

2. TRAINING - LEARNING

2.1

ANTIL
FREDERICK H.

Meeting the Training Challenge

Personnel Journal

Santa Monica

(USA)

54(10)

Oct. 1975

pp.536-546

The author examines the principles of little-known and underutilized learning theories and findings by specialists in training and development in the context of effectiveness of training. It is explained that no longer do we regard learning as something that place primarily between the ages of six and twenty plus when the principles of learning theory are fully utilized, the benefits can be substantial. The return is not only improved effectiveness, but greater acceptance as well. Also increasingly, trainers are likely to find themselves forced into a greater utilization of learning principles, because the stakes are becoming too large to risk failure.

2.2

BELL CHIP R. &
MARGOLIS
FREDRIC H.

Blending Didactic and Experiential
Learning Methods

Training and Development Journal

Madison, Wis

(USA)

32(8)

Aug. 1978

pp.16-21

The trainer is always faced with problems of choice in learning methods - didactic, instruction oriented and experiential, and generally learner oriented. The trainer has to develop his blend based on flexibility, nature of the learning dimension and design considerations. The considerations in this task will be organisational environment, nature of the learner and nature of the trainer. The trainer at the same time has to escape some 'traps' to avoid one approach only and ignore the blend.

2.3

BLAKE ROBERT R.
& MOUTON JANE

What is Instrumented Learning?

Training and Development Journal

Madison, Wis

(USA)

26(1)

Jan. 1972

pp.12-20

A learning instrument is described as a device to help people learn. It is suggested that the instrument can do much that a trainer can do and in some ways, a lot more by way of stimulating a learning experience. A multiple

choice instrument is useful for testing the soundness of a person's factual understanding. Similarly, learning from dilemmas as well as generalisation are considered useful. Factors of self-respect, team spirit of cooperation, and inter-group competition are noted. The idea of learning instruments, even though only twenty odd years old has potential for contribution to training.

2.4

COOPER CARY L. **Learning from Others in Groups -
Experimental Learning Approaches**

Greenwood Press		London
(UK)	1979	pp.304

The volume analyses the nature of T-groups and goes on to examine the implicit values of experimental learning and how these differ from traditional techniques. The resulting account of experimental learning directed to a trainer explains the effects and characteristics of experimental learning methods.

2.5

DAVIES IVOR K. **The Management of Learning**

McGraw-Hill		London
(UK)	1971	pp.256

The book does not aim to tell trainers how to do their job. It equips them instead to appraise constantly and accurately the effectiveness of their own methods, and to adapt them as and when necessary. Beginning with an introduction to the concept of education and the role of the trainer-manager, the book deals in detail with planning the individual training task, organising the available resources for learning, leading and motivation, and controlling the whole process to ensure its complete success. It covers such aspects of the trainer's job as how to analyse a learning task and decide what training is necessary; which audio-visual aids are most appropriate at any given situation; what is the ideal size for a class, seminar or any other learning group; when to communicate and how to measure what has been learnt; and managing learning resources.

2.9

KNOWLES MALCOLM **The Adult Learner: A Neglected Species**

Gulf Publishing Co. (2nd edn.) Houston
(USA) 1978 pp.256

Pointing out that adult learning theories are often based on child learning, Knowles examines those aspects that are unique to adult learning. The second edition contains significant additions to the earlier edition, including an examination of the historical development of andragogy and guidelines for the use of learning contracts, and a core-competency diagnostic guide.

2.10

MILNE R.S. Learning the Skills of Learning

Indian Manager Delhi
(India) 3(1) 1972 pp.13-29

The author believes that the most important skill that managers of developing countries need to acquire is the skill of learning from their own environment itself and not from management techniques developed in industrially advanced countries. The author illustrates his conclusions from the nature of management function in developing countries as observed at the Turin International Centre where I.L.O. provides management development assistance in an international context.

2.11

O'HARE B. The Individual Approach to Learning Within a Training Organisation

Industrial Training International London
(UK) 9(7) July 1974 pp.226-228

Although objectives in training allow little room for learner control, the considerable variation in pre-entry knowledge of many trainees should be capitalised upon. The use of diagnostic tests can show a trainee exactly what he requires to learn and need not waste his (and the organisation's) time on familiar material. According to the author, the one resource least used in training is the learner himself. Despite the changes that have come about with the more systematic approach to training and the general use of objectives, the emphasis is still very much on the inputs to, and not the outputs from, training.

2.12

RICE A.K.

**Learning for Leadership, Interpersonal
and Intergroup Relations**

Tavistock

London

(UK)

1971

pp.200

Based on the principle that the function of leadership is to control transactions between internal and external environments, the study argues that most leaders exercise their skills intuitively, but rapid changes of modern society make leadership increasingly difficult. There is therefore an urgent need to provide the necessary training, which can serve as a learning framework for developing leadership.

2.13

ROGERS JENNIFER
(ed)

**Teaching on Equal Terms: A Book for All
Those Concerned with Teaching Adults**

British Broadcasting Corpn.

London

(UK)

1969

pp.141

A compilation of essays which consider such areas as research and experiences drawn from industrial training, how to avoid intellectual flabbiness and other pitfalls of adult teaching; how to conduct class discussions; training by trainee research projects; use of audio visual aids; and various challenges and contemporary difficulties facing the adult education field.

2.14

SCHNEIER CRAIG
ERIC

**Training and Development Programs: What
Learning Theory and Research Have to Offer**

Personnel Journal

Swarthmore, Pa

(USA)

53(4)

April 1974

pp.288-293

Training and development is viewed here as a four-phase process: diagnosis of the learning situation, design of the appropriate learning strategy, implementation of the learning strategy and evaluation and possible redesign of the learning strategy. The principles and findings from learning theory and research are presented in the form of a seven point list designed to help those engaged in training and development activities become aware of the scope of the learning literature which is applicable to their programs. The role of the trainer is indicated in the process.

2.17

THOMAS LAURIE

Learning to Learn in Practice

Personnel Management

London

(UK)

8(6)

June 1976

pp.32-35

The ability of most people to learn for themselves from experience has been largely overlooked by measurement obsessed training officers. According to the author, self-organised learning has implications for trainers. Learning is not a fact that can be observed. It is an inference that has to be made, either from changes in behaviour or from the learner's own experience. What is needed is a redefinition of the trainer's job. He should become a manager of learning and encourage the development of the strategies and skills of self-organised learning so that learning continues when training stops, concern himself with helping people to identify their learning needs and to work out with them how these might be achieved and provide special opportunities for learning when the situation or the lack of skill of learner prevents this. The main implication for trainers is that they must experience themselves as learners and they must be prepared to bring their own learning processes under review.

2.18

URANECK
WILLIAM O.

Delegate Learning Responsibilities
to the Trainees

Training and Development Journal

Madison, Wis

(USA)

25(11)

Nov. 1971

pp.44-45

The author argues that the trainer is a consultant, not a practitioner, a counsellor and not a lecturer. A case study is narrated where a trainer following the approach delegates full responsibility for learning to the trainees - and then staying out of the way. The approach emphasises the responsibilities of the trainer as well as the participants continuing reaction to the course.

VANDENPUT
MICHAEL A.E.

The Transfer of Training - Some
Organisational Variables

Journal of European Training

Bradford

(UK)

2(3)

1973

pp.251-263

The study aims at collecting data about the nature of the variables which either positively or negatively influence the individual's capacity to apply to his work situation what he has learned during a training programme. The investigations are limited to organisational variables, facilitations and institutions operating from the organisational environment. It is stressed that the training programmes can be designed to prepare the participants for transfer. The advantages of in-company training are emphasised. It is noted that subjects seem to find their organisation less inhibiting than participation in an external organisation, where the specific problems of each participant's work situation are often neglected.