

HOW ASTD HAS SERVED

*ASTD's report to society . . .
an overview of the past*

Beginning primarily with limited skills training for certain mass production workers during World War I, and continuing with mass production, clerical and foreman training during World War II, the adult education system in business and industry, impelled by the discipline of the marketplace, has grown steadily in size and scope. It is estimated billions now are invested annually.

Since World War II, an economic boom and a technological explosion have splintered disciplines, created new specialties, made old specialties more sophisticated. One result is a need to train and retrain manpower in all areas to handle an increasing range of demands. The most critical area is that of leadership. The development of capable managers in business, industry and government is one of our greatest single economic problems, world-wide.

The challenge was immediate and clear. Training responded. From the skills training of World War I and the "J" programs of World War II its dimensions have expanded dramatically. In fact, training no longer is "training"

- ...it's group dynamics, the grids, management by objectives . . .
- ...it's role playing, buzzing, slip-writing, brainstorming . . .
- ...it's workshops, seminars, conferences, T-groups . . .
- ...it's simulation, live-ins, task forces . . .
- ...it's advisory committees, management development committees . . .
- ...it's long range planning, closed circuit television . . .
- ...it's programmed instruction, sensitivity training, card-sort . . .
- ...it's behavioral science, leadership styles, skills inventory . . .
- ...it's satisfiers and motivators and Theory X and Y . . .
- ...it's appraisal of performance, counseling, growth goals . . .
- ...it's career patterns and career management . . .
- ...it's job enrichment and organization renewal . . .

RICHARD B. JOHNSON
*Immediate Past President
ASTD*

- ...it's research, data banks, high-speed retrieval . . .
- ...it's assessment centers and executive development courses . . .
- ...it's universities, associations, consultants . . .
- ...it's tested methods, experimental methods, wild-eyed plunges . . .
- ...it's problem solving, decision-making, ethics . . .
- ...it's success and recognition, failure and starting over . . .
- ...it's special buildings, and motels, and college campuses . . .
- ...it's social problems, relevancy, involvement . . .
- ...it's all these and more . . .
- ...it's serendipitous . . . and momentum accelerates. The problem is one of selecting priorities.

RELEVANCY OF TRAINING TO SOCIETY

Society's health and progress in part is proportionate to the efficient use of human resources. Business, industry and government deal directly with the largest proportion of these resources (individuals). How each individual performs measures in part our use of human resources. Helping each individual (and therefore his group) to perform at an optimum level is the concern of training.

Responsibility for the performance of employees rests with management. Management's goal is maximum productivity at lowest cost consistent with quality. This productivity is a sum of the contribution of each individual in an organization. This contribution is proportionate to each individual's ability and motivation.

An organization's manpower can be composed of many specialists: blue-collar, white-collar; semi-skilled, skilled; line and staff; clerical, craft and trade, technical, professional, supervisory, managerial, administrative, executive; in-house and outside consultants, others.

The individuals in each of these categories are assumed to be career-minded. They see through their work an opportunity to make progress toward their personal goals. Each *can* do a good job; each *wants* to do a good job; each *will* do a good job - if given a chance.

This chance is provided by the organization. Through appropriate supervision, evaluation of performance, coaching and counseling, effective communication and reward systems, and the provision of opportunities to increase knowledge, skill and insights (understandings) the organization helps each person to unfold more quickly than otherwise might be the case; to reach and maintain an optimum level of performance on the present job; to prepare for advancement; to fight obsolescence; to achieve and enjoy psychic and other rewards beyond money. In turn the organization grows and prospers, for everyone is working effectively toward goals each sees as mutually beneficial.

The training and development activities built into the daily operation of the organization make much of this possible. Thus training makes a direct contribution to society's health and progress. Not only is it relevant; it is indispensable.

EMERGENCE OF T&D PROFESSIONAL

Before World War II our larger organizations generally were the ones which had a "training man." He was concerned primarily with the orientation of new employees, and with skills training for production and clerical workers. Occasionally, he would conduct foreman training programs.

Since World War II the "training man" has come out of the classroom and shop. As top management realized the competitive importance of its human asset (increasingly expensive) time and money was applied willingly to its better employment. Training staffs were enlarged; training centers were built; the responsibilities of training people were expanded. They quickly saw their new

role and responded with verve and skill.

Organization development systems have emerged. Subsystems include manpower planning and career management activities. A plethora of training and development goals, methods and techniques abound. A new industry has emerged to supply T&D hardware and software. Demand for T&D professionals has accelerated in the face of short supply. Expectations call for T&D practitioners to possess and use effectively a growing array of specialized knowledge, skill and insights.

Today the "training man" is a training and development professional. He moves freely throughout the organization. He works closely with key decision-makers. He is seen in power centers. He influences planning and policy, thus the pace and direction of organization. He is consultant, educator, admin-

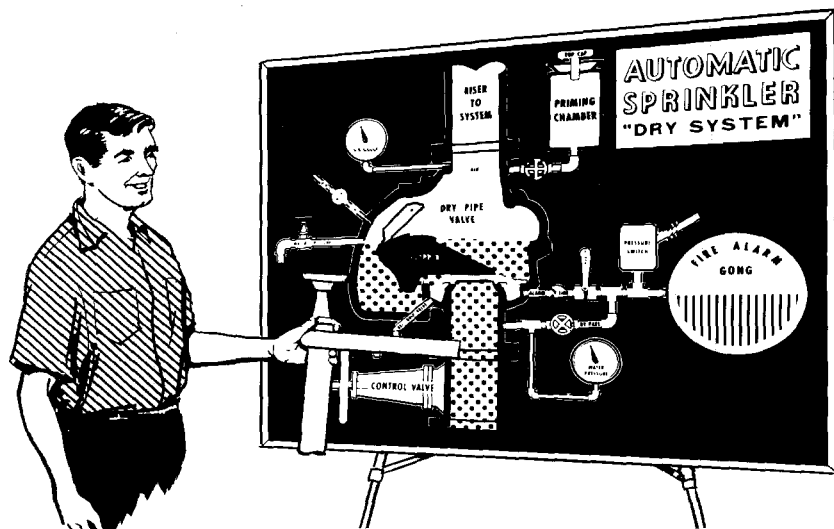
istrator, advisor. He is responsible for manpower planning, development and utilization on all levels and in all units. He is seen as one who can make a direct contribution to profit.

The "training man" now is "Director, Organization Development." He has come into his own. His original role of instructor now is last in a sequence of roles. His career pattern still starts in the training center, but it ends in the top leadership group of his organization.

RELEVANCE OF ASTD TO THE T&D PROFESSIONAL

In his new role, the T&D professional bears attendant responsibilities and risks. He himself needs the opportunities for growth and self-renewal he is called upon to help provide for others. He must keep up to date, fight obsolescence, add constantly to his knowledge,

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skill and insight.

As their numbers increased during World War II, training people began to meet in small informal groups to exchange thinking and experience. Inevitably these groups contacted each other. Common needs and interests were seen. Twenty-five years ago these groups combined to form what now is the American Society for Training and Development.

A corporation, ASTD is headquartered in its own building in Madison, Wisconsin, and is headed by an Executive Vice President. Its Board of Directors functions through nine standing and 13 special committees. A National President and other officers are elected annually by the more than 8,600 members, (300 of them in countries other than the United States.)

The chapters, including three overseas, conduct periodic meetings. New chapters are being formed. ASTD's members represent 3,000 organizations.

Annually a national conference is held, together with a comprehensive exposition of the latest hardware and software. Interim seminars, workshops and regional conferences are conducted. Divisions serve the specialized needs of homogeneous groups of members. A monthly *Journal* spearheads a growing program of publications, including a T&D handbook, research reports, and separate periodic publications to members and to Chapters.

RELEVANCE OF ASTD TO SOCIETY

In the mainstream of our national economic life, ASTD members' capabilities are not confined to efforts within business, industry and government. Aware

of the problems affecting our society as a whole, ASTD has become directly involved in attempts to solve some. In fifty key cities, ASTDers work directly with the National Alliance of Businessmen and with other groups helping disadvantaged persons to enter our economic life. Its Committee on Public Concerns is active. Its Black Caucus fosters greater involvement of Black ASTDers in training and development activities.

On Federal, state and local levels, ASTDers as individuals and as chapters give freely of their talents to activities germane to their professional expertise.

For several years, T&D professionals in other countries have been members of ASTD. Recently they have become interested in forming T&D organizations of their own. ASTD has encouraged this, and has helped to get them started. One of ASTD's committees now is working toward the establishment of an international federation of training and development organizations.

HOW ASTD HAS SERVED

ASTD has become "The Voice of Training and Development" internationally. It has become the vehicle through which T&D professionals maintain a high level of competence. It focuses on optimum use of human resources. It has become directly involved in helping to solve some of our national social problems. It has given business, industry, government and community organizations an increasingly valuable aid to the maintenance of our democratic way of life, the while improving the standard of living of millions around the world.

ASTD is only 25 years old. The future is fabulous.

**In the January *Journal* . . .
Reactions to Miami Conference**