

then deals with what he calls the "anything except that" attitude, referring to the "one thing" which, if alleviated, would cure the problem. He concludes the book with techniques of using the patient's language, pre-empting and therapeutic rituals.

The problem, as the author sees it, is in attempting to have therapists (and — from my view — educators, managers, trainers and developers as well as clients/learners) start from this new premise and utilize appropriate, new techniques within this context. The doctrines and personal

experiences of most of "their/our" particular therapy, philosophy and world view images unfortunately fit the traditional historic view of left and right-brain hemispheric realms.

He states, "In other words, what is possible and feasible in therapy is determined much more by the nature of the particular doctrine of therapy than by the nature of the human mind. . . . But if — as this book submits — the purpose of therapy is the change of the patient's predominately right hemisphere world image, and if. . . it is the reasonable analytical faculties

of the left hemisphere which will approve certain courses of action and reject others, then the perspective changes." It is precisely this change in perspective that would seem to pose the challenge to all of us.

The lack of right-hemispheric access, the lack of a common language for our two brains, and the influence of world images on learning and change would seem to offer fertile ground for taking a hard look at why some of our present approaches and practices may not be as effective as they could be. — Benjamin I. Young, Jr.

TRAINING FOR DEVELOPMENT

By ROLF P. LYNTON and UDAI PAREEK

BY MARVIN R. WEISBORD
DIRECTOR, ORGANIZATION
RESEARCH & DEVELOPMENT,
WYNNEWOOD, PA

GUEST
BOOK
REVIEW



This book is based largely on work done in India, and it is a paperback reprint of a book first published in 1967. Therefore, it is neither "current" nor "American." If that turns you off, I would like to use the rest of this review to turn you back on.

There are two reasons for paying close attention, especially if you are early in your training career. First, this is a good solid how-to-do-it-book. It's all here in great detail — from strategies and models to goal-setting, from individual motivation to group dynamics, from lectures and discussions to simulations and fieldwork.

Second, there is a coherent philosophy of training, which in my opinion is the book's most important theme. Lynton and Pareek both have been trainers and trainees, managers and scholars. They advocate that every training event serves the needs of all four orientations.

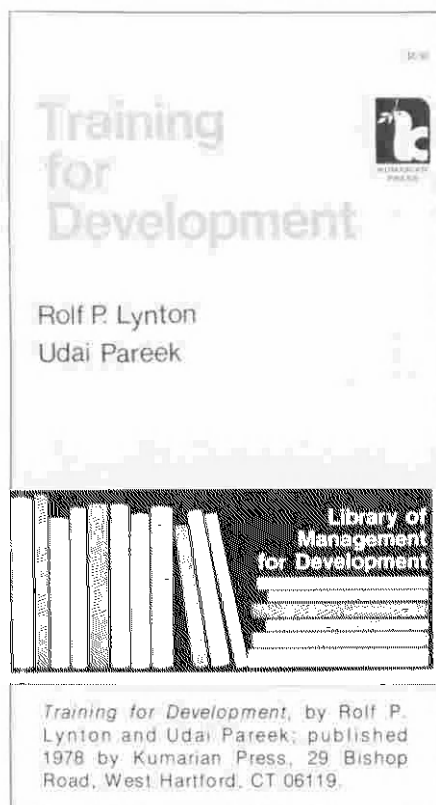
In short, this constitutes a very comprehensive textbook on the theory and practice of training. By "training" the authors mean developing action skills for "people-on-jobs-in-organizations." Development means learning how

to do better at work and doing it. The book grew out of the authors' collaboration in managing indus-

of people over long periods of time with limited resources under difficult conditions, applying existing theory, and learning all the while how to become better trainers and how to build better training organizations.

Training for development, as opposed to education for other purposes, imposes a tough set of standards on the trainer. It requires an extraordinarily large field of vision, in setting program goals consistent with the sponsor's goals, tapping personal motivation to learn, enlisting top-management support, evaluating results, building our own competence, knowing our own values. The book offers no easy answers to these persistent dilemmas.

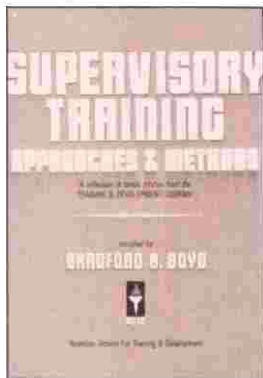
This is not to say there are no answers at all. On the contrary, this is an encyclopedia of concrete tips on the do's and don'ts of program design — from determining needs, involving participants, choosing a site, drawing up a budget, selecting training methods, conducting workshops, insuring follow-up. The inclusion of boxes, tables and readings from other sources in each chapter



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makes it a valuable desk reference.

Experienced trainers will find more than they need to know about some topics and may want to read selectively, as I did, using the very complete index, table of contents, and chapter summaries for guidance. Trainers-of-trainers could hardly ask for a better text.

However, to pile up details on the contents is to miss what I think is the book's most important quality. That is a distinct bias, I'm tempted to say cultural bias toward consistency and wholeness — between a trainer's teaching and personal behavior; between course goals and outcomes; between organizational and individual trainees' needs; between actively doing and quietly reflecting on what good training requires.

While we in the U.S. acknowledge the importance of wholeness, most of us, I believe, put inordinate faith in training technology. Cassettes, simulations and closed-circuit television make wonderful security blankets. They are no substitute for skills and knowledge. *"Contrary to the popular saying,"* the authors write, *"something is often not better than nothing."* Training programs unconnected to organizational goals and top-management commitment are like trying *"to sail a pre-determined course through an uncharted sea to an unknown goal."*

Lynton and Pareek take for granted that trainers will develop an adequate grasp of methodology. The hard questions they keep front and center are, *"What do these trainees need to do to become more effective at work?"* and, *"What must I do to help them learn how?"* — Marvin R. Weisbord

Benjamin Young has been a training and development consultant since 1965. He has worked with more than 100 organizations, public and private, specializing in developing "wellness" and "individual ownership" assumption based training and intervention techniques, applications and models.

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