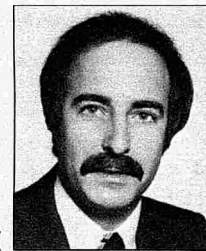


# BOOKS

## HUMAN RESOURCE DEVELOPMENT — THE NEW TRAINER'S GUIDE

By Les Donaldson and Edward E. Scannell

GUEST  
BOOK  
REVIEW



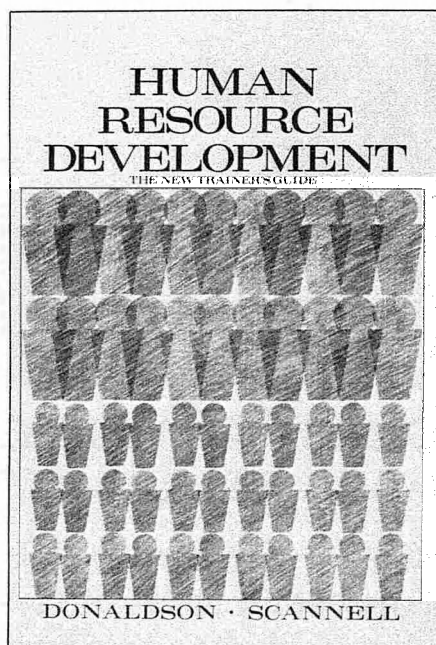
By EDWARD J. CRIFE  
CORPORATE MANAGER,  
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If you're looking for a book to help you introduce the training field to new trainers, this book may fit the bill. This short book (151 pages) presents a general outline and overview of the *basics* of training and development. The authors have organized the book well and have laid it out in easy to read format. The chapters have been arranged to correspond sequentially to the approach they feel a trainer should take in developing a new program:

Chapter 1, *So You're Going To Be A Trainer*; Chapter 2, *Designing Effective Training Programs*; Chapter 3, *Determining Training Needs*; Chapter 4, *Instructional Objectives*; Chapter 5, *Communications*; Chapter 6, *Principles of Learning*; Chapter 7, *Motivation*; Chapter 8, *Methods of Instruction*; Chapter 9, *Audio Visuals in Training*; Chapter 10, *How to Plan a Meeting*; Chapter 11, *How to Conduct a Meeting*; Chapter 12, *Evaluation*; Chapter 13, *The All Star Trainer*.

A number of valuable guidelines are sprinkled throughout this book. Chapter four contains a concise description of instructional objectives in terms that a training neophyte can comprehend. The authors state, "*one of the most significant steps in human resource development is that of defining objectives in behavioral terms. Too many training programs are obscure as to their purpose; too many training sessions are unclear as to their specific objectives. An objective is stated in behavioral terms when the trainer can demonstrate the material learned in an observable way . . . It is imperative that the end result*

*of training be both measurable and observable.*" In my opinion this is wise advice to the new trainer, and to the experienced trainer, and reflects a condition that is still far too common in the training field. Those of you who are swamped



*Human Resource Development — The New Trainer's Guide*, by Les Donaldson and Edward E. Scannell; 151 pp; Addison-Wesley Publishing Company, Inc.

daily with descriptions of external management training seminars will have some idea of the extent of this problem.

The chapter also contains several clear examples to demonstrate the principles discussed. Throughout the book, the concepts and supporting examples are presented in a simplified manner, keeping in mind the audience — people who are new to the training field. My only criticism is that examples are not used frequently enough in the text.

The subject of communications and the various barriers to effective communication that can get in the way of achieving training objectives are presented in Chapter five. The authors discuss perception, language, semantics, inflections, personal interest, emotions, perceived notions, attention, wordiness, and inferences as some of these barriers. The subject of "listening" is also examined in this chapter.

Chapter 13 is a good summary chapter, which many readers may want to review before going to Chapter one. It describes the qualities of an "all star" trainer and a "falling star." Experienced trainers may find the list of traits of a "falling star" trainer a helpful reminder of traps we can fall into from time to time. These include:

- *Superiority* — "trainees rightfully resent an air of snobbery or superiority. They fully realize that their knowledge of the matter is less than the instructor's, but they dislike being talked down to!"

- *Lack of knowledge.*

- *Unclear teaching* — "inarticulate presentations, poor speech habits, and other unsatisfactory communication traits, detract from learning."

- *Indifference* — "an indifferent attitude toward self, participants, or your work can be quickly observed by your group."

- *Impatience.*

- *Physical qualities* — "monotonous voice, listless attitude and slovenly appearance are a few of the physical traits that turn participants away from the learning atmosphere."

In the same chapter the authors list and discuss a number of tips

to better training: Trainers must want to learn; We learn best by doing; Adults will learn what they need to learn; Use problem-centered learning; Experience connotes learning; Keep things informal; Give them a variety.

While the book does contain some useful information for experienced trainers, and although the authors intend the book to "provide senior trainers with a handy reference guide . . . to enhance their development and evaluation techniques," I believe most experienced trainers will find the book a bit too basic to hold their attention.

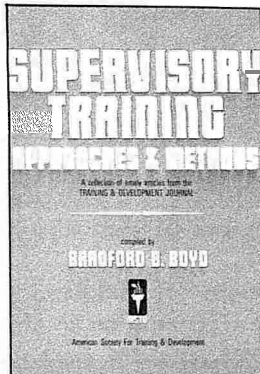
For new trainers, and for people who use this book to train new trainers, a few words of caution are in order. . . . There are no chapter references or bibliography and I suspect that many readers will come away with many questions on where they can go for more information, to explore the topics in more depth. Also, many of the concepts, philosophies and principles discussed have been simplified to such an extent for the benefit of the new trainer that there may be a danger of a new trainer not obtaining or understanding the total picture.

For example, one of the earlier chapters which has a section titled "Planning Your Self Development," the authors give a list of 15 basic skills for trainers, including: "Learn to empathize with participants . . . learn the Maslow and Herzberg models of motivation . . . read an article on active listening." As a new trainer, I believe I would want to know how I can acquire empathy (if I can), why the Maslow and Herzberg models are important (as opposed to others), will reading a book alone make me an active listener, etc., etc.

In summary, the book would be helpful in training new trainers by providing an introduction to the field. However, if you use the book to train trainers, be prepared to provide additional guidance and help in the form of reading material, skill-building workshops, and on-the-job experience under the guidance of an experienced trainer. — *Edward J. Cripe*

*"First-line supervisor! . . . the victim of more ill-directed, ill-conducted training than any other level of management."*

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