



TRAINING RESEARCH ABSTRACTS

Ackerman, Leonard

"Training Programs: Goals, Means and Evaluation"

Personnel Journal, Vol. 47, No. 10, Oct., 1968, pp. 725-730

The author makes no distinction between training, education, and development. Organizational training goals that have been primarily concerned with such things as increased performance, creation of a manpower pool for promotion, improved safety, etc., must now take into careful consideration the desires of individuals and society. The author feels it is becoming increasingly apparent that organizational self interest alone will dictate that business, industry, and government make wider use of their training programs to provide opportunities to those who lack marketable skills and knowledge. On a higher level, organizations have the opportunity to contribute to the development of a more healthy society in helping people realize their potential and become contributing members to that society. It is emphasized that training goals must be means and not ends to get the most out of training dollars. For validating training programs, employers should demand more than opinions and subjective evaluations. Five factors are stated that contribute to the paucity of evaluation.

Alf, Edward F., and Wolfe, John H.

"Comparison of Classification Strategies by Computer Simulation Methods"

U.S. Government Research and Development Abstracts, Vol. 68, No. 22, Nov. 25, 1968, p. 34, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va., 22151

"The effectiveness of several methods of classifying enlisted men for A-school training were compared using computer simulation methods. Using actual school quotas, nine different assignment methods were compared on seven assignment criteria using computer simulation methods with a sample of 587 enlisted men. The best overall strategy under the conditions of the present study is assignment to maximize the probability of graduation from A-school. This strategy comes close to maximizing the other strategies investigated, and also results in relatively homogeneous talent groupings in the various schools. Classification to maximize probability of graduation is a strategy worthy of further investigation."

Decrow, Roger and Stanley Grabowski, editors

A Register of Research and Investigation in Adult Education, 1968 ERIC Clearinghouse on Adult Education, Syracuse, N.Y.

This is the 1968 edition of an annual register of adult education research put out by the U.S. Dept. of Health, Education, and Welfare. Its purpose is to make known the research studies completed during the year with an abstract and note on availability. The literature is from both published and unpublished sources. Documents have been included which are: (1) well-designed research with efforts to manipulate or control variables; (2) systematic data collecting efforts; (3) historical and biographical studies; and (4) significant research reviews or annotated bibliographies. For each report the following information is given: author or institutional source, title and other identifying bibliographic data, abstract, place of publication or note on how to obtain the report.

Fradkin, S. L.

"Experiment in Applications of Methods of Programmed Instruction"

U. S. Government Research and Development Abstracts, Vol. 68, No. 21, Nov. 10, 1968, p. 35, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va., 22151

"An analysis is made of various forms and methods of programmed learning.

The primary developments in the introduction of programmed learning methods are: creation of programmed teaching aids; use of existing textbooks for programmed learning; conducting programmed lectures with feedback; and use of both teaching machines and machineless methods of checking knowledge. These directions are described in some detail and compared. It is noted that the potential of programmed learning for saving the students' time is often not realized, due to the fact that the students are not accustomed to the increased amounts of independent work which programmed learning requires. Some examples of programmed methods used in the author's school are presented. Subjects taught are primarily technical."

Hoban, Charles F.

"Man, Ritual, the Establishment, and Instructional Technology"

Educational Technology, Vol. 8, No. 20, Oct. 30, 1968, pp. 1-11

Mr. Hoban attempts to counter the perspective held by many that a majority of instructional technological devices generally fail to live up to overstated performance promises when adapted to schools or other environments. Eight reasons are given for the present pessimism. Particular emphasis is placed on the idea that the historical role of the classroom teacher is highly ritualized and any invasion of the ritual is likely to be resisted as "an invasion of the sanctuary by the barbarians." He leads from this into the argument that many of the troublesome problems of instructional technology are essentially manifestations of the troublesome problems and properties of instruction in the American educational system. Instructional technology must be applied in the proper environment to elicit the greatest amount of benefit. Six conditions which would detract from its effectiveness are also elaborated on, as well as how to determine priorities and emphasis.

Inoue, K.

"Group Training in Japan"

International Labour Review, Vol. 98, No. 1, July, 1968, pp. 39-55

Small and medium-sized undertakings still play a considerable role in the Japanese economy. With some possible exceptions, however, they are incapable of bearing the cost of an independent training scheme, and it is for this reason that group training has been developed. In this article its characteristics are outlined and by way of illustration, a typical group training body is described. In conclusion, reference is made to a Ministry of Labor report putting forward suggestions for the reorganization of vocational training as a whole, and in particular, for the promotion of group training.

Klaus, David J.

"Increasing Team Proficiency Through Training - Supervisory Furnished Reinforcement in Team Training"

National Institute for Research in Behavioral Sciences, 1966. (Abstracted in *Research in Education*, Vol. 3, No. 10, Oct. 1968, 62 p. For information on obtaining article in either hard copy or microfiche, see back cover of *Research in Education*)

"Individual team members had shown reduced proficiency when training was stopped and team training began. This study assessed the effects of supervisory feedback to individual team members on the rate at which teams acquired proficiency. Team reinforcement combined with supervisory furnished individual reinforcement produced faster acquisition than team reinforcement alone, but the advantage was lost when individual reinforcement was removed. Individual reinforcement during early team training overcame the decreased

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proficiency occurring during the transition from individual to team training but did not reduce the amount of team practice required to maintain proficiency in the absence of reinforcement."

Kroger, Daniel H.

"Manpower Problems and the Business Community"

Personnel Journal, Nov., 1968, Vol. 47, No. 11, p. 802-807

Aspects of the economy, social change, the man-machine relationship and the changing labor market are discussed in relation to contemporary manpower recruiting and training problems, with particular reference to the unemployed. According to the author, employers must develop clear concise statements of policy. Recruitment programs must be developed to get minority group applicants to apply. Employers also must become more training conscious. Most of the existing training programs are said to be directed toward the included and disregard the excluded. As a rule, training programs in industry are designed for those who learn easily, who can follow the routine, who can adjust to discipline, and who can conform more easily to the customs, mores and practices of the work force. Training the excluded challenges notions about the working process. Specialized learning materials are required as well as different instructor attitudes. Furthermore, businessmen must develop an increasing social consciousness by becoming involved in community activities designed to benefit the employment of the disadvantaged.

Marsh, Paul C., and Hyman, Theodore M.

"Programmed Learning in Extension Training: A Comparison of the Effectiveness of Programmed Self-Instruction and Workshop Instruction"

Abstracts of Research and Materials in Vocational and Technical Education, Fall, 1968. ERIC Clearinghouse, Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio 43212, p. 169.

"To compare programmed self-instruction with the workshop method the following hypotheses were tested: (1) programmed self-instruction is as effective as the workshop in increasing the extension agent's knowledge of radio as an extension learning method, (2) programmed instruction is as effective as the workshop method in developing more positive attitudes toward the use of radio, (3) programmed self-instruction changes extension agent's self concept of his ability to do radio teaching as much as the workshop method and (4) agents participating in programmed self instruction in radio will feel that such self instruction should be widely used in in-service training in other subject areas. Findings showed that programmed self-instruction was as effective as the workshop method in (1) increasing extension agent's knowledge of radio, (2) developing more positive attitudes toward the use of radio in extension teaching and (3) changing the extension agent's concept of his ability to do radio teaching. Programmed instruction seems to offer possibilities in in-service training by eliminating difficulties caused by distance, varying experience and levels of knowledge, and delay in getting new agents into group training?"

Neale, J. G., Toye, M. H., and Belbin, E.

"Adult Training: The Use of Programmed Instruction"

Occupational Psychology, Vol. 42, No. 1, Jan., 1968, pp. 23-31. National Institute of Industrial Psychology, 14 Welbeck St., London, England (Abstracted in *Personnel Management Abstracts*, Vol. 14, No. 3, Fall, 1968)

"The importance of 'social factors' in the successful development of programmed instruction has already been suggested. This suggests that people of

different age groups and cultural patterns would respond differently to programmed sessions. In the summer of 1966, it was decided to examine the feasibility of teaching the reading of fare charts to London bus conductors by programmed instruction. Fare charts had customarily been taught in the classroom with the aid of a blackboard and enlarged visual displays. A simple linear program was written and administered by three trained instructors at one of four training centers. It was found that P. I. for those under 30 was significantly better than the classroom teaching, but classroom teaching was better for the older group, though not significantly so. In a second experiment a teaching machine was used for teaching map in order to investigate the optimum length of teaching session for both young and older learners."

Rindt, Kenneth E. (ed.)

Handbook for Instructors in Management Programs
Wisconsin University, 1967, Abstracted in *Research in Education*, Vol. 3, No. 10, Oct., 1968, 55 p. (For information on obtaining article in hard copy or microfiche, see back cover of *Research in Education*)

"Planned for instructors, both lay and professional, in university extension management development programs, this handbook presents a brief summary of basic principles, tools, and techniques of adult instruction. After a discussion of the student and his needs, there are suggestions for the preparation of the presentation, methods of presentation (both active and participating), and the use of such training devices as exhibits, charts, tape recorders, projectors, and demonstrations. There is an instructors' rating scale and a bibliography."

Scanion, James C., and Tom, Frederick K.

"The Relative Effectiveness of Supplement Programmed Instruction With Blocked Versus Special Review"

Abstracts of Research and Materials in Vocational and Technical Education, Fall, 1968, p. 169-170, ERIC Clearinghouse, Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio 43212

"Fifty-one tenth grade and 228 ninth grade students enrolled in first year vocational agriculture in 27 New York schools, selected at random, made up groups using programmed instruction — (1) program plus blocked review, (2) program plus spaced review and (3) program only. The procedure required from five to seven hours to complete. Review provided by a filmstrip made especially for use in the experiment was administered alternately with segments of the instructional program for the spaced review groups and at the end of the program for the blocked-review groups. At the end of the instructional period, all students were tested for learning by an objective type paper and pencil test, and after a 30-day interval were tested for retention. Neither spaced review nor blocked review resulted in significantly better performance than program only as measured in either the learning or the retention test. Blocked review was significantly better than spaced review as measured by the learning test, but not by the retention test."

Stephenson, Robert W.

Self-Perception Changes in a Sensitivity Training Laboratory Explorations in Human Relations Training and Research (No. 5)

National Training Laboratory Institute for Applied Behavioral Sciences Abstracted in *Research in Education*, Vol. 3, No. 10, Oct., 1968 (Copies available from National Training Laboratories, 1201 16th St N.W., Washington, D.C., 20036)

"Four sensitivity training groups and one control group were studied to discover if any lasting changes in self-perception occurred as a result of

participation in a seven-day group training laboratory. Predictions that self-perception would change with training and that there would be a tendency for these changes to diminish over time were confirmed. Nevertheless, the training groups as a whole did show lasting significant positive changes in self-perceived intelligence and self assurance as compared with the control group. These changes took place both during training and during the six-month period following training. Individual changes in a negative direction occurred with less frequency than would be expected in sensitivity training groups as compared to control groups."

Stoller, Frederick

"Use of Video Tape (Focused Feedback) in Group Counseling and Group Therapy"

Journal of Research and Development in Education, Vol. 1, No. 2, Winter, 1968, pp. 20-43

Focused feedback is a technique which has been developed for utilizing the video tape recorder within the group therapy situation, particularly in enhancing the presentation of information about the self. It has important implications as an improvement on present techniques being employed for sensitivity training in industry. Different types of employment strategies are discussed along with their implications for increased self awareness. While the training takes place outside the group, it is considered an offshoot of the group experience. The material to which the individual reaction takes place emerges from the group behavior. The training takes place outside of the group because it is felt that the group by its very nature makes the individual more defensive and inhibits spontaneity. A bibliography is given including articles relating to the integration of video tape with training and research.

Talmadge, G. Kasten, and Shearer, James W.

"Study of Training Equipment and Individual Differences: The Effects of Subject Matter Variables, Supplementary Report"

U. S. Government Research and Development Abstracts, Vol. 68, No. 22, Nov. 25, 1968, p. 34, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va., 22151

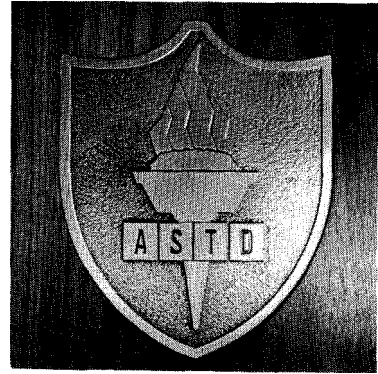
"A conceptual model was developed, based on a literature analysis and discussions with other scientists concerned with the problem which organizes type of learning, type of instruction, and type of subject matter into a three-dimensional matrix which the authors argue should be a guide to future research. Based on the model and on other considerations, preliminary plans were formulated for a study to demonstrate that significant effectiveness gains can be achieved through designing training to match specific learner characteristics."

Tavernier, George

"Making an Operator Out of an Instructor"

Personnel and Training Management, Dec., 1967, pp. 16-20. (Abstracted in *Personnel Management Abstracts*, Vol. 14, No. 2, Summer, 1968)

"The shortage and cost of qualified instructors has made off-the-job training for operators unrealistic for employers. The British government has solved this problem by instituting a program where operators are trained as instructors. The Training Development Service trains selected skilled workers in making job breakdowns, preparing and giving instructions, fault finding, setting target times, developing production speed and quality, recording training records, and assisting supervisors in their training tasks. Operators are selected for this program on the basis of their personality, as well as for their skill as an



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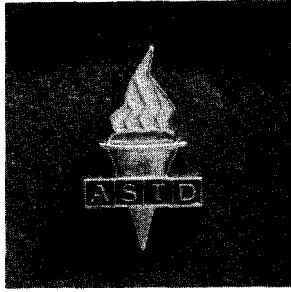
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operator. The use of operators has two advantages over other systems, (1) operators usually are the only ones who possess the necessary skills and knowledge to instruct new workers and (2) operators can be utilized as instructors only when needed and the rest of the time they can do their usual work.

"The success of this program depends on the support given to it by the firm. For this reason, a preliminary seminar is given for the management."

Tedesco, Eleanor H.

"Analysis of In-Company and Out-of-Company Educational and Training Practices for Clerical Workers of Leading Firms in the Greater Boston Area" 1967, 156 p.

Dissertation Abstracts, Vol. 28, Sec. A., No. 7-9, p. 3388, 1968

The problem of this study was concerned with (1) the present and future status of company training for clerical workers among firms in the greater Boston area, (2) descriptions of formal training programs that these companies provide for their clerical workers and (3) descriptions of formal training programs conducted by out-of-company agencies that these companies reported using in training their clerical workers.

Some of the more important conclusions of the study were as follows: (1) many companies that conduct formal training programs do not utilize research methods in planning and developing their programs and do not evaluate and follow up their training efforts in any way, (2) 47 programs conducted by companies and by outside agencies generally focus upon a worker's or an individual company's immediate training needs rather than upon helping workers prepare for job advancement or for meeting long range company goals, (3) the effect of technological change upon clerical job requirements indicated a need for training in data processes and in technical secretarial skills and (4) there is a lack of valid evidence concerning the value of training programs.

Valverde, Horace H.

Maintenance Training Media - An Annotated Bibliography, May, 1968

Aerospace Medical Research Laboratories, Aerospace Medical Division, Air Force Systems Command, Wright-Patterson Air Force Base, Ohio

This report provides training analysts with information to assist them in the development of training equipment requirements. The selected annotated bibliography contains 200 references to government-sponsored training media research and development reports from 1950-1966. Each report bears an Accession Document number. Research and development reports on various technical aspects are included. The report describes, classifies, and graphically presents representative training media. The annotated bibliography contains references to (1) training media requirements, (2) training aids, including graphics, motion pictures, television, and general training aids, (3) trainers and (4) teaching machines.

"Post-Training Performance Criterion Development and Application"

The U. S. Government Research and Development Reports, Vol. 67, No. 16, 1967, p. 24. (Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151)

"The 22 reports listed chronologically pertain to the same general problem: the development and application of criterion instruments to assess the technical proficiency of Fleet personnel. The 22 studies are summarized briefly in terms of the chronological and logical inter-relationships among the problem areas that each report considered."