

4. TRAINING METHODOLOGY - GENERAL

4.1

INTAN

Action Training - A New Strategy for
Rural Development Training

Intan Bulletin

Kuala Lumpur

(Malaysia) 2(1)

April 1977

pp.1-15

The article describes Intan's new strategy in training for rural development through action training conceived as an integrated approach where the expertise of training, research and consultancy are mobilised together to focus on specific target or administrative district. The concept, objective and strategies and approach are explained. It is stressed that action training as devised in Intan provides for the first time an equal training opportunity for the policy makers and the executives on the one hand and the local leaders and ordinary peasants on the other. Action training provides a real opportunity for these groups to enter into a dialogue in the various workshop sessions within which it is expected that a greater degree of understanding and even tolerance could be achieved.

4.2

ANDERSON
RONALD H.

**Selecting and Developing Media
for Instruction**

Van Nostrand Reinhold/ASTD

Madison, Wis

(USA)

1975

pp.138

The book provides a practical systematic approach to the selection and use of full range of instructional media - from print and models to video and computers with media characteristics and selection criteria; decision-making flow charts and with production check lists. Contents include problems of media selection, selection process, development testing, guidelines for visuals, audio & printed materials, physical objects and computers.

4.3

ARGYRIS CHRIS

**Intervention Theory and Method:
Behavioural Science View**

Addison-Wesley

Reading, Mass

(USA)

1970

pp.385

The important areas covered include the conditions under which interventionists will work, a primary intervention cycle, conditions that lead to ineffective intervention, problems of locating a client system, and some basic

requirements for diagnostic methods. The feedback process is analysed which will assist a trainer in his intervention role, if so adopted.

4.4

BARKER DAVE

What T.A. Can do for you

Personnel Management

London

(UK)

10(5)

May 1976

pp.36-39

The main theory of T.A. is outlined by explaining ego status, transactions, games, scripts and strokes. An attempt has been made to reconcile T.A. with some other approaches. Some limitations are mentioned including the extent to which T.A. is used as a means of manipulating others. Within an organisation T.A. offers a new way of looking at management and leadership style. Many practitioners see the most valuable use of T.A. to be in team building and organisational development. T.A. can also be used in organisations for the training of trainers in group handling skills. At the most personal level T.A. can be used by a trainer as an aid to the learning of individuals in a group learning about behavior from the interactions between its members.

4.5

BAKHURU H.J.

Discussion Leading Material

Staff Training Centre, CLI

Bombay

(India)

1970

pp.55

It is explained that effectiveness of the discussion method depends largely on the effectiveness of the discussion leader. The ability with which he stimulates, guides and controls the discussion will, to a greater extent, determine the results of the discussion. This would, in turn, depend on his preparation to lead the meeting and the skill in conducting it. The skill in discussion leading like all other skills is developed by practice. The material in the volume is concerned with principles and techniques involved in leading discussion meetings. A preparation check list and self evaluation sheet are provided.

4.6

BAUBY C.

Leader's role in Role Playing

Personnel New York
(USA) 48(1) January 1971 pp.57-62

The comparative advantages of role playing as a training technique are outlined. It is emphasised that the leader - individual, conducting the exercise has a crucial role to play. The qualifications of the leader of the role playing team to make the exercise a training success are indicated.

4.7

BELL CHIP R.

Criteria for Selecting Instructional Strategies

Training and Development Journal Madison, Wis
(USA) 31(10) October 1977 pp.3-7

The purpose of the article is to examine criteria useful in deciding which instructional study is optimally appropriate for a given training programme. It is related to job-related learning programs designed to foster learning for immediate use by the learner. Criteria discussed are potentially useful for job-related adult learning as well as learning programs designed to foster learning for future job application by the learner.

4.8

BENSAHEL J.G.

Playing roles to convey your ideas

International Management New York
(USA) 28(6) June 1973 pp.32-4

By adopting certain physical attitudes, tone of voice and patterns of behaviour the context of communications is signalled. Such role-playing is a formalised means by which one can be fairly certain that the message one is sending will impress the other person as one means it to. The basic function of roles is communication. The reason role communication so often breaks down is that it requires a four step approach - who am I trying to be, what do I appear to be, who is he trying to be and what are we vis-a-vis each other?

4.9

BOISE WILLIAM B. The Use of the Syndicate Method for
Administrative Studies of the University
Level

**International Review of Administrative
Sciences**

Brussels

(Belgium) XXXVI (4) 1970

pp.373-375

The syndicate method, developed at the Administrative Staff College, Henley-on-Thames, England is discussed. Its use in two graduate courses is outlined to emphasise its potential as a rich and meaningful experience.

4.10

BOLLENS JOHN C. **A Guide to Participation**
& MARSHALL DALE
ROGERS

Prentice Hall

Englewood
Cliffs, N.J.

(USA)

1973

Over the years, participation (involvement) has been considered as one way of learning. This book is dedicated to 'encouraging participation in real life situations as part of an individual education'. Basically, it is a manual, guide to be used in conjunction with lectures and text books as part of the total process. It is directed both at the instructor and the student. Each must contribute to the participatory process for it to accomplish the intended purpose. Another method of participation - role playing - is more difficult to incorporate into the curriculum because it is more structured and demands more time and concentration from both students and instructor. To illustrate this method, the authors have selected a series of case studies and have added comments on how to make use of this technique for each case.

4.11

BOUCHARD THOMAS Training, Motivation and Personality
J. (Jr.) As Determinants of the Effectiveness of
Brain Storming Groups and Individuals

Journal of Applied Psychology

Washington D.C.

(USA) 56(4) August 1972

pp.324-331

The paper reports two experiments. The first experiment studied three major variables - practice, motivation, and differential selections - which are known to

influence the performance of individuals over a wide range of psychological tasks. The second experiment contrasted the effect of training and motivation of the relative effectiveness of group and individual brainstorming. The brainstorming instructions were identical to those used by other researchers except that a procedural rule was added. The hypothesis that training, motivation, and appropriate selection on a personality variable would combine in an additive fashion to produce effective performance was not supported.

4.12

BRODIE M.B. &
LIFE E.A. (eds)

**Education for General Management: The
Staff College Approach**

United Nations Institute for Training
Research

New York

(USA)

1974

pp.141

The monograph describes how the Administrative Staff College at Henley was founded in 1946, its development over the years, and how its experience was adopted and adapted in a number of countries. The staff college approach consists in educating experienced adults for general management roles in the private and public sector. The volume is in two parts. Part I discusses the problem of generalists in management, the Staff College philosophy, and the concepts of syndicate learning and gives a general assessment. Part II contains a country by country description of different staff colleges established in Australia, East Africa, Ghana and Pakistan, as well as similar experiences in Denmark, Jamaica, New Zealand and the US.

4.13

BROWN-JOHN C.
LLOYD

**'In-Basket' Exercises: An Administrative
Training Experience**

Journal of Administration Overseas

London

(UK)

XVI(3)

1976

pp.178

The article traces the growth of the exercise since 1966 and explains how the author has adapted it and used it as a technique in his training programmes. In the exercises developed by the author each candidate is handed a folder containing a number of items and instructions - the number of items can be expanded and their complexity-mix increased to suit individual testing situations. The exercise first permits the candidate to experience the need for assessing and assigning priorities. The candidate is faced with three levels of priorities: (a) functional; (b) career; and (c) personal. There is, of course, a relationship between functional and career but

for purposes of evaluating the exercise straightforward distinctions are drawn. An appendix gives the outline of an exercise used by the author.

4.14

CARISON J.G.H. & **Introduction to Gaming - Management**
MISSHAUK M.J. **Decision Simulations**

John Wiley

New York

(USA)

1972

pp.184

This book has been designed primarily to meet the needs of the trainers in several areas, such as (i) Introductory simulation and gaming courses, (ii) Management decision gaming techniques, (iii) Game design and decision processing and (iv) Management laboratories. The first fifty pages of the book are devoted to an introduction to games, the concepts of game design and its theory and application as well as the behavioural aspects of gaming simulations. The rest of the book is devoted to fifteen games in the areas of marketing, production, finance, logistics and general management. There is also a chapter on briefing material for the technique-oriented games.

4.15

CARTER ROBERT N. Modules can prove helpful as a
& CARTER training aid
SYLVANIA M.

Training and Development Journal

Madison, Wis

(USA)

32(2)

February 1978

pp.52-56

The article explains the use of the module as a significant method of instruction. The preparation of modules, the results to be expected and the use of modules is outlined. As the method is tiring, the trainer must be thoroughly prepared and must be alert, organised and knowledgeable. His attitude must be confident and positive. It is suggested that only one module be used in a half-day session.

4.16

CASEY DAVID &
PEARCE DAVID
(eds)

**More than Management Development,
Action Learning at GEC**

Gower Press

London

(UK)

1977

pp.146

The sixteen papers in this volume define the concepts of action learning and outline the programme conducted in a major industrial company. Some of the participants' successful and unsuccessful experiences describe the involvement of two outside organisations. The programme is examined in the background of the expected outcomes outlined by the technique of action learning.

4.17

CROCKET
WILLIAM J.

**Team Building - One Approach to
Organisational Development**

**Journal of Applied Behavioural
Science**

Arlington

(USA)

6(3)

1970

pp.292-306

The analysis of pre interview data to reveal inhibitions in superior - subordinate relationship is discussed. The approach and methods available to trainers and consultants in helping groups to respond to the data are analysed. It is explained that the trainers can adopt the approach after careful understanding of the organisation and its training needs.

4.18

CENTRE FOR
EDUCATIONAL
RESEARCH AND
INNOVATION

Styles of Curriculum Development

O.E.C.D.

Paris

(France)

1972

pp.69

The book, a summary record of Illinois Conference on Curriculum Development (1971), stresses on the concept of 'style' in curriculum development. It was noted that an adequate account of style considers the character and context of particular curriculum developments. The character of a curriculum development includes its structure, for example, who the developers are and how are they organised, and functions, for example, process of deliberations utilised in arriving at curriculum development decisions. Research on curriculum development

is needed and will contribute to our understanding of curriculum and to improved curriculum development practices.

4.19

CENTRE FOR
EDUCATIONAL
RESEARCH AND
INNOVATION

Handbook on Curriculum Development

O.E.C.D.

Paris

(France)

1975

pp.178

The handbook primarily stresses on the state of the art of curriculum development, interpretative case study of selected projects, and administrative and social settings of curriculum development. It is noted that changes in the curriculum are a long-term process, calling for careful preparation. It cannot and should not be a technocratic process. Today our knowledge of the processes involved in the systematic renewal of the curriculum is still very incomplete. The ultimate justification of curriculum development is improved conditions of learning and teaching, yet in all countries studied in the handbook there is evidence of doubts in the profession about the practical results of the curriculum development movement. Yet it is important to note that curriculum theory is synthetic and integrated in character: it seeks to unify, and hold together in a single frame of reference, constructs and experience from different specialisms.

4.20

CENTRE FOR
EDUCATIONAL
RESEARCH AND
INNOVATION

**The Nature of the Curriculum for the
Eighties and Onwards**

O.E.C.D.

Paris

(France)

1972

pp.90

This is a report of a workshop held in West Germany (1970) to explore the factors to be taken into account in constructing an curriculum for the 1980s. The key implications discussed relate to changes in subject fields, new teaching/learning methods and the systematic approach to change and the wider impact on the learning system. The problems of evaluation and dissemination are discussed. Regarding evaluation, the levels of evaluation, instruments of evaluation and assessment, and training of evaluators is considered important for curriculum development.

4.21

COMMONWEALTH
SECRETARIAT

Effective Use of Training Methodologies

Commonwealth Programme for Applied
Studies in Government, Commonwealth
Secretariat

London

(UK)

1980

pp.250

As part of its continuing activities relating to training in public administration, the Commonwealth Secretariat's Division operating in the functional area of public management, organised an Expert Group Meeting in June 1979 in Ottawa. The Group examined the basic data in the background and technical papers and discussed specifically, (a) the context and operation of public administration programmes, and (b) selective studies of training methodologies. The background papers included a survey conducted by the Secretariat in 1979, 'Training Methodologies Practised in Commonwealth Centres', and 'A Comparative Study of Two British Centres of Management Education'. The volume - Report and Recommendations of the Expert Group - contains Report of the meeting, the two background papers and fourteen technical papers. The Group endorsed the proposal that the survey together with the major aspects of the report be made available for information and comment to all Commonwealth institutes providing public administration training programmes.

4.22

DANIEL W.W. &
PUGH HARRIET

Sandwich Courses in Higher Education

PEP Report, XLI, Broadsheet No. 557

London

(UK)

1978

This study, undertaken at the initiative of the Department of Education and Science, examines the usefulness of sandwich courses in higher education, specially business education. According to the authors, the distinctive effects of the sandwich method, in orienting young people to jobs which otherwise they might not have considered, are dramatic. If the sandwich method is to be developed to this end, however, there are major implications for employers. In view of the findings of the authors, it may be questioned whether the sandwich method is necessarily desirable in business education. It is true that, particularly from industry's point of view, the sandwich does have desirable effects. But these are largely dependent on the practical experience gained during placements, rather than the integration of experience and education. Given that the sandwich course

4.25

DAVIES IVOR K. Current Problems of Educational
Technology & Training

European Training

Bradford

(UK)

1(1)

Spring 1972

pp.89-111

Against the background of a different conceptual framework, six major problems are outlined and discussed. These include, the problem organisation development as the framework within which training should take place, the problem of effectiveness, rather than efficiency as the central issue of training programmes, the problem of what is meant by the term 'educational technology', and the assumptions underlying each of these different concepts, the problems concerned with adopting educational technology rather than adapting it, the problems that arise from the personal qualities of innovation themselves and finally the problems that arise when the assumptions underlying a diffusion strategy are ill-founded.

4.26

DE N.R. Training Strategy for Required
Attitudinal Change

National Labour Institute Bulletin

Delhi

(India)

2(1)

1976

pp.13-28

With the help of two Indian cases, it has been pointed out that attitudinal change is possible from a training strategy, provided the training process itself becomes an integral part of the life style. It has been shown that training as a strategy for attitudinal change attracts a number of complicated issues like significance of terminal values and participative design. It is concluded that attitudinal change is not a matter of technology alone but involves a keen perceptive understanding by trainers concerned with evolving and implementing the training strategy.

4.27

DEBENHAM A.I.S. **A Training Officers Guide to
Discussion Leading**

B.A.C.I.E.

London

(UK)

1968

pp.30

The manual is intended to fill in the gap in the literature on the aspects of discussion leading by trainers. The key areas analysed include: the role of the leader in discussion leading, preparing to lead a discussion, leading the discussion, handling the discussion, controlling the discussion and physical arrangements. The use of questions and the pattern of discussion are also covered.

4.28

DYER WILLIAM G. **Team Building: Issues and Alternatives**

Addison-Wesley

Reading, Mass

(USA)

1977

pp.139

A guide for trainers to aid them in working their way through the maze of psychological and pseudo-psychological approaches to team-building, while providing hints as to the employment of teams in problem-solving and long-range planning endeavours. The use of team building as a data-gathering, diagnostic, action process is outlined. Several goal and design options are included, which are so devised as to fit most of the organisational team-building efforts that may be employed to overcome managerial road blocks.

4.29

FRIANT R.J. **Preparing Effective Presentations**

Pilot Books

New York

(USA)

1971

pp.32

It is a short guide for trainers and new entrants to the training field. The emphasis is on visuals and the steps involved in preparing illustrated visuals, and designing of charts. The use of colours in presentations to enhance clarity of content is stressed.

4.30

GEDGE B.J.

Programmed Instruction in the N.S.W.
Public Service

Public Administration

Sydney

(Australia) XXXI(4) 1972

pp.337-346

The basic philosophy of programmed instruction, the uses made of the technique and the problems faced by programmes are outlined. It is explained that programmed instruction can provide most of the basic knowledge for a person to function effectively in a government department. Accuracy as well as reliability is sustained through its student-oriented philosophy. The goals of the organisation and the officer's functioning position within it. From the view point of cost also, programme instruction has to fill the gap in training in the Public Service.

4.31

GERNSTENFELD
ARTHUR &
MAYNARD PAUL

A Study of Management Games as a
Training Method

Training and Development Journal

Madison, Wis

(USA) 25(3) March 1971

pp.12-15

The characteristics of a management game are described and the use of these games as a training device is discussed. A survey of 169 industries responding to a questionnaire is analysed. A majority of the games used in industry are as part of a formal training programme for middle administrative and higher management personnel.

4.32

GOLEMBIEWSKI
ROBERT T.& WHITE
MICHAEL(eds)

Cases in Public Management

-

Chicago

(USA) 1976

pp.236

A detailed introduction by the editor on the use and advantages of the case method is followed by thirty-nine cases of which over one-third in this edition are new. The cases cover a wide range of problems, are very short, use behavioural science techniques and are focussed on the first level of supervision instead of on decision making by executives. The utility of the cases for specific contexts is displayed in a chart form.

discussions. The author feels that the seminar provides stimulating discussion, feedback and the chance to ask questions with the possibility of assessment of trainer by the trainees. She sees a continuing place for the lecture and her ideal would be self-selected audience who listen to a lecture (spoken not read) which then turns into a form of discussion with the lecturer eliciting participation from listeners.

4.36

HEREM MAYNARD A. A Technical Instructor's Method/Media Selection Guide

Training and Development Journal Madison, Wis
(USA) 32(8) August 1978 pp.44-48

The article seeks to answer the question of choice by a method/media Flowgram in three parts. The basis for selection is outlined in terms of clearly defined learning outcomes. Synthesising the theoretical postulates the list includes attitude, intellectual skills, discrimination, manipulative skills and problem solving. This list is used as primary performance identifier in the method/media selection process. The intent of article is to guide the process but the final decision will rest with the trainer.

4.37

HIGGS MALCOLM The Training Package - What's in it for you

Personnel Management London
(UK) 8(1) January 1976 pp.30-32

The fact that packaged training has been around for a long time should not cloud the track record of a technique which has proved valuable in reaching large number of trainees and in reducing training costs. Training packages draw heavily on the development and theory of programmed instruction. However, they also draw on other methodology and the development in the range and usage of audio/visual presentational techniques. When an organisation accepts the concept of training packages it is important to ensure that the full advantages are realised. This entails paying careful attention to the economic viability of each package developed and ensuring adequate subject matter coverage. In a situation of grave economic pressure trainers must be able to meet the challenges of producing increasingly effective training at an economic (if not considerably reduced) cost. The development of training packages does, in the opinion of the author, offer a technique which will enable trainers to make an increased contribution to their organisations.

4.38

HO AH CHUAN

So you are going for a Management Course

Management Development

Management Services Dept./Civil Service Staff Dev. Institute

(Singapore) 15 March 1977 pp.3-4

The article discusses the issues in course objective, course content and Instructional Strategies. The training techniques referred include structured exercises, Case Method, Role playing and the Conference method. Questions are raised about the use of attending a course and putting to use what has been learnt.

4.39

HOUGH ALA

The Project Method of Learning

Industrial Training International London

(UK) 9(7) July 1974 pp.223-226

A project method is conceived as a planned educational exercise linking theory with practice, designed for active participation, by offering a variety of learning experiences through the use of practical laboratory, or investigational methods, usually under guidance. The important aspects emphasised are the functions of planning, active participation and guidance. A process for designing projects, the importance of structure and structuring the learning outcomes is outlined. An approach of listing educational or general objectives in cognitive, affective and psychomotor categories is described.

4.40

INTERNATIONAL LABOUR OFFICE

An Introductory Course in Teaching and Training Methods for Management Developments

I.L.O. Geneva

(Switzerland) 1972 pp.350

The manual on teaching and training methods for management development has been prepared for the use of ILO technical cooperation experts assigned to developing countries. Many of the articles in the manual were first prepared for use in briefing courses for management

4.43

JENKS R.S.

An Action-Research Approach to
Organisational Change

**Journal of Applied Behavioural
Science**

Arlington

(USA)

6(2)

1970

pp.131-150

The paper refers to development, testing and application of a research instrument designed for use in organisational settings as an integral part of organisation change and development. Application of the instrument in an organisational field setting is evaluated, quantitatively and qualitatively. The impact of the results in the organisational setting is examined and further developmental possibilities of the instrument are outlined.

4.44

KOPROWSKI
EUGENE J.

Improving Organisation Effectiveness
Through Action Research Teams

Training and Development Journal

Madison, Wis

(USA)

26(6)

June 1972

pp.36-40

An action research team approach is described in five phases along with theoretical considerations. These are: (i) The original contract, (ii) Joint exploration of needed change, (iii) Feedback, packaging of information, (iv) Developing action programs, and (v) Process evaluation. Rather than treating knowledge, attitudes and skills as separate entities that one learns in a classroom, it focuses on behavioural change in groups of people who form the natural units of human effort in organisation.

4.45

KHOSLA J.N.

Methods and Techniques for Training Senior
Administrators (I), in

**United Nations Report of the Interregional
Seminar on the Development of Senior
Administrators in the Public Service
of Developing Countries, Geneva,
August 1968**

(USA)

1969

New York

The paper which is based on the methods commonly used in the developing countries of East and South Asia, deals with various methods of institutional training and

practice, individual-oriented training methods and techniques, study and training abroad, and training aids. It is explained that the right choice of the methods and techniques for training administrative personnel, particularly for the senior level, is vital to its effectiveness. The choice is determined by the objectives and contents of the proposed training and the type and number of trainees. It is essential to determine the specific training requirements and priorities in the context of organisational goals and to make an analysis for the types of skills and attitudes needed to achieve these goals. This will facilitate determining the methods and techniques for training.

4.46

LIVINGSTONE A.S. Practical Work in Public Administration
Study Programmes

Journal of Administration Overseas

London

(UK)

XV(1)

January 1976

pp.4-14

Much of the article is concerned with the nature of the relationship between administrative theory and its validation (or otherwise) in the development of organisational structures and practices of both public and private institutions. The author however feels that there is sense in appraising directly the contribution of extra classroom practical work arrangements to the study of public administration. In this new method, teaching staff and study fellow of the Department prepared the design of an exploratory programme to test the relationships of their theoretical studies to observed practice. Five major aspects of organisational work were devised for the purpose of the exercise: role and structure of the organisation, organisation of work, finance, personnel, and relations with the public. The author also describes a course of one academic session on Methodology of Public Administration Training. It is however concluded that there has been no systematic evaluation of the extent to which practical work experiences in public administration study programmes provide the values claimed for them.

4.50

McGill MICHAEL E. **Action Research Designs for Training
& HORTON and Development**
MELVIN E.

National Training and Development
Service Washington D.C.
(USA) 1977 pp.91

With the rate of technological advancement today, organisations are under much pressure to respond to their changing environment. The authors have therefore directed this book toward giving administrators a tool to deal with these changing needs - the Action Research Model. Describing the different designs of the model, the authors explain the entire process of action research including how an organisation can set the stage for making the needed changes. A series of case studies are included to demonstrate the model.

4.51

MCLARNEY
WILLIAM J.

Management Training: Cases and Principles

Richard D. Irwin Homewood, Ill.
(USA) 1968 pp.660

The text is divided into five parts: Part I Management Job, previews the field to be covered - the knowledge, skills and attitudes needed for the job, Part II 'Job Management' concentrates on the techniques for improving efficiency and on the technical, human, and organisational factors, Part III, 'Developing the Work Team', is concerned with motivation and human relations, Part IV, 'Maintaining the Work Group' deals with leadership, and morale, and Part V, 'the Management of Professional Personnel points and ways' how one can be better results from professional taken. Normally a chapter is handled in two ways - one for lecture and discussion of principles, techniques and practices, and the other for discussing, analysing and solving cases. The cases are for group discussion.

4.52

ODIORNE GEORGE S. The Hard Technologies of Training

Training and Development Journal Madison, Wis
(USA) 29(10) October 1975 pp.3-7

With the growth of 'Learning Industry', professionalization in training is inevitable leading to emergence of hard technologies. The author lists ten which have been developed in training. These are increasingly sophisticated. A trainer who can use them to change behaviour will be an important contributor to the operation and strategy of the technologies. Training technology has to be innovating to active the present as well as the desired objectives of training.

4.53

OSTROVSKY
ROBERT A.

CCTV and Trainer Upgrading

Training and Development Journal Madison, Wis
(USA) 28(4) December 1974 pp.21-25

This is a brief summary of the major issues involved in the use of CCTV. On the basis of stated criterion, five behaviour patterns are identified; self analysis, stimulus variation, stimulating pre-requisites, insuring retention and closure. The implementation aspects of trainer improvement are outlined in a series of ten steps.

4.54

PAPLOIZOS A. &
STIEFEL R.

Effectiveness of Management Teaching
Methods

Management Decision Bradford
(UK) 9(2) 1971 pp.111-121

The article presents the opinions of a sample of management teachers about the comparative merits and specific effects of various participative management teaching methods. The seven methods discussed are sensitivity training, Harvard type case studies, incident method, abbreviated case business game, field study, and management consulting. The results are analysed and compared with the theoretical model of Hawrylyshyn.

4.55

POWEL R.M. &
STINSON J.F.

Worth of Laboratory Training - Impact
on Leadership and Productivity

Business Horizons

Bloomington

(USA)

14(4)

1971

pp.87-95

The authors have designed and conducted studies to determine if participation in laboratory training for administration as "family groups" has greater impact than "stranger group" training, and if there was impact on leadership style and behaviour. The findings indicate that participation in laboratory training may be dysfunctional to organisation effectiveness and that formal leaders who participated in either group tended to abdicate the leadership role. This suggests that it may be appropriate to use laboratory training to cure social problems, but not necessarily to increase productivity.

4.56

RACKHAM N.

'The Search for New Methods of
Interactive Skills Training'

Industrial & Commercial Training

London

(UK)

3(4)

April 1971

pp.173-182

It is stressed that existing training methods overemphasize a right and wrong way of interacting, concentrate on a goal while neglecting existing behaviour patterns and miss the importance of group composition. An alternate training scheme based on a behaviour analysis system to measure change is described in three stages: (1) a diagnostic stage during which group behaviour is assessed, (2) a formal feed back stage, when the trainer gives the group and individual's feedback on their performance in first stage, and (3) practice and monitoring with feedback if necessary.

4.57

RAMASWAMI S.

Programmed Learning

Training Division, Govt. of India

New Delhi

(India)

1974

pp.50 (mimeo)

The volume outlines the theory and practice of programmed learning and discusses advantages of the technique as an instructional instrument. It is explained that the heavy initial investment in training programmes, allocating staff and providing material resources is a price to be paid for developing programmed instruction. Such

investment has to take note of the long-term pay-off values also. Apart from general all round increase of efficiency at various levels - which itself is a substantial gain - useful economies by way of reduction in training staff, training time, purchase of standard text books, etc. can be expected. However the trainers who are to use the programmes in training situations would have to be suitably briefed and oriented towards the technique. It is up to the trainer to adopt this training method to achieve his objectives. The volume provides a number of illustrations of the application of the technique to administration and training.

4.58

RIGG ROBINSON P. **Audiovisual Aids and Techniques in Managerial and Supervisory Training**

Hamish Hamilton

London

(UK)

1971

pp.108

The use of audiovisual aids and techniques to management training is introduced with reference to the present situation facing the trainer. The advantages, disadvantages, and uses are discussed. Presentation techniques are suggested using overhead projection, films and CCTV. Appendixes provide a glossary of audiovisual terms and a session check list for trainers.

4.59

REVANS R.W. **Action Learning in Hospitals**

McGraw Hill

London

(UK)

1976

pp.200

It describes how action learning research in several hospitals showed that much wastage of trainee nursing staff could be attributed to failure to provide communication channels for solving work problems with senior staff. The second half of the book describes how Health Service teams set out to use action learning to solve hospital management problems. The book includes summaries of the experience in several hospitals, and it is clear that the technique helped to break down communication barriers and improve service to staff and patients. The author concludes with a round-up of action learning projects throughout the world.

4.60

ROBERTS KEN

Sight and Sound in '77 - the changing
face of audiovisuals

Personnel Management

London

(UK)

9(4)

pp.36-38

It is explained that we are moving rapidly into a period where film, slide tape and video are becoming basic tools for the training specialist. But how to decide upon either a particular medium or the most effective audio-visual 'mix'? The answer lies, to start with, in a process of careful research into the basic objectives and nature of the message, relative to a clear definition of the audience group and their needs. The kinds of factors which have to be considered include: (1) the creative requirements of the programme, (2) how the program is to be shown and in what environment, (3) the time available for preparation and production, (4) the cost parameters relative to programme objectives and audience needs, and (5) the extent of 'secondary' audiences and how they are to be reached.

4.61

ROCHE SEAMUS G.
& WATERSTON JOHN

Coverdale Training: Building Ability

Training and Development Journal

Madison, Wis

(USA)

25(2)

February 1972

pp.44-48

Coverdale Training is essentially a system of self development - of individual managers, effective teams, and flexible and adaptive organisations. The content and method of training are outlined. It is stressed that the method helps learning how to learn, team forming and aids organisation development. Some applications of the training are briefly stated.

4.62

ROMISZOWSKI A.J.

**The Section and Use of Instructional
Media**

Halsted Press

New York

(USA)

1975

pp.350

The trainers face a bewildering array of teaching aids and the book is a practical guide to the use of these devices. Adopting a systems approach to course design and implementation, the book deals with the selection of

instructional methods and media. The stress is on behavioural analysis of the instructional problem - rather than on the advantages of a particular medium.

4.63

SAXENA A.P.

Some Background Factors in the Choice
of Training Methodologies

**The Indian Journal of Public
Administration**

New Delhi

(India) XXXVI(1) Jan-March 1980 pp.94-102

A few factors relevant to a trainer responsible for choosing a methodology are outlined. A set of tasks for a trainer in the choice and application of training methodologies are suggested. The kind of a trainer needed in the future and the approach to training such trainers is discussed.

4.64

SINHA PURNIMA

Transactional Analysis: Theory and Practice

ASCI Journal of Management

Hyderabad

(India) 6(2) March 1977 pp.223-234

This review article surveys the literature on TA, highlighting the developments in both its theory and practice. Six books have been chosen as the basis for this review. Three of them are by Eric Berne, one by Thomas Harris and remaining two by Dorothy Jongeward along with Muriel James. The pioneers of TA believe that this technique can help the individuals to be the 'winner' if the ego-status and transactions follow the proper functioning. The individual knows how to be 'authentic' with others and the environment, if he appropriately uses his understanding of TA. The strength of TA lies in the fact that its whole foundation is based on the simple experiences of work with individuals, groups and organisations.

4.65

SMITH BABINGTON
B. & FARRELL,
B.A. (eds)

**Training in Small Group: A Study of
Five Methods**

Pergamon Press

Elmsford

(USA)

1979

pp.114

Presents accounts by British practitioners of their own work with small training groups. Subjects covered include a discussion of training leaders, a study of the small group in an organisational setting and small group work in relation to management development, as well as philosophical, psychological and practical considerations. Trainers have an opportunity to compare the potential of methods relevant for training in small groups.

4.66

TAIB MAHSUN TAIB The Case of a Case Writer - Part I, II

Intan Bulletin

Kuala Lumpur

(Malaysia)

1(3)

December 1976

pp.5-6

2(1)

April 1977

pp.5-9

The articles discuss the proceedings and methodology of the Case Writers Subregional Workshop for Asian Management Trainers held in Kuala Lumpur (August 76). A multi-purpose or, comprehensive case would provide, it is explained, a framework for a conglomeration of problems, with independent analysis, different solutions or plans of action. Like any other tool, the case study method has its strengths and weaknesses and should be evaluated against the training objectives, needs and the trainees learning situation. The characteristics in evaluating a case as listed include learning targets, target group, timing, complexity and variability. The technical aspects of case research are also indicated.

4.67

TAYLOR H.J.B.

**The Administrative Staff Colleges
at Home and Overseas**

Lyon Grant & Green

London

(UK)

1968

The basic concept which led to the establishment of the Staff College at Henley is discussed. The aims, achievements, and problems of Administrative Staff Colleges or similar institutions in Australia, India,

Pakistan, Philippines, New Zealand and East Africa, and institutes using staff college methods in Norway, Denmark, the West Indies and Iran are also studied. The concluding chapter is on the Staff College in a developing country.

4.68

THOMAS VERNON L. Administration Training Methodology

The Administrator

(Journal of the National Academy
of Administration)

Mussorrie

(India) XXIII(2)

pp.403-424

The evolution of institutional training and the training methods are discussed along with evaluation of training at two levels - the programme and individual. It is explained that the issue facing the trainer is how to encompass a range of functional skills into a programme. A trainer has to analyse the structure of these skills and estimate capacities required to handle them. A training methodology is not only a number of training methods at our disposal selected for their instrumental value in training. Methods are educative in themselves and lead to insight, provided the trainer has a discriminating approach.

4.69

TOBIN P.A.

The Syndicate Method of Training

International Institute of
Administrative Sciences

Brussels

(Belgium) 1970

pp.34

The monograph examines the different aspects of the syndicate method in terms of its origin and development, variations in application, mechanics of syndicate training, the operation of a syndicate, and the role of directing staff. Also noted is what to avoid in the training process. The operational aspects of interest to trainers are emphasized.

4.70

WALLE A.

Beyond teaching methods: educational encounters in need of a theory

Journal of Management Studies

Oxford

(UK)

9(3)

1972

pp.274-290

The author argues that a mastery of teaching methods is insufficient as a guide to understand the developmental learning processes they are supposed to produce. Further these processes, when they occur in a management development programme, are not controlled by the trainer alone. This will be particularly time in training groups where the trainees already possess prior experience and confidence. The theoretical postulates behind this argument are surveyed. The author also describes some experiments in support of these views.

4.71

WELLIN MIKE

TA in the workplace

Personnel Management

London

(UK)

10(7)

July 1978

pp.33-40

The article explains in detail how the technique was applied in a medium sized firm, emphasising the reasons it was chosen in preference to other change strategies. While many behavioural development methods are considered threatening, TA poses relatively few problems of this kind. TA can be applied at different levels of intensity, dependent on the client's stage of development. Because of this the frequently mentioned dangers of unstructured training methods are avoided. While TA is not the wonder cure for interpersonal relations, it does nevertheless provide an effective framework for examining behaviour. As such it is a useful tool for increasing our general awareness about relationships.

4.72

WOHLKING WALLACE
& WEINER HANNAH

Structured and Spontaneous Role Playing:
Contrast and Comparison

Training and Development Journal

Madison, Wis

(USA)

25(1)

January 1971

pp.8-14

The article attempts to (1) give an overview of the total role playing process, (2) compare the contrast the methods used in structured and unstructured role playing and (3) offer guidelines about when and how to use certain role playing techniques. Both approaches

represent efforts to make the individual more effective in dealing with some problems or challenge in his life. If trainers can develop a greater synthesis of the two forms of role playing in their training, they will be able to assist the trainers to achieve the ability to cope successfully with the challenge of the human environment.

4.73

WOODCOCK MIKE

Team Development Manual

Gower Press

London

(UK)

1979

pp.221

The manual contains the elements required for a complete team development programme, together with guidance enabling the trainer to construct one to suit his own needs. The material in the manual can be directly used in training, including nine 'lecturettes' explaining the key concepts. Also provided is a diagnostic instrument that allows a trainer to identify a team's specific weaknesses and then to select the most appropriate activities for overcoming them. The manual is divided in three parts. Part I deals with improving teamwork, Part II with teambuilding resources and Part III provides further information.

4.74

WYMAN SHERMAN M. The Role of Behavioural Science in
& EDDY WILLIAM E. Public Administration Programs

Public Administration Review

Washington D.C.

(USA)

33(5)

1973

pp.464-467

The paper seeks to explore how behavioural science is being treated in graduate curricula. Based on the sample which responded to the questionnaire, it seems that offering one or more general, theoretical courses dealing with human behaviour in organisations is widely accepted. A possible long-range application of the emerging position is that behavioural science skills may someday be viewed as academically legitimate as skills in accounting, engineering and journalism.