional maturity. The training man must demonstrate such stability in order to maintain the confidence of both employees and management in the training product he has to offer.
- d. *Dependability.* The training person should be consistent and reliable at all times. He should demonstrate to all with whom he comes in contact that he meets commitments regularly and his actions are predictably sound. The training techniques he uses and the training programs he operates are acceptable in the sense that they are based upon correct and sound principles of training.
- e. *Persistence.* The training person may, at times, find himself deterred from establishing training programs which are needed. If he is convinced that a need can be met or a problem solved through training, he should continue steadily and firmly to present his point to those concerned. Persistence must be tempered with judgment so that all the factors affecting a situation involving training are given thorough consideration when action is contemplated.
- f. *Objectivity.* The training person deals with many varieties of individuals in a great many different situations. Freedom from bias and prejudice and the ability to keep personal feelings from influencing his actions and relationships are essential to the effective performance of his duties.

- g. *Social adaptability.* The work of the training person is carried on with individuals or groups of individuals. It is essential, therefore, that he possess the ability to adjust or modify his thinking and actions when the need arises. This does not imply that he should forsake principles and ideals, but rather that he must be able to suit his thoughts and actions to the conditions he faces at a given time.
- h. *Cooperativeness.* Training is best accomplished when there is a sharing of activity or a joint attempt to solve a problem. The training person can secure the assistance of others and develop favorable attitudes toward training in proportion to the extent to which he practices this quality.
- i. *Mental alertness.* The training person's duties involve intellectual activity at all times. This requires him to be wide awake and vigorous in studying developments in the field and in keeping up-to-date with changes as they occur.
- j. *Decisiveness.* The necessity of making a choice between several courses of training action is frequently the responsibility of the training specialist. It is necessary that decisions should be made with dispatch and unhesitatingly when all the facts are available in order that training may proceed without delay.
- k. *Persuasiveness.* Training is not always acceptable to those who stand to benefit most from it. The training specialist should be able to influence people to undertake

training by being reasonable in his presentation of the possible benefits to be derived and by appealing to understanding rather than to emotion.

In the selection of individuals to handle training responsibilities, attention should be focused on desirable personal characteristics without respect to race, creed, or color.

11th ANNUAL ASTD CONFERENCE "ROUNDUP" PLANS ANNOUNCED

The 1955 ASTD Conference in Los Angeles, California, will require a national "Roundup" of training personnel. An advance scouting party from the western Host Chapters set up a temporary camp at the 1954 Conference in Milwaukee. They report that the interest is high and the prospects good for a successful roundup come Spring '55. Head cowpoke of the 11th Annual ASTD Conference (General Chairman of the Los Angeles Conference Committee) Elmer F. Sproule, Training Director of Hughes Aircraft, reported that our temporary camp at the Milwaukee Conference utilized two female scouts recruited in Milwaukee. These talented scouts lined up many a hot prospect for roundup attention in our Spring 1955 drive.

Roundup Plans call for a Chief Brander at each chapter. In the near future, Chapter Presidents will hear from the 1955 Conference Committee requesting their appointment of a Conference Liaison man to handle the arrangements for the Roundup in their area.