



## TRAINING RESEARCH ABSTRACTS

**Blake, Robert R., Morton, Jane, Sloma, Richard, and Loften, Barbara**  
"A Second Breakthrough in Organizational Development"  
*California Management Review*, Vol. 11, No. 2, pp. 73-78

The point is constantly being made that traditional organizations work on the assumption that people are essentially opposed to work and lack the capacity for self-direction and personal objectivity. This article discusses the experience of the Sigma Corporation which has attempted to move forward in a direction based on modern assumptions of human relations advocates — namely that even those at the lowest wage levels have the capacity to become psychologically involved in their work activities in a cooperative way, and can become self motivated and controlled. The study is based on a series of interviews with supervisors and wage earners at the corporation. The name given to the human relations training and development program was Grid Organization Development. The two major conclusions of the study were that (1) wage earners are well able to understand and apply concepts and methods learned in Grid Seminars, as reflected by numerous criteria, (2) when wage earners as well as managers go through Grid Training Seminars and are included in the plant's Grid Organization Development effort specific advantages have been shown in terms of actual dollar savings.

**Boise, William B.**

"The French National School of Administration and the Education of Career Executives"

*Public Personnel Review*, Vol. 30, No. 1, pp. 31-35

The National School of Administration in Paris, France, offers a precedent and useful guidelines for an American school of administration. The French school prepares civil servants who are destined to constitute the higher cadres of French government administration, with the exceptions of the Corps of Engineers and technical personnel.

The organization and educational programs of the school are detailed and entrance and competition for candidates are discussed. A proposal for the U.S. academy of administration is made emphasizing the following features: (1) a course of formalized study be established to educate the administrative generalist, (2) there be supervised internships with field visits by members of the academy, and (3) language study should be offered to allow a prescribed degree of fluency in at least one foreign language.

**Cahoon, D. D., Peterson, L. P., and Watson, C. G.**

"Relative Effectiveness of Programmed Text and Teaching Machine as a Function of Measured Interests"

*Journal of Applied Psychology*, Vol. 52, No. 6, pp. 454-456

"A study was designed to determine whether the effectiveness of programmed material presented by teaching machines and programmed text varies with Kuder interest pattern. Specifically, 30 introductory psychology students with high mechanical and low literary interest and 30 low mechanical and high literary interest students learned two programs. One half of each group learned the programs via teaching machine while the remaining halves were instructed by programmed text. While no interest patterns or mode of presentation effects were uncovered, a significant Interest x Mode interaction appeared for the longer of the two programs. The implications of the results for educational and industrial training programs are discussed."

**Crick, Joseph E.**

**The Use of Computers in High School**

Technical Report No. TR-8, Harvard Computing Center, Cambridge, Mass., Aug. 14, 1968, 172 p. (Abstracted in *U.S. Government Research and Development Reports*, Vol. 69, No. 3, p. 31, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151)

"This paper reports on one high school's experience with a project to teach students how to program and solve problems in mathematics using a computer. Part I is intended as a general guide for any high school administrator or mathematics instructor who is interested in exploring the installation of a computer terminal in his high school and wants some idea of the considerations involved and the consequences to expect. Part II summarizes one study to determine the results of that project. An extensive appendix includes computer printout for a number of programs written by the students, a data processing program to record and tabulate student off-line and on-line time, statistical charts and other materials pertaining to the evaluation study, and copies of materials given to the students during the course."

**Eichman, Charles**

**"In-Service Training; Correction's Stepchild"**

*Public Personnel Review*, Vol. 30, No. 1, pp. 22-30

Only through continuous in-service training can custodial personnel keep pace with their profession. The great majority of employees in correctional institutions of various types have had little or no formal university or custodial training. Different types of custodial training programs are elaborated on as well as national survey findings on correctional manpower and training problems. It is no longer an accepted practice for a new correctional officer to learn his duties solely by working with an experienced officer for several weeks. The trend appears to be towards more conferences, lectures, workshops, etc.

**Fritz, J. O.**

**"The Emergence of Instructional Systems – The Educationalist's Predicament"**

*Canadian Education and Research Digest*, Toronto, Vol. 8, No. 3, June, 1968, pp. 119-131. (Abstracted in *CIRF Abstracts*, Vol. 7, 1968, Sect. 13)

"This is an article on the changing pattern of instruction in the schools brought about by the development of audio-visual aids and comprehensive programmed instruction systems. Also discussed are development of instructional systems, future trends, the changing role of the teacher, and the need to keep educational objectives in sight. During the current period of evaluating new teaching techniques and effecting program refinements through intense field testing, it is essential that schools and educational authorities define those educational objectives which go beyond the mere learning of fact. A clear and defensible concept of overall educational purpose is needed to harness emerging electronic technology to the legitimate aims and tasks of the school."

**Ghiselli, Edwin E.**

**"Interaction of Traits and Motivational Factors in the Determination of the Success of Managers"**

*Journal of Applied Psychology*, Vol. 52, No. 6, pp. 480-483

"Measures of the traits of intelligence, supervisory ability, and self-assurance, together with measures of the desires for job security, high financial reward, self-actualization, and power were obtained on 271 managers. In order to ascer-

tain whether the motivational factors operated as moderators, on each of the motivational factors the managers were divided into those for whom the motivation was strong and those for whom it was weak, and separately for each group, the relationship between scores on the three trait measures and job success was determined. It was found that in one half of the instances the relationships between the trait measures and managerial success were significantly moderated by the measures of motivation, thus indicating that there are interactive effects between traits and motivational factors in the determination of the success of managers."

**Gossage, Loyce C.**

**"Classrooms in Business and Industry"**

*The Balance Sheet*, Vol. 50, No. 4, p. 148-151

The purpose of this article is to report on the scope of some of the training and education programs currently being administered by business and industry in the U.S. and some of the trends and developments that have taken place in the field. Business and industry are said to be virtually forced into training and development activities because of the fact that progressive corporations today are becoming increasingly employee centered. Technological advances are said to be far ahead of the rate of practical application in business and industry. Different types of training programs are described as well as some of their most common shortcomings. Automation and the changing characteristics of the work force will continue to have tremendous effects on training and development in the future. Some of the implications of this are speculated on. One of these speculations involves a new type of training man — the organization developer.

**Graham, Gerald H.**

**"Improving Superior-Subordinate Relationships through General Semantics"**

*Public Personnel Review*, Vol. 30, No. 1, pp. 36-41

Change, abstraction, inference, judgement, and polarization — general semantics suggests that increased awareness of these factors can contribute to bettering superior-subordinate relationships. The author takes a summary look at general semantics and suggests some practical applications that appear likely to be beneficial in a superior-subordinate relationship. The author notes that management thinkers are quick to point out all kinds of problems arising because of failures to make delegations clear, but neglect to concentrate on ways in which clarity of delegation can be improved. Failure in communication over a variety of industrial situations is frequently attributable to semantics problems. An understanding of the influence of language on thought processes, and thought processes on language constitutes a more concrete and practical approach to these problems than is traditionally assumed.

**Johnson, Kirk A., and Salop, Phillis A.**

**Two-Track Training for Avionics Fundamentals**

Report No. MPRA-STB-69-1, Naval Personnel Research Activity, San Diego, Cal., Sep. 1968, 39 p. (Abstracted in *U.S. Government Research and Development Reports*, Vol. 69, No. 2, p. 22, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151)

"An experimental two-track training system, developed for use in the Avionics Fundamentals course, was evaluated against the conventional one-track training system. The conventional course lasted 16 weeks. The two-track system consisted of a regular track that was identical to the conventional 16-week course and an

accelerated track that lasted 10 weeks. Students were graded on a scale with a maximum of 99, an average of 75, and a minimum passing grade of 63. Students in the two track system made grades that were roughly one point lower than those by the students on the one-track system. This difference decreased to roughly half a point in subsequent courses. The two-track system provided a reduction in training time of 1.38 weeks per student. This amounts to a savings of approximately 181 student man years per year."

**Lawler, Edward E., Porter, Lyman W., and Tannenbaum, Allen**  
**"Managers Attitudes Towards Interaction Episodes"**

*Journal of Applied Psychology*, Vol. 52, No. 6, pp. 432-439

"An instrument was developed to measure managerial attitudes and behavior in communication type interaction episodes. This self-recording form produced data on both managers' interaction activities during their working day and on how they felt about each episode that took place. The results showed that the managers studied were more favorable to self-initiated interactions than to other-initiated inter-actions. The data also showed that managers tended to evaluate the inter-actions they had with their superiors more positively than those that they had with their subordinates. The implications of these findings for communications within organizations were discussed, and the usefulness of the self-recording instrument for future research or training was considered."

**Monty, Richard A.**

**"Spacial Encoding Strategies in Sequential Short Term Memory"**

*Journal of Experimental Psychology*, Vol. 77, No. 3, pp. 506-508, 1968

Keeping-track performance was examined as a function of cues designed to control the spatial encoding strategies adopted by subjects. Spacial organization of the material to be remembered significantly affected short term memory and interacted with the characteristics of the type of stimulus materials employed, demonstrating that visual encoding can play an important role in short term memory.

**Pieper, William J., Folley, John D., and Valverde, Horace**

**Learner-Centered Instruction (LCI) Vol. II, Job Behavioral Description for AFSC**  
 Technical Report No. AMRL-TR-68-51, Applied Science Associates Inc., Valencia, Pa., Aug. 1968, 40 p. (Abstracted in *U.S. Government Research and Development Abstracts*, Vol. 69, No. 2, p. 22, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151)

"The report describes the approach taken in the development of a job behavioral description for the Learner-Centered Instruction (LCI), Weapon Control Systems Mechanic/Technician Air Force Specialty Code (AFSC) course to be conducted at Lowry AFB, Colorado. The behavioral description will serve as a basis for the preparation of Statements of Learning Objectives and a performance criterion test in the development of the LCI course. The term LCI, as used in the advanced development program, refers to a course based upon a systems approach to training. The course is a job-oriented electronics course for training airmen to perform flight-line maintenance tasks on weapon control systems."

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Robinson, J., and Barnes, N. (Editors)

**New Media and Methods in Industrial Training**

London, British Broadcasting Corp., 1968, 231 p. (Abstracted in *CIRF Abstracts*, Vol. 7, 1968, Sec. 13)

"This is a book on the principles of training design and some new resources for implementing them based on papers prepared for a national conference. The subject matter is dealt with under five headings: (1) the principles of training design; (2) new media and methods; (3) practical use of new media and methods; (4) responsibilities of management; and (5) responsibilities of broadcasting authorities. The media examined includes new uses of printed texts and correspondence teaching, teaching machines, and simulators, films, and other audio-visual aids. Among the new methods, programmed learning and programmed instruction is seen as being of central importance. Facts to be borne in mind and future training needs are elaborated on."

Siegal, Gilbert B.

**"Management Development and the Instability of Skills, A Strategy"**

*Public Personnel Review*, Vol. 30, No. 1, pp. 15-21

Dynamics and change characterize technology and skills in organizations of our time and people capable of adapting to such an environment are needed. The problem lies in the fact that there is a paucity of men able or willing to rise to the challenge. The best approximation to the type of individual needed from an examination of human motivation models is said to be that of "self-actualizing man."

A managerial syndrome can be tailored to develop "self actualizing man." Management development is defined as increasing the capacity in organizations for predictable behavior. An OEC (Organizing, evaluating, and coaching) managerial syndrome is described which is said to be able to increase this predictability, and also to develop self-actualizing man. The essential elements of this strategy are (1) diagnosing individual differences, (2) considering the changefulness of man's nature, (3) recognizing and nurturing creative and adaptive impulses, and (4) allowing modifications in the work environment.

Steinemann, John C.

**The Development and Evaluation of Training Methods for Group IV Personnel**

**I - Orientation and Implementation of the Training Methods Development School**

Research Report No. NPRA-SRR-69-12, Naval Training Research Activity, San Diego, Calif., Oct. 1968, 20 p. (Abstracted in *U.S. Government Research and Development Reports*, Vol. 69, No. 3, p. 32, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151)

"The investigation is part of continuing Navy research on the trainability of Group IV personnel, intended to maximize the utilization and integration of marginal personnel in the fleet. An experimental Training Methods Development School was initiated to provide an experimental training program, with research controls, for evaluation of the relative effectiveness of alternative training content and methods for Group IV personnel. The curriculum is composed of courses in skill and knowledge areas which have been identified as the most suitable and utilizable areas of proficiency for newly-assigned unrated personnel aboard ship. Successful training of marginal personnel appears to involve minimizing reliance upon those aptitudes which are known to be limited, and capitalizing upon other important aptitudinal and experimental variables."

**Stolurow, Lawrence M.**

**Some Factors in the Design of Systems for Computer-Assisted Instruction**

Technical Report No. TR-7, Harvard Computing Center, Cambridge, Mass., May 1, 1968, 49 p. (Abstracted in *U.S. Government Research and Development Reports*, Vol. 69, No. 3, p. 31, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va., 22151)

"The digital computer is a significant tool for explicating and guiding the instruction process. Today it is most useful to develop formalized and testable conceptions of instruction, but in practice it is being used more to implement instruction. The potential contribution of a CAI system as a catalyst in the process of formalizing instruction and in testing the validity of conceptions of instruction has been underestimated. An argument is made for the development and testing of teaching models that are prescriptive as well as descriptive. The most useful form of description to be used for the rules of instruction is the contingency statement. An urgent research problem is the identification of useful variables to include in both the "if" and "then" statements of teaching rules."

**Tansey, P., and Unwin, D.**

**"Simulation in Education"**

**Technical Education and Industrial Training**

London, Vol. 10, No. 8, Aug. 1968, pp. 316-317, 332. (Abstracted in *CIRF Abstracts*, Vol. 7, 1968, Sec. 13)

"This article describes the potential of simulation techniques as a teaching process and in particular its application in industry as a medium for improving communication channels between management and labor. Simulation is seen as a flexible technique which is relevant for training at all levels. Simulation techniques may be used in two different ways. The first is described as the feedback response system of simulation. It is felt that this simulation technique is gradually being abandoned in education in the U.S. In its place has come the technique which uses simulation to convey information to the participant without attempting to structure his response to it. By this method the participant is given all the relevant facts and then asked to solve certain critical situations which can be introduced at a convenient time by the controller of the exercise. It is felt that simulation compares favorably to other instructional systems and warrants being introduced over a wide range of activities."

**Wiener, Earl L., and Atwoods, Dennis V.**

**"Training for Vigilance"**

*Journal of Applied Psychology*, Vol. 52, No. 6, Dec. 1968, pp. 474-478

"To test transfer of learning in a visual monitoring task, 44 subjects were given a 45-minute training session in one of four conditions forming a 2 x 2 factorial design. The four training conditions were knowledge of results (KR), cueing, knowledge of results and cueing, and a control group receiving neither training aid. Seven days later all of the subjects performed the task with no training aids. Results showed that the KR training groups detected significantly more signals during transfer, but the cueing groups showed no significant differences. The group trained with the combination of KR and cueing did no better than the KR group. With respect to false alarms, there were no significant differences due to KR treatment, but the groups receiving cueing during training made significantly fewer mistakes during transfer."