purse. The technical core of the book is Chapter 10 which over-views more than 30 methods for designing learning experiences. One chart displays the level of learner participation for each method.

Final chapters highlight budgeting training, measuring training results, and evaluating the effectiveness of the training function. There is also a treatment on *"How Do You Select and Care for the T&D Staff?"* The concluding chapter offers a carefully prepared bibliography, representing years

of searching and screening by a senior practitioner in the field. This listing provides a catalogue of resources that should be a part of every training department library.

By now, you probably have observed that this reviewer is quite favorably disposed to Dugan Laird. It seems fair to acknowledge that when I joined the training department at Frito-Lay, Dugan was a regular consultant to our group. I have experienced his leadership and creativity, whether in the design of department strategies or in effective learning ex-

periences.

He once recommended that we teach the concepts of a process flow chart by cutting it into jigsaw pieces and having participants figure out the flow process themselves in groups. The exercise has worked quite well for hundreds of managers over the last four years.

In *Approaches to Training and Development*, he shares this kind of expertise. Laird is sound. Laird is provocative. Laird is opinionated. Laird is brilliant. — *Steve Wahl*

GUEST
BOOK
REVIEW

BY LEOPOLD HAUSER III
PRESIDENT,
PERSONAL DYNAMICS INC.,
MINNEAPOLIS, MN

NO-NONSENSE COMMUNICATION
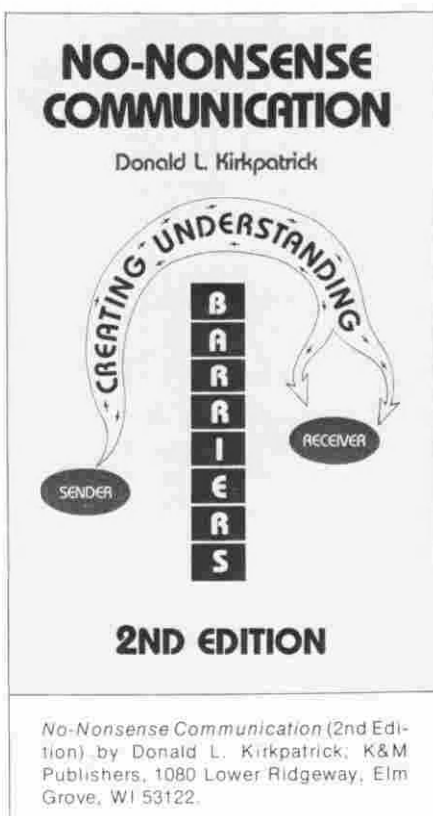## By DONALD KIRKPATRICK

Those who know Don Kirkpatrick, 1975 National President of ASTD, as I do can be assured that this book is both interesting and practical. It was written especially for supervisors and managers to help them improve their communication effectiveness. The entire thrust of the book is how to create understanding in order to reduce mistakes, increase productivity, improve morale, reduce accidents, and improve profits and/or service.

One example he includes is a survey of supervisors and managers and the reasons why mistakes are made. As the chart indicates, most mistakes are due to misunderstandings between sender and receiver.

The chapter called "Why Don't Receivers Understand Me" gives a lengthy list of barriers that can be attributed to sender and receiver. The purpose of this chapter is to get readers to identify those barriers that apply to them. When this is done, the solutions for overcoming these barriers are pretty easy to identify. Some of the most common barriers listed are:

Sender
1. Sender doesn't know enough

NO-NONSENSE COMMUNICATION

Donald L. Kirkpatrick

CREATING UNDERSTANDING

B
A
R
R
I
E
R
S

SENDER

RECEIVER

2ND EDITION

No-Nonsense Communication (2nd Edition) by Donald L. Kirkpatrick; K&M Publishers, 1080 Lower Ridgeway, Elm Grove, WI 53122.

about the receiver.
2. Sender picks the wrong time.
3. Sender picks the wrong place.
4. Sender uses the wrong method.
5. Sender uses vocabulary that is misunderstood by the receiver.
6. Sender fails to get the atten-

tion of the receiver.
Receiver
1. Receiver is preoccupied.
2. Receiver is not interested in message.
3. Receiver has emotional barriers.
4. Receiver is distracted.
5. Receiver pretends to understand when doesn't.

The heart of the book is found in Chapter 4 entitled "How Can I Improve My Communication Effectiveness?" Emphasis is placed on the three requirements:

• *Rapport* — the climate between sender and receiver.
• *Empathy* — the sender putting self in the shoes of the receiver.
• *Planning* — Deciding in advance:
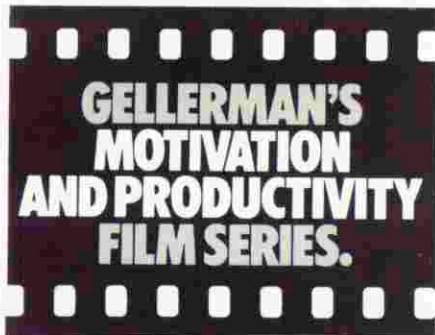What should be communicated to whom
When is the best time?
Where is the best place?
What is the best method?

The next two chapters provide specific suggestions on how to improve both oral and written skills. The chapter on oral skills deals with person-to-person, telephone, and how to give a talk. The chapter on written skills describes the four basic principles

MISTAKES DUE TO MISUNDERSTANDING

% of People Who Responded	% of Time that Mistakes Are Due to Lack of Understanding
75%	75-100% of the time
20%	50- 74% of the time
3%	25- 49% of the time
2%	0- 24% of the time

for all written communication: get interest and attention of reader; anticipate and answer questions reader might have; reader must understand the message the way the writer intended; and the reader should spend a minimum of time in reading and understanding the message. The chapter also emphasizes that written communication must be clear, complete, concise, correct and considerate.

The chapter on "How Can I Tell If I've Communicated" outlines the need for feedback and under what circumstances it is necessary. It also describes how to get feedback without causing resentment on the part of the receiver. A final chapter describes some essentials for good listening.

The book has packed much practical information into its 130 pages. I particularly liked the examples and easy-to-read style. It also contains a list of selected booklets for supplementary reading.

Every supervisor and manager should read this book and keep it handy as a ready reference. Also, it should be read and applied by everyone in the training and development profession. Our business is primarily communicating and this book will help us improve our own effectiveness.

P.S. — Don has also developed a training tool called "Supervisory Inventory on Communication" (SIC) and a Leader's Guide showing how the book and the SIC can be used together in a training program. — *Leopold Hauser III*

TELL US WHERE *YOU* FAILED!

The casual reader of articles describing training programs in business, industry, government and service organizations might gather an impression that they all succeed with great ease. Those who work in a variety of training ventures, in candid moments, will admit that some have gone not as well as hoped. Occasionally there have been what could be called dismal failures.

Those failing experiences are a source of learning, but unfortunately the lessons do not get into print for the benefit of others.

We are proposing a project to analyze program failure. As a beginning procedure, we would like to collect as many letters as possible in which training specialists describe unsuccessful programs. The letters will be analyzed for common threads related to ineffective training programs, and a summary of responses will be presented in an article in the *Training and Development Journal.*

In the next two or three weeks, could those of you interested in describing training program difficulty do so in the form of a letter to us? Please limit your letter to no more than two pages, describing the nature of the program, what went wrong and why. You might also add what you learned from that experience that has benefited you in subsequent activities. To be sure, all responses will remain completely anonymous.

Please send reply to Charles E. Kozoll, associate director, University of Illinois at Urbana-Champaign, 103 Illini Hall, Champaign, IL 61820.