

## MANAGING TRAINING AND DEVELOPMENT SYSTEMS

By W.R. Tracey

AMACOM Division of AMA, 135 W. 50th St., New York, NY 10020  
480-page hardback \$17.25

This book answers many "what," "why" and "how" questions facing the training and development manager. Defining the proper role of the training manager, the author covers a variety of organizations — large, small, public, private, profit and non-profit. He gives details of how to organize, plan, staff, direct and control the training function. Under each function, he describes the most critical tasks of the training manager in terms of *what* he or she must do, the *conditions* under which he or she should do it, and the *standard* of acceptable performance.

This book has many useful outlines, checklists, sample survey forms and recommendations for training procedures. Another unusual feature is a chapter on directing training personnel, a subject overlooked in most other "how to" books on T&D systems. However, there is little information on *evaluation* of training programs, a hot and controversial topic — and this is the one disappointment. Beyond that, I found it to be solid on the mechanics of building and managing a T&D system.

In my opinion, this book is a useful companion volume for ASTD's own *Training and Development Handbook* (McGraw-Hill), second edition now in press. Dr. Tracey has authored two related texts, with the same publisher — *Designing Training and Development Systems*, and *Evaluating Training and Development Systems*, but I have not reviewed these.

Chapters in this new book: Training and Development in the 1970s and 1980s; The Training Manager and His Job; Planning for Training and Development; Organizing the Training Department; Staffing the Training Department; Directing Training Personnel; Controlling Training.

### Patten, Thomas H., Jr.; And Others

*Characteristics and Professional Concerns of Organization Development Practitioners.*

American Society for Training and Development, Madison, Wis. MF .65; HC \$3.29; 35 pp., July 1973.

A study of organizational development (OD) programs was undertaken from the point of view of the organization members who plan and conduct them, to gain information for meaningful planning by ASTD. A questionnaire was returned by 103 of 450 randomly selected OD practitioners. Most respondents had educational training of 17 or more years (79 percent), had backgrounds in social science or business (75 percent), and had some type of "group" training. Most were not full-time OD practitioners. Respondents selected Beckhard's definition of OD as most acceptable and chose five major thrust areas. In measuring OD processes, the survey questionnaire feedback received support, disenchantment was evidenced with T-groups and Leadership Labs, and MBO was advocated by a majority of the respondents. Over 75 percent stated they have "measured" their OD efforts, relying heavily on highly subjective methods. Other data collected related to the respondents' professional interests and their attitudes toward ASTD-OD Division. Implications were that since most are part-time OD practitioners, they do not have time to keep abreast of OD publications and are less interested in theory than "how to do it" information.

Compiled by  
David V. Tiedeman  
ANN GLENN  
ERIC Clearinghouse in  
Career Education  
204 Gurler  
Northern Illinois University  
DeKalb, Illinois 60115