



TRAINING RESEARCH ABSTRACTS

Alexander, Laurence T., and Stephen Yelon

The Use of a Common Experiential Referent in Instructional System Design

Educational Technology, Vol. 9, No. 4, 1969, pp. 44-47

The purpose of this paper is to describe a technique that the authors have employed in a variety of systems design tasks. It has been found to facilitate communication among members of the design team, has speeded up the design, development, and production processes, and has increased the mutual satisfaction of the team members with the ultimate product. The authors find that a common experiential referent is most useful when a team of two or more people are working on a common task that requires the creation or design of a new product, when a language is not available by which the team members can communicate their ideas unambiguously and if an unambiguous language (i.e., mathematics) is available and the participants are not skilled in its use. Examples are given of the application of this principle. The common experiential referent is valuable in that it can serve as a common framework and focus for discussion. It can serve as a model of a system and at the same time serve as a common frame of reference against which other models can be compared.

Barbash, Jack

Union Interests in Apprenticeship and Other Training Forms

Journal of Human Resources, Vol. 3, No. 1, 1969, pp. 63-70

The major focus of this formulation of union interest in apprenticeship and other forms of training is on three main environments: craft union apprenticeships, the concern of industrial unions with training concurrent with employment, and the labor movements social policy interests in training. For craft unions, the apprenticeship system is primarily, but not exclusively, a method of exercising control over wages by regulating the supply of labor for the craft. The industrial union seeks primarily to fix the price of labor and approaches training as a problem affecting that price, not as a mechanism for the control of the labor supply. Problems of structural unemployment, poverty, civil rights, and economic growth, combined with the availability of public funds for training, have contributed to the expansion of union interests in training.

Barrett, James E.

The Case for Evaluation of Training Expenses

Business Horizons, April 1969, Vol. 12, No. 2, pp. 67-73

Common to all training programs is a desire to improve the value of the human resources available. The value of the training can be established, and such measurements are required. The trend in spending for training is moving upward, but many executives have been disappointed by results and confused by evaluation procedures. The problem of how to best evaluate training expenditures can be examined from the point of view of the organization's three major functions (delivery of products and services, conservation of resources, and initiation of change). These must be meshed with education budgets to ensure full value from funds spent. The capital budget and training budget must be blended to assess productivity improvement projects. The value possibilities in the training program will be improved by consideration of development and maintenance spending, individual or group objectives, skills, value and time, and total investment visible.

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Bost, Ward E.

How to Plan for After-Training Success

Sales Management, Vol. 101, No. 12, November 1968, pp. 182-188

Executives who design training programs run into problems concerned with maintenance of behavior. Skills taught in training quickly fade and disappear on the job. The designer of a program must bear full responsibility when changes in behavior fail to be maintained in the job environment. This article offers a series of questions which should be asked and suggests two checklists which can be used for such purposes. On the basis of the Law of Effect and behavioral technology the author tries to formulate ideas which can help trainers solve the problem of maintenance of behavior.

Dillman, Duane H., and Desmond Cook

Simulation in the Training of Research and Development Project Managers

Educational Technology, Vol. 9, No. 5, May 1969, pp. 39-44

For almost three years the staff of the educational Progress Management Center at the Ohio State University has been involved with the training of research and development managers. The evaluations by participants showed overall positive reactions toward the use of simulation in the training program. The problems of the time length of the simulation session, of the place and amount of role playing, and the amount and appropriateness of feedback are currently the subject of further study. Much more developmental and experimental work needs to be done. At this point it can be said that simulation appears to be a very promising tool in the training of research and development project managers.

Felhusa, John F., and Michael Szabo

A Review of Developments in Computer-Assisted Instruction

Educational Technology, Vol. 9, No. 4, April 1969, pp. 32-40

The major new educational development of the late sixties and early seventies undoubtedly will be the Computer Assisted Instruction movement, which has grown largely out of the programmed instruction movement. Most applications of computers to instruction have involved the information transmission model of learning, while many of the curriculum development projects have stressed the information processing model in developing materials and procedures for instruction. There is evidence that the major ideas of a discipline may be taught with Computer Assisted Instruction. There is also evidence that the computer is providing instruction in information processing in such forms as gaming, simulation, problem solving and inquiry. This review indicates that Computer Assisted Instruction has grown rapidly into a dynamic and promising field for educational research and for applied instruction. The empirical research in the area is often of poor quality, however, and is frequently poorly reported. The development of systems and instructional theories is proceeding with great promise.

House, Robert F.

Leadership Training: Some Dysfunctional Consequences

Administrative Science Quarterly, Vol. 12, No. 4, 1969, pp. 556-71

Social influences are seen as playing an important role in leadership training and can act either in a positive or negative fashion. The specific effects that the social factors will have can be determined or predicted from an analysis of several structural factors within the organization. The way in which authority is exercised is seen as particularly important as a structural factor as are the norms of the trainees primary work group. These can be analyzed into their motivational and

reinforcement effects and assessed from (1) their congruence with the prescriptions of the training, (2) the clarity of their relevance to trainee reward and punishment, and (3) their tendency to induce anxiety in the trainee.

Karlson, Ann

"Does Retail Training Pay?"

Training in Business and Industry, Vol. 6, No. 2, pp. 25-9

The author, who is training director of one of the largest general merchandise retail chains in the U.S., says that the answer to the question that the article poses is yes. Through eight half-hour sessions on salesmanship held weekly, the author claims to have increased the production of fifteen sales clerks so much that a 1600 per cent return of the training course was realized. This data comes from a comparison of the training group with a control group which received no training. Heavy use was made of filmstrips in each of the training sessions. It was also found that it may be more profitable to train people in "big ticket" departments than those in the smaller ones, as greater productivity increases were found for these personnel. The author warns that some of the increases could probably be attributed to the Hawthorne effect.

Mullins, Cecil J., Keeth, James B.

Selection of Foreign Students for Training in the U.S. Air Force

Air Force Human Relations Lab., Lackland Air Force Base, No. 1968, 26 p. Abstracted in *U.S. Government Research and Development Abstracts*, May 10, 1969, p. 35, Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151

"A group of tests has been used to predict success in pilot and technical training for groups of foreign nationals trained in the U.S. In addition to previous flying experience two types of tests were tried: paper and pencil and performance tests, hopefully of low cultural loading. For those going into pilot training without previous pilot experience one performance test, rudder control, gave the highest prediction, with one of the paper and pencil tests adding significantly. For technical training, five paper and pencil tests showed low but significant prediction. It is noted that three of the paper and pencil tests used alone are significantly valid for pilot training and can make considerable improvement in pilot trainee selection procedures."

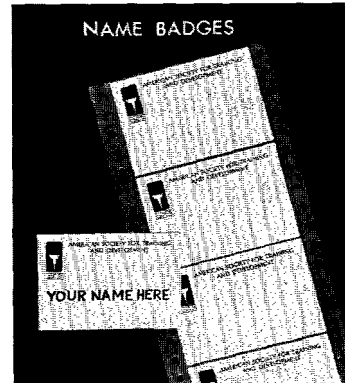
Rosen, Hjalmer

On-the-Job Orientation of Unemployed Negro Skill Center Trainees and Their Supervisors

Wayne State Univ., Dept. of Psychology, Detroit, Mich. 48202, Dec. 1968, 18 p., Abstracted in *Poverty and Human Resources Abstracts*, May-June 1968, p. 126. (Reprinted with permission of PHRA editor.)

"On-the-job role-playing problem-solving sessions are being conducted with new Michigan Bell employees and their supervisors as part of a program to foster adjustment of the unemployed inner-city Negro to work. Results of attitude interviewing showed a positive mean response at all levels. There was significant difference in amount of concern expressed by various levels of management. All districts indicated considerable involvement, with no significant differences between them. There is some evidence to indicate lower turnover rates among hires working under trained supervisors than under untrained supervisors. Preliminary recommendations include: (1) provision of child care by the company, (2) support in the early weeks of employment (and 3) the need for structural changes within the company's organization."

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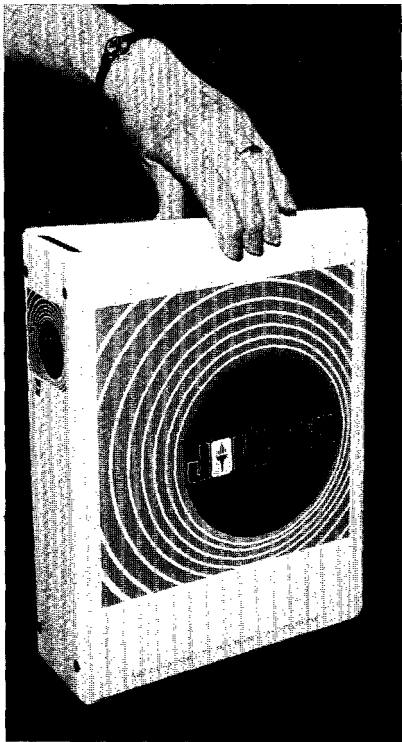
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**Smith, Henry Clay
Sensitivity to People**

McGraw-Hill Book Co., New York, 10036, 231 p., Abstracted in *Research in Education*, Vol. 4, No. 3, ERIC Clearinghouse on Adult Education, Syracuse University, Syracuse, N.Y. 13210

"The general purpose of this book is to examine applications of the component approach in sensitivity training. Chapter two examines the goals of training and considers each of the components together with interaction studies, filmed and taped interviews, and other means of measuring components. Subsequent chapters describe the nature and significance of the six components, indicate the elements involved in forming impressions and making predictions about people and their behavior, and suggest ways of improving sensitivity by reducing errors in perception and generalization. Also discussed are causes of insensitivity, traits of sensitive people, and the place of sensitivity as a goal in the educational system. The document includes two indexes and an extensive bibliography."

Smith, James, and Hatson, Ronald

"A Community Wide Approach to Training the Hard Core"

Personnel Journal, June, 1969, pp. 428-33

This approach to training the hard-core unemployed brings together all of the resources available in the community and provides for much greater coordination than when a variety of programs, each sponsored by different organizations, is undertaken. The informal atmosphere and the use of trainers who are able to talk about the practical aspects of work in language that the trainees can understand provides for a greater probability of success than might otherwise be expected. The precommitment of a specific job contingent upon the successful completion of the training program also enforces attendance and interest and serves as a much greater inducement than paying the trainees for the time spent in the training session. Most hard-core employees evidence strong feelings of frustration because promised jobs never materialize. This approach is intended to counteract this. The mechanics of the program are adaptable to any individual organization and the financial investment is said to be minimal.

Steele, Fred I.

Personality and the "Laboratory Style"

Journal of Applied Behavioral Science, Vol. 4, No. 1, 1968, pp. 25-45

The author seeks an answer to the question of why there is such a great range in the degree of benefit or ability to benefit from laboratory style training. This study attempted to relate degree of change to individual differences on the Sensation-Intuition scale of the Myer-Briggs Type Indicator. Two laboratory populations, consisting of 72 human relations trainees and 58 middle management, were evaluated before and after training on laboratory interpersonal value orientations as measured by the Managerial Behavioral Questionnaire. In addition 39 graduate students were rated on effectiveness in a training group. Correlation coefficients were computed and t tests were performed on the data. It was found that the Sensation-Intuition scale predicted both training performance and change criteria, but was less effective in predicting the latter. There were also differences found between the human relations and middle management subjects along both criteria.

Tydings, Kenneth S.

Programming Without Proofreading

Training in Business and Industry, Vol. 6, No. 7, June 1969, pp. 36-40

It is estimated that producing written programmed training materials costs from \$1600 to \$2000 per instruction hour. Metropolitan Life Insurance Co. in Manhat-

tan has cut such production costs for training claim approvers and other home office personnel down to \$200 per instruction hour by developing an audio-workbook system of job instruction. The system is said to be quite simple in concept and execution. The student learns his job while sitting at his desk and listening to programmed audio tapes and working an exercise in an accompanying workbook. The workbook contains reference materials used on the job, sample cases for illustrating proper procedures and techniques, and test cases to make sure trainers have learned their lessons. Tapes for this procedure are informally produced but it is claimed that they are equally effective as those produced by highly paid frame writers and can be produced at the rate of one a week. Changes and corrections are also easier to make with this system.

Watson, Paul G.

An Industrial Evaluation of Four Strategies of Instruction

Audiovisual Instruction, Vol. 13, No. 2, 1968, pp. 156-8

No learning or retention differences were found between four different instructional strategies of an employee evaluation program. A sample of 200 supervisors was used in the study. Tests were given prior to the courses, immediately following the courses, and four months after the courses. Although there were no learning or retention differences found, there were differences in the cost efficiency of administration. In addition, administration of an attitude questionnaire showed that the opportunity for group discussion was very popular with the supervisors.

Method's one and two were variations on the seminar method of instruction. Method three used programmed instruction booklets. Method four was a combination of seminar and programmed instruction booklet features.

USOE REPORTS INCREASE IN VOCATIONAL EDUCATION

More than 18,000 schools in the United States provided vocational education courses to approximately 7.5 million youth and adults during the school year ending June 1968, according to U.S. Education Commissioner James E. Allen, Jr.

Enrollments increased 7.6 percent over the previous year as the nation invested more than \$1 billion of Federal, State, and local funds in vocational education, the Commissioner noted. State and local governments provided about 78 percent of the total.

Approximately \$1.2 billion was expended for vocational education in Fiscal Year 1968, some \$186 million more than in 1967. More than \$927.7 million of the total represented State and local funds.

Enrollments rose 8.9 percent for secondary vocational education and 18.4 percent at the postsecondary education

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level. The States reported increases of 22.7 percent in health occupations enrollments and 19.6 percent in distributive education. Marked enrollment increases also were noted in office occupations and trade and industrial programs.

An increase of 13,943 vocational education teachers was reported, bringing the 1968 total to 146,524. The number of teachers in secondary education programs rose by 11.6 percent; in post-secondary education programs by 13.0 percent; and in programs for persons with special education needs by 78.6 percent.

Enrollments in programs for persons with special needs increased by 37.6 percent. These programs are conducted for people who have academic, socio-economic, cultural or other handicaps that may prevent them from succeeding in regular vocational education programs.