

1. TRAINING - OBJECTIVES, PROCESS, SYSTEMS, DESIGN

1.1

BRADSHAW H.H. **The Training Function - A Catalytic Model**

Training and Development Journal Madison, Wis

(USA) 26(7) July 1972 pp.14-16

The article asserts that increasingly trainers are retreating into comfortable non-exposed position of a specialised technocracy as against getting involved in all phases of organisational activity. A client based approach relying on building credibility and becoming a team member is suggested. Further the trainer should have role flexibility and an urge to enrich is own job.

1.2

DAVIES IVOR K. **The Organisation of Training**

McGraw-Hill Berkshire

(UK) 1973 pp.113

The manual discusses training in any age of change, practical approach to the planning of training and evaluating the effectiveness of training. Part three analyses the trainer's resources, the trainer's many roles and the relationship between a trainer and a trainee in a training system.

1.3

DAY R.O. **Training Style: A content analytic assessment**

Human Relations New York

(USA) 26(5) 1973 pp.599-637

The role of a trainer is analysed and a Training Style Scoring System is developed on the basis of a review of past empirical literature. Training Style is conceived to be a mixture of three components definitional, behavioral and emotional. The author later developed fifty eight categories for study of training style. Each of these categories is discussed in the context of the above three components.

1.4

DICKINSON A.W. **Effective Company Training**

Longmans

London

(UK)

1973

pp.242

The author covers a number of training aspects - role of training, designing training for specific functions, costing and evaluation of training and the choice as well as use of audio-visual aids. The book is based on courses offered in a training institution.

1.5

ELIAS A.H. et al Training for development - objectives

I.S.T.D. Review

Delhi

(India)

2(3&4)

1972

pp.28-30

Objectives of training for development can fall into three broad categories: routine objectives, problem-solving and innovative training objectives. Training programmes in support of these objectives will require one special input, namely, a support system in the organisation. This will be possible through carefully planned development. Involvement of the trainees will be essential. The support of the organisational climate will be useful in this task.

1.6

ELY DONALD D. Training-By-Objectives

Training and Development Journal

Madison, Wis

(USA)

29(6)

June 1975

pp.23-24

The need to do a job analysis is stressed as part of training-by-objectives. Each duty is expressed as a five component behavioural objective. These are: who is to do the task what in observable behaviour has occurred, what special tools can the person use to accomplish the behaviour, what time or setting restrictions should be placed on the person when he performs the task and how well must the task be performed. These job duties thus become terminal objectives in the approach.

1.7

FINKEL COLEMAN L. The Supportive Environment

Training and Development Journal Madison, Wis
(USA) 29(1) Jan. 1975 pp.26-36

The concept of design of a learning environment as a new speciality is explained. The characteristics of a supportive environment are identified. These include: concentration on the psychological influences of all the environments within a facility, understanding of the learning process involved in training, appreciation of the role of trainers - the communication and development of innovative and practical equipment and devices. The environments with which each participant interacts during meetings are noted.

1.8

FITZWILLIAMS H. **Investing in Tomorrow**

Industrial Society London
(UK) Dec. 1970 pp.17-18

The difficulties facing induction programmes in creating positive attitudes to the organisation are discussed. Attitude training as part of induction programme is outlined. The induction training programme includes involving young employees in the organisation, giving an understanding of the working environment and themselves, and developing self-confidence.

1.9

FRIESEN PAUL A. **Designing Instructions**

Friesen, Kay & Associates Ottawa
(Canada) 1971 pp.1980

This book describes a systematic or 'systems' approach to instruction design, using programmed instruction as a model. It is pointed out the design model is not only for programmed instruction and instructional technology but for all forms of program building. Section I deals with the systematic approach; problem, task and learner analysis; meaningful instructional objectives, measurement criteria; lesson planning and sequencing, training methods; developing the instructional programme and evaluation. Section II describes programmed instruction.

1.10

GANE CHRISTOPHER **Managing the Training Function**

George Allen & Unwin London
(UK) 1972 pp.183

Examines the job of a training manager within an organisation along with a review of the role of systems - thinking and instructional technology as part of personnel training and development. The job of a training manager, analysed in seven steps, is illustrated by case histories highlighting the application of the principles to solving varied training problems within organisation.

1.11

KENT GEORGE **Training is a System**

Training and Development Journal Madison, Wis
(USA) 29(9) Sept. 1975 pp.10-12

Training department can be an overhead factor which has a money value on its function. Supporting details are stated for the training function. These include needs assessment, setting goals and objectives to meet the needs, evaluation, and program administration. The approach will even promote savings.

1.12

LANGDON DANNY G. **The Instructional Design Library**

Educational Technology Publications,
Englewood Cliffs N.J.

(USA) 1979 pp.1780

Consisting of twenty volumes, the series provides a convenient, practical source of essential information on important instructional designs - formats and strategies for structuring learning. Each individual volume is structured to give practical information about design e.g., use, operational description, design format, outcomes, development guide and resources. Abstracts at the beginning of each volume present the trainer with references to each type of design.

1.16

MICHALAK
DONALD F. &
YAGER EDWIN G.

Making the Training Process Work

Harper & Row
(USA) 1979 New York pp.152

Three aspects of the training process - organisational analysis, correlation between training and organisational development, and the role of trainer - are stressed. Training is viewed as a management process resulting in improved job performance. Contains useful guidelines for a trainer to conduct training programmes for better performance.

1.17

MUMFORD ALAN

The Manager and Training

Pitman Publishing
(UK) 1971 London pp.152

The stated objective of the book is to help the large number of managers who want to know about training in order that they may more effectively carry out their total managerial function and particularly perform their own direct training task. It is argued that the manager, after a proper understanding of the training function, should be able to (a) sponsor training actually beneficial to his own organisation, (b) undertake personal responsibility for training his own staff, (c) understand the process involved in effective learning and (d) to direct and control the work of training specialists. The chapters in the book include: a systematic approach to training, the organisational context for training, the manager and conditions for learning, managing the training process, analysing training needs, the context of training programmes, choosing methods for learning and evaluation of training.

1.18

NADLER, LEONARD

Support Systems for Training

Training and Development Journal Madison, Wis
(USA) 25(10) Oct. 1971 pp.2-7

With increasing emphasis on results, the trainer must concern himself with a function which extends far beyond conducting growth experiences. One such element is the development of systems within organisations to support

1.21

ODIORNE GEORGE S. **Training by Objectives: An Economic Approach to Management Training**

The MacMillian Co.

New York

(USA)

1970

pp.361

The book relies on a 'systems' approach to training and first defines objectives and later the training theories and techniques. Economic and behavioural aspects of training are discussed and many new techniques such as sensitivity, motivational and human relations training are discussed. The book is in three parts: Part I deals with the economic approach, questioning the validity of many past training efforts in today's environments, Part II presents the systems approach as a means of reorienting training to economic objectives and Part III outlines the various kinds of learning theories. There are cases, questions, summaries and bibliographies for each chapter.

1.22

ROSE HOMER C. **The Development and Supervision of Training Programmes**

American Technical Society

(USA)

1968

pp.418

The book aims to show how trainers can improve their skills and how training programmes can be made better and more efficient. The book is in two parts. In first part, the first four chapters establish the principles of supervising and developing training programmes. Later the details of supervision and training program development are elaborated. Part two concentrates on the fundamentals of the trainer's job. The areas discussed include learning and influences on learning, the training techniques, preparation of training plans, on-the-job training and principles of evaluation. The appendix provides a training techniques check list apart from selected references.

1.23

SAIGAL J.P.

New approaches to training

I.S.T.D.

Delhi

(India)

1(3)

1971

pp.89-91

The author conceives training as a means to achieve the goals of an organisation. The major areas contributing to the training effort are: elements of management, physical resources, behavioural sciences and systems approach. The trainer in this background is a change agent. A trainer should thus be a technologist, not merely a technician, capable of evolving and applying scientific approach to training.

1.24

SALIH GALOBAWI M. **In-Service Training Programme**

International Institute of
Administrative Sciences

Brussels

(Belgium)

1970

pp.82

The monograph discusses types of in-service training and its organisational aspects including role of the training officer. Selected training techniques, audio visual aids and instructional materials are also described.

1.25

SAXENA A.P.

**The Training Function: Identification
and Implementation**

Training Division, Govt. of India

New Delhi

(India)

1970

pp.30

The monograph discusses the steps to be taken to activate the training function in an organisation. Several guidelines for training of trainer, e.g. developing specialisation, skills in techniques of training and administration of training programmes are outlined. Analysis and evaluation of personnel data, preparation of training reports and budgeting for training is also examined. It is explained that a trainer has an important role in establishing the identity of the training function which is basic to implementation of training plans and programmes.

1.26

SAXENA A.P. On-the-job training - some approaches
and problems

Productivity Delhi
(India) 14(3) 1973 pp.335-8

On-the-job training is a continuing, inherent process during any span of job performance. There are several determinants in the environment of on-the-job training. Out of these, three are crucial - the individual level, the individual/group level, and the group level. However there are certain constraints which have to be taken into account in designing and implementing on-the-job training. These include the capability of the supervisor as a trainer, the receptivity of the trainee and the mix of training offered.

1.27

SCOTT RALPH K. The Missing Link in Contemporary
Training Systems

Training and Development Journal Madison, Wis
(USA) 29(6) June 1978 pp.9-12

A basic question is raised - what do both the trainers and trainees bring to the learning situation, non-relevant to training but which affects learning outcomes. There is motivational interplay and the effect of extrinsic values. As far as a trainer is concerned he may display avoidance, task orientation or people orientation. But in this framework the missing link is the focussing on the growth of the individual and those functions that should support every training effort.

1.28

SCRIVEN R.J. **Training - before and after**

Industrial Society London
(UK) June 1971 pp.15-17

The article attempts to examine the pre-training and post training aspects of a specific in-company training programme. It is explained that awareness of these phases will lead to a better understanding of the programme. A training assessment scheme which has been successfully used in a training institute in UK is described.

1.29

THIS LESLIE

Results-Oriented Training Designs

Training and Development Journal

Madison, Wis

(USA)

25(4)

April 1971

pp.8-14

The variables, factors and components of training program development are analysed. The assumptions in training are outlined and the design steps necessary for a trainer are stated. Several design variables for developing effective course design and course sequence are examined. It is noted that a trainer has key role in these tasks.

1.30

THORNE EDWARD H.
& MARSHALL
JEAN L.

**Managerial Skills Development: An
Experience in Program Design**

Personnel Journal

Santa Monica

(USA)

55(1)

Jan. 1976

pp.15-38

Adapting an adult-education model, the authors analyse the environment for the success of a MSD program. The elements discussed include a stated program objective and philosophy, an educative environment, group commitment, group-centred action, program evaluation and revision, instructor teams and professional presentation. The three stages in these tasks are preliminary stage, group-action stage, and module improvement and on-going implementation. A draft program schedule for MSD design is outlined along with check list of items for managerial skill development.

1.31

TRACY W.R.

Designing Training and Development Systems

American Management Association

New York

(USA)

1971

pp.432

The book stresses on seven phases in designing a systematic approach to training. These include: (i) identification of training and development needs, immediate and long range, (ii) collection and analysis of job data to ensure that programs are relevant to the trainees work, (iii) devising evaluating instruments to validate the data, (iv) choosing the best strategy to suit specific needs, (v) setting standards and procedures for determining types and quantities of equipment needed to support program for five years, (vi) synthesising objectives, content, strategy and evaluation into lesson

plans and program of instruction and (vii) measuring the system's effectiveness by collecting and analysing data. A cost analysis form is provided in the appendix.

1.32

WARREN MALCOLM W. **Training for Results**

Addison-Wesley

Reading, Ma

(USA)

1979

pp.269

The book is directed to use training systems to meet organisational needs. The opening analysis of training and learning, and training a system is followed by establishing the elements of a training system. Later the analysis of training needs, the training and estimating costs is examined leading to issues in instructional design and evaluating training action. Various categories of training e.g. administrative skills training, professional and technical training, and management and supervisory training are analysed. The organising and staffing of the training function is outlined with reference to the position of a trainers. As part of the listed objectives of the book, the author puts into the alternative roles and tasks of a trainer - as a technologist and as a human performance problem solver. It is indicated that the alternatives require two things - a technology and an approach. In the book the technology is behavioural technology and the approach is the systems approach.