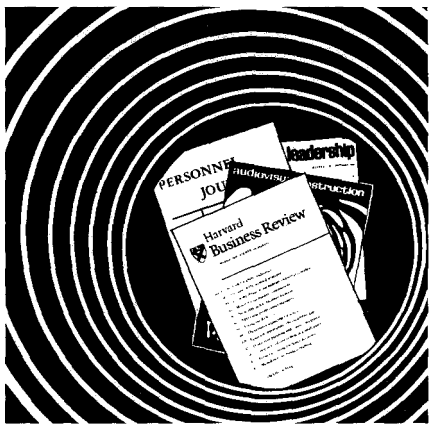

TRAINING RESEARCH ABSTRACTS

Arygis, Chris

"Issue in Evaluating Laboratory Education"

Industrial Relations, Vol. 8, No. 1, Oct. 1968, pp. 28-40

This article is written in response to a paper by Dunnette and Campbell whose conclusions were damaging to the status of sensitivity training procedures in industrial settings. The principle thrust of Arygis' comments is that the primary reasons for negative research findings in the area are the research methodology used and the researchers involved. He argues that the scientific method is not appropriate for studying the behavioral effects of educational efforts such as laboratory training and does not yield useful information. Also scientific behavioral research is said to be modeled after theory X and is dehumanizing to those whose behavior is under study. Arygis feels that the efforts of sensitivity training laboratories should be judged on a different, less exacting form of ground rules. Finally, it is suggested that behavioral researchers in the area have been somewhat lacking in their methodology or interpretation of research data, with particular reference to the Dunnette and Campbell paper.

Butler, A. K., and Associates

Training and Design Requirements for an Air Force Computer-Aided Training Subsystem for the World-Wide Military Command and Control System

System Development Corp., Santa Monica, California, Sept. 1968, 72 p. (Abstracted in *U.S. Government Research and Development Reports,* Vol. 69, No. 1, p. 25)

Clearinghouse for Federal Scientific and Technical Information, U.S. Dept. of Commerce, Springfield, Va. 22151

"This document presents the findings of a research study on a computer-aided training subsystem for USAF command and control personnel. In this study two major tasks were performed. The first was the identification of critical personnel functions in current and projected command and control systems and the applicability of advanced training strategies and methods for on-the-job training. The second was to determine the feasibility of applying these strategies and methods through a computer directed training subsystem within the Electronic Systems Division. Information was developed to determine the additional features and modifications that would enable the Computer-Directed Training Subsystem to operate within the environment and make use of the An/FYQ-45 graphic console."

Dunnette, Marvin D., and Campbell, John P.

"Laboratory Education: Impact on People and Organizations"

Industrial Relations, Vol. 8, No. 1, Oct. 1968, pp. 1-27

The authors recount many problems that are wrought by organizational malaise and review research evidence about individual organizational efforts of laboratory education. Some of the important conclusions are that laboratory education has not been shown to bring about any marked change in one's standing on objective measures of attitudes, values, outlooks, interpersonal perception, self awareness, or interpersonal sensitivity. Yet despite these negative results on objective measures, individuals who have been trained by laboratory education are more likely to be seen as changing their job behavior than are similar individuals without training. The conclusion is that behavior reports suffer from many possible sources of bias, and cannot be trusted. The authors also comment that most research in the area has concentrated on "demonstration" of the effectiveness of laboratory training sessions, and that there has been little research or attention

given to other equally important areas in the total process of recognizing, diagnosing and solving problems in an organizational setting. The authors warn that these results should not be taken as a general indictment of sensitivity training.

Erickson, E., Ritsema, A., Brookover, W., and Joiner, L.

"Differences Between Economically Disadvantaged Students Who Volunteer and Do Not Volunteer for Economic Opportunity Programs"

Journal of Human Resources, Vol. 4, No. 1, pp. 76-83

This article reports a study of differences between lower socio-economic status high school students who volunteered and did not volunteer for a federally-sponsored Work Training Program. Contrary to hypothesized differences, it appears that students who volunteer are likely to be students for whom "life chances" are otherwise poorest in terms of lower school achievement levels, lower academic support from parents and friends, lower self-conceptions of academic ability, lower educational aspirations, and lower occupational plan levels. Only in the area of teacher support for academic achievement did the volunteers exceed the nonvolunteers as measured by intelligence tests. It is concluded that those who sought to avail themselves of economic and educational opportunities were those for whom compensatory programs were developed.

Gane, Christopher

"The Role of the Training Manager"

Personnel and Training Management, Oct. 1968, pp. 22-26

Planning and devising training schemes for change is the central function of training managers, but at the moment it is the training function itself that is in the process of a radical change. Training responsibilities are being extended and, some would argue, being divided into two or three separate functions. The author describes these functions as being the training manager as a consultant, as an executive and as a diagnostician. Each of these functions is described in detail. Also the societal and organizational forces that are at the base of training schemes are described in terms of how they interact to determine training needs. The need to dispense with simple formulas and to realize the complexities of training problems is emphasized.

Hatch, Richard S., Pierce, Michael B., and Fisher, Alan H.

Development of a Computer-Assisted Recruit Assignment System (Compass II)

Decision Systems Associates Inc., Rockville, Md., 51 p. (Abstracted in *U.S. Government Research and Development Reports*, Vol. 69, No. 1, 1968, p. 27)

Clearinghouse for Federal Scientific and Technical Information, U.S. Dept. of Commerce, Springfield, Va. 22151

"The purposes of this project were (1) the design and programming of a computer-based recruit assignment system, Compass II, and (2) an evaluation of the quality of recruit assignments obtained using Compass II as compared with the quality of assignments made using manual procedures. Within the constraints imposed by Navy assignment policies Compass II optimizes (1) the fill of quotas, (2) transportations savings between Navy Training Centers and advanced training locations, (3) adherence to interviewer recommendations, (4) the probability of success of each recruit in the training category to which he is assigned, and (5) adherence to specialized assignment policies for all specially procured as well as lower mental standards personnel. Compass II solutions clearly excelled in all respects when compared with manual solutions to the same assignment problems."

Hearn, B. H., and Davies, N. W.

"Engineering's Operator Training Drive"

Personnel (London) Vol. 1, No. 10, pp. 28-32

An Engineering Industry Training Board survey showed that most operator training was of poor quality or badly planned. The Engineering Industry Training Board's push for more systematic training is described in this article. Specifically, the board seeks to (1) encourage the industry to identify training needs and to develop appropriate training programs, (2) to give information about the best techniques and practices and (3) how to set minimum requirements for adult operator training as criteria for grant awards. Aims of operator training are also described in the article.

Jolley, G. H.

"Cotton's Unconventional Group Schemes"

Personnel (London), Sept. 1968, Vol. 1, No. 9, pp. 36-40

This article describes the approach of the Cotton and Allied Textile's Industrial Training Board to training. It consists essentially of basing group training schemes on existing Employers Associations. It is said to differ from convential approaches in three ways: (1) groups are intended to encourage training at all levels of management rather than concentrating on one particular type of training, (2) by being based whenever possible on existing Employers Associations and using existing links between the Association and its members (who are also the Board's customers) and using existing office facilities, (3) members of a group are not asked to make additional contributions to the group, which is financed by the Board. Information is given on who should be trained and the advantages of basing groups on Employers Associations for different types of industries.

Lee, James A.

"Developing Managers in Developing Countries"

Harvard Business Review, Nov.-Dec. 1968, Vol. 46, No. 6, pp. 55-65

Any attempt to identify, select, and train future business leaders in the developing nations of Africa, Asia, and South America must take into account the fundamental differences in management development conditions between the U.S. and the emerging world. In this article the author pinpoints five key environmental problem areas and suggests a straightforward program on techniques for coping with them. The problem areas are (1) limited sources of management leadership potential, (2) educational and technological deprivation, (3) economic attitudes hostile to private enterprise objectives, (4) divergent concepts of what an ideal manager should be, and (5) resistance to traditional American development approaches, such as face-to-face criticism.

Leiter, Sarah F.

Training and Employment of the Older Worker

U.S. Dept. of Labor, Manpower Admin., Washington, D.C. 20210, Feb. 1968 (Abstracted in *Poverty and Human Resources Abstracts*, Jan.-Feb. 1969, p. 114)

"This report gives recommendations based on a program of experimental and demonstration projects to help older workers. The program consisted of 13 projects in 11 areas. The object was placement in training or employment. The findings showed that educational deficiency was not a major barrier if there was ability to perform. Professionals and other educated workers had the most difficulty finding jobs. Skill obsolescence was not a conspicuous factor. Health

problems did not present an employment barrier for most, though three out of five participants had visual deficiencies and needed eyeglasses. Alcoholism was encountered in most projects. In employment, small employers provided most openings, being less hampered by age limitations and retirement exclusions. Conclusions and recommendations for future programs are given in the areas of policy and planning, staff, recruitment, counseling, testing and appraisal, training, and job development and placement."

Ohlinger, John

The Mass Media in Adult Education — A Review of Recent Literature
Eric Clearinghouse on Adult Education, 107 Roney Lane, Syracuse, N.Y. 13210

"This review of recent literature in the mass media in adult education is based on the assumption that the literature reflects actual practices and trends. It explains the difficulties in arriving at definitions, outlines the general trends in the uses of the mass media, and examines individual media as well as their use in the various areas of adult education. References in the text comprise the bibliography consisting of 120 titles, most of which have abstracts appended to them."

"Responsive Environmental Program: The Talking Typewriter"

U.S. Government Research and Development Reports, Vol. 69, No. 2, p. 25
Clearinghouse for Federal Scientific and Technological Information, U.S. Dept. of Commerce, Springfield, Va. 22151

"This report is an account of the first full year of operation of the Responsive Environment Program. The program demonstrated the use of a computer in a responsive environment setting to teach initial and remedial reading, particularly in disadvantaged areas. The Edison Responsive Environment machines, known colloquially as talking-typewriters, is an audiovisual, computer-based teaching device. After only one full school year, the reading growth of the experimental group nearly doubled that of the control group. The experimental group gained approximately nine months in mean reading growth for nine months exposure, while the control group gained but five months in the same period. These gains were obtained despite the fact that attitudes were more negative in the experimental group than in the control group."

Somers, Gerald G.

Retraining the Unemployed
University of Wisconsin Press, Madison, Wis. 1968, 351 p. (Abstracted in *Poverty and Human Resources Abstracts,* Jan.-Feb. 1969, p. 114)

This volume of case studies evaluates current retraining programs for unemployed workers carried out under governmental and union management auspices. Cost-benefit analysis and other evaluations of specific programs in several states consider such factors as the personal characteristics of trainees, labor-market situations, institutional placement, and procedure arrangements.

The retraining of unemployed workers was a sound social investment, with at least 75% of the study's trainees employed after their training. Even within depressed labor market areas high rates of training related placement resulted when courses met the needs of specific employers. Coupled with geographic mobility, retraining enhances income beyond the level reached by retraining programs in a variety of environmental groups of rejected applicants, trainee dropouts, nonreporting accepted trainees, and unemployed workers who did not apply for the retraining.

BRITISH REPORT ON SUPERVISOR TRAINING NEEDS

One of the most important findings of a British survey carried out to identify the training needs of supervisors was the enormous diversity of supervisors' jobs, varying with the type of department they worked in and the size of the firm.

It became clear that each supervisor had his own particular problems and it was only from a consideration of these problems that relevant training schemes could be developed.

The results of the survey were published in a Training Information Paper* by the Department of Employment and Productivity. The research was carried out by Dr. Peter Warr and Mr. Michael Bird, of the Department of Psychology at Sheffield University. It was financed by the British Iron and Steel Federation and the Social Science Research Council and dealt with a sector of the iron and steel industry.

It is now widely accepted that the supervisor is part of the management team, rather than the "man-in-the-middle." Supervisors are vital links in the management chain and the importance of adequate training for them has been emphasized by the Central Training Council and the industrial training boards.

Even when senior managers recognize that supervisors must be trained, they and their training officers still have to find out just what training each individual supervisor needs. The authors of the booklet suggest a "training by exception" approach, going straight to the supervisor's problem areas, which constitute "exceptions to his normally adequate performance." These recommendations support other research workers who have advocated a "key results" approach or a "problem-centered" approach.

The booklet describes two ways of identifying their problems: individual interviews and a "critical incident report" procedure. Critical incidents are recorded by asking the supervisor at the end of his working day to describe briefly in writing the one problem he found most difficult in coping with that day. The authors illustrate both these methods from their own investigations and show how training needs can be established for them.

"Training by exception" is suggested as a simpler alternative to the full job analysis approach. For a firm wishing to adopt this approach in designing a training program, the sequence of action would be:

1. Identify individual needs by using one or both of the methods, and get agreement with the supervisor.
2. Study the pattern that emerges to discover what needs are common to particular groups, so that general training schemes can be developed.
3. Discuss and agree what sort of specific job training should be given separately to individual supervisors. This will usually involve some on-the-job instruction and may include attendance at outside conferences, etc.
4. Assess the effectiveness of the training by examining the supervisor's performance.

Dr. Warr and Mr. Bird are continuing their researches into supervisory training, with emphasis on assessing its effectiveness, through a grant provided by the Department of Employment and Productivity, on a recommendation of the Central Training Council's Research Committee.

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*Identifying Supervisory Training Needs - Training Information Paper No. 2, H.M. Stationery Office, London, price 3s. net.