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This annotated personnel bibliography on planning, organizing, and evaluating training programs covers the following areas: Training Programs and Activities in the Federal Government; Philosophy, Policies, and Objectives of Training; Organization of Training; Program Development and Implementation; Determining Needs for Training; Evaluation of Training; Surveys of Training Programs and Activities in Business and Industry; Training Programs and Activities in the Public Service; and Selected Research Studies on Training. The first area includes overviews of Federal agency activities, program development and administration, training methods, program evaluation, internship programs, and legal background and history. (nl)
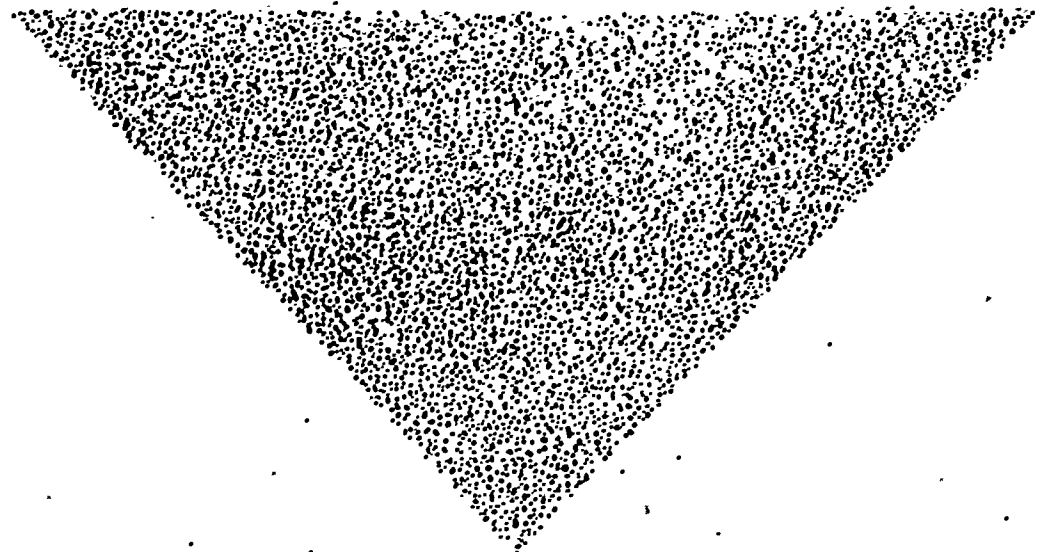
PLANNING, ORGANIZING AND EVALUATING TRAINING PROGRAMS

Personnel Bibliography

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FOREWORD

This bibliography is the most recent issue in the Personnel Bibliography Series issued by the Library. While it is the first comprehensive publication in the general area of training, it up-dates, to some extent, parts of two earlier bibliographies on executive development which appeared in 1961.

Since the material in the training field is voluminous, the references referring to training methods are being issued as a separate number in the series.

Material relating to the training of supervisors has been generally omitted since a separate publication on supervisors will include these items.

This bibliography was compiled by the Library staff and reviewed by V. Wayne Cobb, Management Training Specialist, Office of Career Development. It includes material received in the Library through December 1965.

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Dinerman, Beatrice, Eugene P. Dvorin, and Edward F. Staniford.
   Furthering employee education in state and Federal governments.
   Personnel administration, vol. 23, no. 1, January-February 1960,
   pp. 37-43.
      Studies extent to which Federal and state governments sponsor
   educational programs for employees and finds that such programs are
   expanding among all types of employees, at all levels, and in a
   variety of subject areas.

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   1961). Report to the President.... Washington, 1962. 14 pp.
      Consolidated annual training report which briefly summarizes the
   highlights of fifty-three individual agency reports.

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   Govt. Print. Off., 1960. 38 pp. (S. Com. print, 86th Cong.)
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   under the Government Employees Training Act.

U. S. Civil Service Commission.
   Employee training in the Federal service; a status report to the
   President. Washington, 1957. 9 pp.
      Summarizes civilian training activities of the Federal government,
   and points out areas in which agency, Civil Service Commission, and
   Congressional action are needed.

✓U. S. Civil Service Commission.
   Highlights of training and education in the Federal service -- 1963.
   Background paper, Conference on the Role of Universities in Career
   Development, January 24-25, 1964, prepared by Thomas W. Carr.
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      Reviews programs for training and education in Federal agencies,
   emphasizing interagency training, and programs carried on in co-
   operation with colleges and universities.

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   1962. 28 pp.
      Statistical tables and comments on significant developments.

Overviews of Federal Agency Activities (Cont'd)

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229 pp.
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during fiscal year 1966.
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    The Library has a complete set dating from Spring 1959.

U. S. Civil Service Commission.
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U. S. Civil Service Commission.
Training of federal employees; Report... to the President on
training activities in federal agencies under the Government Employees
Training Act.   Washington, U. S. Govt. Print. Off., 1961.   6 pp.
(H. Com. print, 87th Congress).
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expansion of training activities, kinds of training, expenditures for
training in non-Government facilities, awards and contributions
connected with training, and compliance with length-of-service agree-
ments as required by the act.

U. S. Civil Service Commission.
The training of Federal employees, prepared by Elizabeth F. Messer.
Washington, U. S. Govt. Print. Off., 1958.   146 pp. (Personnel
methods series no. 7)
    Presents useful information on employee training activities of
Federal agencies, discussing policies, organization, programs and
activities, methods, problems, and recommendations. Includes status
report to the President.

U. S. Congress. House. Committee on Education and Labor.
A directory of federally financed student loans, fellowships, and
career training programs in the field of higher education in the
United States.   Washington, U. S. Govt. Print. Off., 1963.   146 pp.
(H. Com. print, 88th Cong.)
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employees in advancing their careers or professions. Includes on-the-
job training; courses in government-operated institutes, schools,
or hospitals; private or state universities or colleges; and opportu-
nities offered in conjunction with foreign aid or security.

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The Federal government and education.   Washington, U. S. Govt. Print.
Off., 1963.   176 pp.   (H. Com. print, 88th Cong.)
    Partial   contents: Education of government personnel, pp. 93-98.

Overviews of Federal Agency Activities (Cont'd)

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training. Includes proposed legislation which would secure
economical use of manpower by preventing abuses in education and
training of Federal civilian officers and employees, and of members
of armed services in non-federal facilities.

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Govt. Print. Off., 1952. 567 pp. (H. Doc. 423, 82d Cong.)
Part 3 surveys educational activities administered by Federal
agencies, describes programs individually and summarizes these
activities, including data on funds available for the respective
programs as well as general descriptive information.

U. S. Library of Congress.
Federal educational policies, programs, and proposals; a survey and
handbook, prepared by Charles A. Quattlebaum. Washington, U. S.
Govt. Print. Off., 1960. 3 v. (H. Com. print, 86th Cong.)
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Part 3, Analysis and classification of the programs.
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report.

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A survey of Federal programs in higher education, by J. Kenneth Little.
Washington, U. S. Govt. Print. Off., 1962. 56 pp. (OE-50033,
Bulletin 1963, no. 5)
"Summary describing the programs, participating institutions and
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Program Development and Administration

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The cobbler's children. Personnel administration, vol. 22, no. 1,
January-February 1959, pp. 44-47.
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gram; Special development program; The industrial relations insti-
tute.

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under the Government Employees Training Act of 1958 -- with special
reference to the Department of the Navy, 1958-1962.   Washington,
The American University, 1963.   283 pp.
Studies nature of training function as a part of the personnel
function and describes the development and scope of the Government
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Partial contents: The pattern of responsibilities; Policy formu-
lation and program administration; Sources of training; How training
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The instructor training program of the Navy: its implications for
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Training your employees; suggestions to executives and supervisors.
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26 pp.   (Pamphlet no. 3)

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Huddleston, Robert H.
Cooperative work-study programs.   Journal of the American Society
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Sands Proving Grounds and the New Mexico College of Agriculture
and Mechanic Arts.

Program Development and Administration (Cont'd)

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    The response of the Civil Service Commission to Federal Library training
    needs. D. C. Libraries, vol. 35, no. 4, October 1964, pp. 54-56.
        Describes programs developed by the U. S. Civil Service Commission
    to (1) relate agency missions and work goals, (2), increase manage-
    ment insights and supervisory abilities, and (3) develop skill in
    using modern management tools such as automatic data processing.
    Relates each of these program areas to Federal librarians' work
    responsibilities and training needs.

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    Government Employees Training Act, Department of Health, Education, and
    Welfare auditorium, April 28, 1959. Washington, U. S. Civil Service
    Commission, 1959. 7 pp. (News release of April 28, 1959)
        Explores the value of the Federal Employees Training Act for
    strengthening Federal management, and discusses inter-relationships
    of man, supervisor, and organization in training situations. Con-
    cludes with a special word for executive development.

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    Evaluation of training. Personnel information bulletin (Veterans
    Administration), April 1964, pp. 5-6.
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    highlighting U. S. Civil Service Commission classification training
    course, observation of hearings sessions, and career development
    activity.

Lawton, Frederick J.
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    the Government Employees Training Act, April 28, 1959. Washington,
    U. S. Civil Service Commission, 1959. 6 pp. (News release of
    April 28, 1959)
        Outlines in practical terms what the Act and regulations allow
    agency personnel to do, what in turn it requires of agency personnel,
    and how authority granted by the Act may be used.

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    Establishing the training function in the Postal Service; a case
    study. Cornell University, Ithaca, 1956. M.S.

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    developed for Indian health program managers in U. S. Public Health
    Service. Considers whole process from determination of needs through
    course content and follow-up.

Morrissey, George E., Jr.
    Determining management training needs of Air Force middle management.
    George Washington, 1961. M.E.A.

Program Development and Administration (Cont'd)

Pollock, Ross.
   A philosophy of training.   Training officers newsletter (Australia),
   vol. 2, no. 2, Winter 1960, pp. 1-9.
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   "why".

Progress under the Government Employees Training Act.   In U. S. Training
   Officers Conference.   The future of employee development,
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        Panel moderated by O. Glenn Stahl; participants, Harold H. Leich,
   J. Kenneth Mulligan and William T. McDonald, all from the U. S. Civil
   Service Commission.

Rosenberger, Homer T.
   How to organize and administer an employee training program.
   Washington, Society for Personnel Administration, 1956.   35 pp.
        Discusses some goals that are basic in developing a large staff by
   means of training, and attempts to assist executives and training
   directors to anticipate problems which occur frequently in planning
   and conducting employee training.

Rosenberger, Homer T.
   Stimulating the will to learn.   Washington, Society for Personnel
   Administration, 1958.   38 pp.   (Pamphlet no. 16)
        Manual for executives and training directors which discusses types
   of incentives which can be "created and used effectively in stimula-
   ting workers to engage enthusiastically in self-development activities
   and to use on the job their newly acquired facts, skills, and attitudes."

Seamens, Howard R.
   Administrative management of on-the-job training in the United States
   Air Force.   Washington, U. S. Department of Commerce, Office cf
   Technical Services, 1964.   70 pp.
        "The present program is examined to determine its strengths and
   weaknesses, and, in conclusion, recommendations are made to strengthen
   today's program."
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   Problems in the administration of the Federal Employees Training
   Act of 1958.   George Washington University, Washington, D. C., 1962.
   M.A. in Govt.

Special issue on training and development.   Personnel information
   bulletin (Veterans Administration), February 1961.
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   Oseas; Quality training, by Abraham Norman; The story of a training
   committee, by P. M. Nugent; Sensitivity training, by J. Arthur Waites;
   and Planned training to meet program needs, by A. R. Thompson.

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Directory of personnel active in the fields of career development
and training. 8th ed. Washington, 1965. 41 pp.
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ing, 1956; The "x" factor—employee attitudes, 1957; Management of
employee training, 1959; Planning employee development in times of
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Training today for the world of tomorrow, 1962.

U. S. Agency for International Development.
A ten point training program; report of the Task Force on Training
and Orientation for A. I. D. Washington, 1961. 38 pp.
Contains ten recommendations ranging from special programs for
senior personnel to staffing for training.

U. S. Atomic Energy Commission.
Employee development and training. Washington, U. S. Govt. Print.
Off., 1959. 35 pp. (Personnel Handbook Appendix 4150)
Describes standards, legal requirements, and procedures necessary
to carry out AEC responsibilities under the Government Employees
Training Act.

U. S. Bureau of Employment Security.
Guide to the preparation of training materials. Washington, 1961.
75 pp. (Training unit no. 6)
Begins with the nature of learning and training and then explains
the factors involved in preparing training materials. Includes
methods and techniques used in writing instructor's guides, study
guides and workbooks. The last section deals with the procedure
for constructing tests.

U. S. Bureau of Employment Security.
Outservice management training of local office managers. Washing-
ton, 1963. 28 pp.
Contains material useful to administrator responsible for planning
training opportunities for agency personnel. Subjects range from
survey of needs to selection of educational institution and evaluation
of results.

U. S. Civil Service Commission.
Assessing and reporting training needs and progress. Revised.
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methods series no. 3)
Offers assistance to personnel "whose job it is to help line
officials to make appropriate review of training needs and plans for
meeting these needs...."

Program Development and Administration (Cont'd)

U. S. Civil Service Commission.
Federal personnel manual. Employee development. Chapter 410.
Washington, U. S. Govt. Print. Off., 1963-
    Statement of broad policy, program guides, and basic requirements
for training and development of Federal employees by their employing
departments.
    Partial contents: Determining training needs; Establishing train-
ing programs; Interagency training; Training through non-government
facilities, etc.

U. S. Civil Service Commission.
Human growth: prerequisite of all advancement, by Elizabeth F.
Messer. Washington, 1957. 19 pp.
    Review of progress and problems in Federal employee development.
Editorial draft of a report summarizing trends and substance of
employee training practices and problems in Federal government.

U. S. Civil Service Commission.
Some important considerations in departmental administration of out-
service training under the Government Employees Training Act.
Prepared by the Career Development Section. Washington, 1959. 18 pp.
    Policy guides for administration of out-service training under the
Government Employees Training Act. Does not attempt to be all-
inclusive, but suggests policies relating to delegation of authority
financing, program balance and planning, choice of institutions,
selection of trainees, and obligated service agreements.

U. S. Civil Service Commission.
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Opportunity Campaign, 1965. Prepared by the Office of Career
Development. Washington, 1965. 44 pp.
    Includes summary of agency activities and excerpts from selected
agency reports.
    Appendix B: Guidelines for instructing supervisors of youthful
employees in Federal agencies; Appendix C: Occupational training
guidelines for non-college youth employed in Federal agencies.

U. S. Department of Agriculture.
A guide to an inservice training program for cooperative extension
personnel. Recommendations of the National Task Force on Coopera-
tive Extension Inservice Training. Washington, n.d. 35 pp.
    Basic manual developed to strengthen inservice training programs
and policies and align them with current and future needs of the
Cooperative Extension Service. Considers administrative arrange-
ments, purposes of training and determining training needs, and pro-
gram content areas. Training organization and activities, evaluation
of inservice training, and the importance of research on extension
training are also discussed.

Program Development and Administration (Cont'd)

U. S. Department of Health, Education and Welfare.
Hints to good instruction. Prepared by Bureau of Old-Age and Survivors Insurance. Washington, 1962. 25 pp.
"... series of reminder items highlighting principal points of pressures in the teaching or instructional process."

U. S. Department of Health, Education, and Welfare. Division of Personnel Management.
Staff development; the supervisor's job. Rev. Washington, U. S. Govt. Print. Off., 1963. 31 pp.
Suggestions on how to help people want to develop; presents five ways to speed learning; considers some tools for staff development.

U. S. Department of Labor. Office of Personnel Administration.
How to identify and meet training needs. Washington, 1960. 1ε pp. (Supervisor's guide series no. 3)

U. S. Department of the Air Force. Dobbins Air Force Base. Central Civilian Personnel Office.
Career development.... Marietta, Ga., 1957. 38 pp.
"The purpose of this guide is to formulate policy, outline program objectives and responsibility, and to establish methods of evaluating a thorough and comprehensive employee and career development program."

U. S. Department of the Army.
Getting ready to train employees. Washington, U. S. Govt. Print. Off., 1953. 17 pp. (Civilian personnel pamphlet no. 41-B-53)
Covers the planning a supervisor must do and the actions he should take to prepare for organized job training where more formal and intensive instruction is necessary.

U. S. Department of the Army. Office of the Deputy Chief of Staff for Personnel.
Training specialist course; manual. Washington, 1958. 147 pp.

U. S. Department of the Army. Office of the Deputy Chief of Staff for Personnel.
The training function. Washington, 1958. 22 pp.
Material on aspects of training, including the training cycle, determining training needs, and methods of instructing the worker. (Extracts from Training Specialist course)

U. S. Department of the Army Office of the Deputy Chief of Staff for Personnel. Office of Civilian Personnel.
Design for seminars for employee development officers. Washington, 1959. 11 pp.
Provides guidance for those responsible for planning and conducting seminars on employee development, and gives information to those who are considering attending.

Program Development and Administration (con'd)

U. S. Department of the Army. Second Army. Headquarters.
Training and development. Fort George G. Meade, Md., n.d.
21pp. (Personnel management series)
   Gives the supervisor general information on the objectives of
civilian training and furnishes specific information on the training
timetable and programming for training, the identification of needs,
the different type of development, and evaluation.

U. S. Forest Service
Experience and training record; cumulated summary. San Francisco,
Calif., 1958 20 pp.
   Contains forms to be maintained showing education and specialized
training, summary experience record, and training progress summary.

U. S. General Services Administration. Office of Planning. Public
Buildings Service.
Space planning guide: Training rooms. Washington, 1961. 15 pp.
   "...though the issuance of this Guide is geared to the multi-use
principle, we are attempting to treat the major areas that training
officials should consider when planning training facilities for any
purpose."

U. S. National Park Service.
Training and employee development. Washington, 1962 .   1 v.
(Personnel management handbook)

U. S. Social Security Administration.
Group leadership in staff training, by Eileen A. Blackey. Washing-
ton, U. S. Govt. Print. Off., 1957 . 182 pp.
   Seeks to identify types of group educational problems that public
welfare agencies face, to apply educational concepts to staff train-
ing, and to develop certain ideas about groups and group processes in
training.

U. S. Veterans Administration.
Common sense about training. Washington, U. S. Govt. Print. Off.,
1955 ., 27 pp. (VA pamphlet 5-18)

U. S. Veterans Administration.
Employee Training - for whom and what kind. Washington, U. S.
Govt. Print. Off., 1960. 34 pp. (Program guide PG 5-6)
   Sets out training units, both required and optional, for the
individual in his first VA job, for first-line supervisors, for
division chiefs, and for top management. Easily available training
   materials are suggested for many of the units.

U. S. Weather Bureau
Policy on university training and other non-government training at
Weather Bureau expense. Washington, 1960. 5 pp.

Program Development and Administration (Cont'd)

Wasby, Stephen L.
The state college and in-service training - a trial. Public
personnel review, vol. 26, no. 4, October 1965, pp. 213-216.
An account of the difficulties incurred in an attempt to
set up a training course for Federal regional administrators in
the low and middle levels at Moorhead State College, Moorhead,
Minnesota.

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Notes on Additional Sources

Course   outlines, courses of study and training schedules
have not been included here. Many such training tools are avail-
able in the Commission Library, where they may be consulted.

Training Methods

Bauer, Christian S.
The USAF film training aid.   Journal of the American Society of
Training Directors, vol. 13, no. 6, June 1959, pp. 25-29.
Describes use of the USAF Film Training Aid "made to meet a
localized training need." Summarizes differences between this film
and Headquarters USAF approved Class A training films. Author feels
greatest value of this aid lies in the fact that time and cost-wise
it can be produced within existing procedures.

Kovach, Ruth A. and William R. Moore.
Training service centers in the United States Forest Service.
Training directors journal, vol. 19, no. 1, January 1965, pp. 49-54.
Describes purpose, set-up, and materials of centers established
to provide busy staff and line personnel with training resources
at low cost.

Lippitt, Gordon L.
Report on use of the tele-lecture in management training(a case
example).   Washington, George Washington University, Center for
the Behavioral Sciences, 1963.   3 pp.
Describes the use by the Seattle Regional Office, U. S. Civil
Service Commission, of the tele-conference lecture as a training
device. Tells how the technical arrangements were made, and
evaluates results.

Lippitt, Gordon L.
Report on weekly tele-conference of top management in the U. S.
Post Office Department.   Washington, George Washington University,
Center for the Behavioral Sciences, 1963.   6 pp.
Case study analyzing use of tele-conference system by the U. S.
Post Office Department. "It has created an administrative climate
in which new ideas have flourished between the 15 regional offices
and Washington Headquarters staff...."

Training Methods (Cont'd)

Longstreth, Paul L.
    Trial run - management training.   Training directors journal,
    vol. 18, no. 7, July 1964, pp. 52-54.
        Describes area level training program developed by U. S. Bureau
    of Indian Affairs for employees in comparatively low classification
    grades and who were not over thirty-five years old. Notes use of
    mental maturity test and occupational interest inventory, and
    discusses work assignments and their content, and evaluation.

Macy, John W., Jr.
    After placement -- what? Journal of college placement, vol. 25, no. 3,
    February 1965, pp. 26-27, 110, 112, 114-116, 118.
        "A Federal government career now offers continuity after placement
    through opportunities for continuing development at every stage,
    from entrance-level to top-executive level. Federal agencies' recog-
    nition of the importance of training as an integral part of good
    management is reflected in the variety of excellent programs that are
    available for continuing education and training." Describes various
    government programs that might be followed by other employers, govern-
    mental or non-governmental: management intern programs, inter-
    agency training programs, agency training, the Executive Seminar
    Center, and university programs.

Oganovic, Nicholas J.
    Federal agencies and the new work-study program.   Civil service
    journal, vol. 6, no. 1, July-September 1965, pp. 6-7.
        Outlines circumstances under which Federal agencies can participate
    in this program.

Pollock, Ross.
    Promoting self-development in subordinates. In U. S. Department of
    Agriculture, Graduate School. The Third Management Development
    Workshop for Federal Exeuctives, 1960-61.   Washington, 1961.

Schmitt, Arthur W.
    The Federal Aviation Agency's Directed Study Program.   Home study
    review, Fall 1961, pp. 17-23.
        Shows how Directed Study courses complement and supplement
    Resident and on-the-job training. Describes curriculum,
    enrollment, student activity, instruction and other characteristics
    of the program.

Solem, Allen R., Victor J. Onachilla, and Karl Z. Heller.
    The posting problems technique as a basis for training.   Personnel
    administration, vol. 24, no. 4, July-August 1961, pp. 22-31.
        Describes the use of Maier's posting problems technique as a basis
    for determining training objectives, content, method and an evaluation
    approach. Experiment was conducted in a series of one week manage-
    ment institutes for lower and middle level line supervisors and staff
    personnel in the field service of a government agency. Results suggest
    advantages over traditional approaches and a number of useful guides
    in performing the training function.

Training Methods (Cont'd)

Stewart, Nathaniel.
   The co-op education path to a career in engineering and science.
   School science and mathematics, March 1958, pp. 175-180.
      Highlights of the Bureau of Ships program designed to assure an
   annual in-put of promising young people interested in careers in en-
   gineering and science. Emphasizes the high priority given counseling
   services throughout the program.

Stewart, Nathaniel.
   Cooperative education: a sound investment in manpower potential in
   naval engineering.   Journal of the American Society of Naval
   Engineers, Inc., November 1957, pp. 681-690.
      Describes the Bureau of Ships' program for cooperative education
   in naval architecture which provides integrated classroom instruction
   and practical industrial experience in an organized program under
   which student-trainees alternate periods of attendance at college
   with periods of employment in industry, business, or government.

Torpey, William G.
   Cooperative education in a civil service setting.   Public person-
   nel review, vol. 16, no. 4, October 1955, pp. 210-214.
      Reviews highlights in planning and installing the cooperative
   education plan at the U. S. Naval Research Laboratory. The plan
   involves rotating periods of academic work and practical experience.

U. S. Civil Service Commission.
   A catalog of training methods, by Elizabeth F. Messer.   Washington,
   1957.   13 pp.
      Designed for use by a leader of a group of supervisors in a dis-
   cussion of training methods. Outlines and charts for blackboard use.

U. S. Civil Service Commission.
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Notes on Additional Sources

(1) The basic legal document outlining the framework for
training in the Federal government, is the Government
Employees Training Act. The legislative history of this Act
has been compiled and is available in the U. S. Civil Service
Commission Library.

(2) The Library has complete sets of the "J" courses: Job
Instruction, Job Methods and Job Relations Training.

(3) A set of Federal Works Improvement Program materi:⌐
is also available in the Civil Service Commission Library.

(4) For the yearly report on agency training activities
see the annual reports of the Civil Service Commission
since 1959.

(5) For additional references to activities prior to the Federal
Employees Training Act consult the Bibliography of Public
Personnel Administration Literature, 1949, and its Supplements,
compiled by the U. S. Civil Service Commission Library.

PHILOSOPHY, POLICIES AND OBJECTIVES OF TRAINING

Bienvenu, Bernard J.
    What kind of training for tomorrow?   Personnel, vol. 8, no. 6,
    November-December 1961, pp. 8-17.
        In view of recent and rapid changes in industrial processes a
    critical re-examination of the training function is in order.
    Alterations in skill requirements, making the physical realm
    subordinate to the intellectual, have outdated some former assumptions.
    Training will not cure all ills, orientation should not be confused
    with development of executives, human relations training may be
    definitely hazardous. Urges training concerned with flexibility
    and adaptability and with the development of conceptual skill,
    imagination and judgment. Makes recommendations on how the new
    training might be developed.

Buchanan, Paul C.
    The function of training in an organization; using a model or con-
    ceptual framework approach to personnel development. Journal of
    the American Society of Training Directors, vol. 14, no. 4, April
    1960, pp. 53-63.
        Presents conceptual framework for planned social change with
    training viewed as one aspect of this change. Provides answers to
    questions regarding the function of training, goals the program should
    have, and the methods that should be used.

Ewing, Russell H. and Nadine R. Ewing.
    Training and development policies. Training directors journal,
    vol. 19, no. 6, June 1965, pp. 28-30.
     What training policies determine, their purpose, need formulation,
    and classification.

Fessenden, Frank J.
    Some training concepts. Journal of the American Society of Train-
    ing Directors, vol. 15, no. 10, October 1961, pp. 28-30.
        Theorizes that the main function of the training man is to help
    managers manage. Discusses training through the manager and
    developing a group of managers through first establishing a common
    background of knowledge regarding the manager's job.

Ginzberg, Eli.
    The make-up of the work force of the 1960's challenges the training
    director. Journal of the American Society of Training Directors,
    vol. 15, no. 7, July 1961, pp. 43-44, 46-48, 50-53.
        Explores framework in which training takes place in this country,
    notes major manpower trends and their policy implications for
    training, and calls attention to broader involvements.

PHILOSOPHY, POLICIES AND OBJECTIVES OF TRAINING (Cont'd)

Harger, Howard E.
Memo to Mr. Executive; subject: how training can help you.
Journal of the American Society of Training Directors, vol. 15,
no. 3, March 1961, pp. 22-28.
Attempts to identify what training really is, and why training
utilization is growing in industry. Presents a sound training
approach, steps in organizing sound training programs, and the
proper environment for maximum training benefits to the executive.

Kirkpatrick, Donald L.
The most neglected responsibilities of the training department.
Journal of the American Society of Training Directors, vol. 13,
no. 4, April 1959, pp. 32-35.
Lists and discusses three duties of the training department which
are usually neglected: (1) informing managers of available train-
ing opportunities and encouraging participation; (2) stimulating on-
the-job use of information and techniques learned in training pro-
grams; (3) evaluating training programs and making use of findings.

Lerda, Louis W.
Performance-oriented training, Journal of the American Society of
Training Directors, vol. 15, no. 11, November 1961, pp. 3-13.
Considers such topics as what is our goal? How should we operate?
Where do we go from here? Why train? A training philosophy.

Loen, Ernest L.
What's wrong with the training profession? Journal of the American
Society of Training Directors, vol. 17, no. 1, January 1963,
pp. 37-45.
Considers major points of training philosophy.

Longley, Julian M.
Selling training as a management function. Journal of the American
Society of Training Directors, vol. 13, no. 2, February 1959,
pp. 39-41.
Presents the brief that the objectives of training and management
are the same. Therefore, where necessary, training directors should
make a determined effort to sell training to management.

Mitchelson, Theo K.
Gaining acceptance for training from management and trainee. Person-
nel administrator, vol. 5, no. 2, April-May 1960, pp. 33-36.
Suggestions for involving management in training activities
before, during, and after the program in order to gain greater
acceptance for training in the future. Points out that gaining
acceptance centers around the principle of getting management more
involved in training activities so that better understanding can
develop.

PHILOSOPHY, POLICIES AND OBJECTIVES OF TRAINING (Cont'd)

Mobley, L. R.
   The development of human resources in business.   University, Alabama,
   University of Alabama, Extension Division, 1957.   15 pp.
      States that human growth depends upon self-development primarily
   and that in business organizations the extent to which self-development
   contributes to growth is determined by the effect of four environmental
   influences--the boss, the job, formal courses and outside experiences
   and the way in which they are brought to bear upon the individual.
   Discusses each of these influences in specific terms.

Odiorne, George S.
   Training for profit.   Journal of the American Society of Training
   Directors, vol. 15, no. 7, July 1961, pp. 7-18.
      Considers three lines of thought that may lead to resolving manage-
   ment's reluctance to follow consistent policies in personal development
   of employees.   They are (1) an economic theory of training, (2) invest-
   ment in human capital, and (3) tighter planning of training.

Rahdert, Karl G.
   A philosophy of personnel development.   Business horizons, vol. 3,
   no. 4, Winter 1960, pp. 46-53.
      States a philosophy of personnel development, establishes a frame-
   work within which development activities may be inter-related, and
   provides a structure by which management can set up goals for personnel
   development program and to which it can relate specific development
   activities.

Rhodes, Harold P.
   Evolving models of education for progress.   Training directors
   journal, vol. 19, no. 8, August 1965, pp. 2-11.
      Examines the six component parts of any program to improve perfor-
   mance and prepare employees for advancement.   Maintains that we need
   creative training that will challenge, guide and encourage.

Should the training function be located within the personnel office,
   or should it report directly to management?   Personnel administration,
   vol. 24, no. 4, July-August 1961, pp. 57-60.
      Provides opinions from persons associated with government, industry,
   and a university.

Stover, Carl F.
   Observations on the philosophy of training.   Training directors
   journal, vol. 18, no. 8, August 1964, pp. 51-54, 56-58.
      Author describes three functions of a philosophy but states that he
   cannot accept ideas intrinsic in a "philosophy of training."   He
   argues that such a philosophy will not work because, among other
   reasons, it subordinates man to technique.   Suggests that a
   philosophy of education replace the philosophy of training.

PHILOSOPHY, POLICIES AND OBJECTIVES OF TRAINING (Cont'd)

Walrath, Donald C.
S systems approach to the training program.   Training in business and
industry, vol. 2, no. 1, January/February 1965, pp. 22-24.
    It is logical to utilize a systems approach to training in order
to bring the training program into harmony with the other activities
of the organization and training requirements and procedures into
relationship with the set-up of the organization as a whole. Examines
factors to consider in setting up a training system, including costs,
needs, and methods.

Watts, Gordon S.
A philosophy of industrial training.   Journal of the American Society
of Training Directors, vol. 12, no. 12, December 1958, pp. 28-31.
    Theorizes that industry has a responsibility for the training and
development of its employees.

Wright, J. Malcolm.
Does your organization have a philosophy of training?   Journal of
the American Society of Training Directors, vol. 14, no. 12, December
1960, pp. 36-41.
    Author argues that one reason for lack of success in many areas
may lie in the failure of training or management people to establish
an organization-wide philosophy of training and development. He
suggests ways of developing such philosophy, and tells how outside
factors can contribute to its greater acceptance.

Wright, Moorhead.
How do people grow in a business organization? Ten principles which
emerged from a research study.   New York, General Electric
Company, 1958.   19 pp.
    Results of research project at General Electric Company designed
to "study the basic factors involved in the development of people
and recommend a course of action for the Company". From relevant
data secured, ten principles were derived which appear to be useful
guides in approaching the development process. Each is briefly
discussed here.
    Article with similar content appears in Supervisory Management,
vol. 6, no. 3, March 1961, pp. 2-6.

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NOTES ON ADDITIONAL SOURCES

(1) For references to training in a special area see: Kreps, Juanita M.
and Ralph Lowe, Training and retraining older workers. New York, National
Council on the Aging, 1965. 22 pp.
(2) Another useful bibliography on training; Mesics, Emil A., Training
and education for manpower development. Ithaca, New York, School of
Industrial and Labor Relations, Cornell University, 1964.   99 pp.
(Bibliography series no. 7)

ORGANIZATION FOR TRAINING

Qualifications, Responsibilities and Status of the Training Staff

American Society for Training and Development.
  Professional standards for training officers.   Washington, 1965.
  58 pp.
      Based on a literature search as well as on answers to questionnaires
  sent to 500 ASTD members responsible for in-service employee training,
  this report explores the dilemma of specialized vs. broad competencies
  for training and concern with over-specialized education for management
  education for management functions. It scans previous considerations
  of professional standards for training and current study of competencies.
  Concludes that while more experimentation and research are needed before
  valid standards can be established, there is a great deal that can be
  done at the present time. Makes recommendations. Contains bibliography.

Baldwin, Harold.
  The job of a training director.   Journal of the American Society of
  Training Directors, vol. 10, no. 4, July-August 1956, pp. 8, 22.
      One man's opinion of what the training director's job entails.

Belman, Harry S., and John E. Bliek.
  The head of the training function.   Journal of the American Society of
  Training Directors, vol. 13, no. 2, February 1959, pp. 42-53.
      This second report from the Survey of the Status and Functions
  of Training Departments in Business, Industry, and Government relates
  to the position of head of training. It reports on titles assigned
  to the trainer, his duties, his superior officers, and the accuracy
  of his job description.

Belman, Harry S. and John E. Bliek.
  The internal organization of the training function.   Journal of the
  American Society of Training Directors, vol. 13, no. 9, September
  1959, pp. 26-30.
      Covers how a training unit is staffed, what subdivisions are
  currently found in such units or departments, what they are called,
  what purposes they serve and how many are employed.

Belman, Harry S. and John E. Bliek.
  Job opportunities and status of training personnel.   Journal of
  the American Society of Training Directors, vol. 14, no. 5,
  May 1960, pp. 40-50.
      Report no. 6 of a Study of the Status and Functions of Training
  Departments in Business, Industry, and Government.
      Examines promotion and transfer opportunities, and financial
  standing of training people.

Qualifications, Responsibilities and Status of the Training Staff (Cont'd)

Belman, Harry S. and John E. Bliek.
.The nature of current training function activities. Journal of the
American Society of Training Directors, vol. 5, no. 2, February 1961,
pp. 31-46.
    Final report of the series "A Survey of the Status and Functions
of Training Departments in Business, Industry, and Government". Data
are reported numerically and with interpretations. They cover persons
responsible for determining training needs, objectives of training
functions, training function and management development, types of train-
ing, and maintaining activities. Evidence points up the fact that there
is greater need for the study of training function activities, personnel
and relationships.

Belman, Harry S.
    Premises underlying the establishment of professional standards in the
field of training. Journal of the American Society of Training
Directors, vol. 14, no. 11, November 1960, pp. 9-11.

Belman, Harry S.
    Professional standards for training personnel. Journal of the American
Society of Training Directors, vol. 8, no. 6, November-December 1954,
pp. 1-4.
    Presents thinking of Committee on professional standards of American
Society of Training Directors in setting up standards for training
personnel. Explains which elements must be present in order to classify
training as a profession, examines capacities which may be expected
of a competent training person, and lists goals toward which the
training function should be aimed.

Bescoby, Isabel.
    Are trainers growing up? Journal of the American Society of Training
Directors, vol. 12, no. 5, May 1958, pp. 34-36.
    The author thinks there are indications that trainers are maturing.
. Growth of self confidence and acceptance by management and workers
are examples cited.

Budros, J. L.
    "Mr. Manager of training" (Organizing for training in the sixties).
Journal of the American Society of Training Directors, vol. 16, no. 3,
March 1962, pp. 12-16.
    Examines the training director of today and points out requisites
for the successful director of tomorrow.

Casstevens, E. Reber.
    The training director's job. Training directors journal, vol. 19,
no. 7, July 1965, pp. 18-20.
    The job of the training director is changing. It calls for more
managing and less practicing. The director now should be "...a change
agent, a policy molder, a planner, an effective management consultant."

Christensen, W. C.
Tomorrow's training director. Journal of industrial training, vol. 7
no. 6,   November-December 1953, pp. 5-8, 42.

Cunningham, J. W.
Enlargement and professionalization of the training function. Journal
of the American Society of Training Directors, vol. 14, no. 6, June 1960,
pp. 11-15.
Briefly reviews training history during past 25 years, and explains
increase in emphasis on management training as being due to different
requirements of management jobs on various levels and dynamic conditions
of management jobs. Leads up to importance of training director, his
duties and responsibilities, and stresses that he should "belong to
management."

Damerell, Loretto.
Who wants a training job? Journal of the American Society of Training
Directors, vol. 14, no. 1, January 1960, pp. 36-39.
Points out rapid changes in job concepts and organizational structures
and how they will affect the job of the training director in the future.

Devine, Donald W.
The critical requirements for training directors. Philadelphia,
University of Pennsylvania, School of Education, 1962.   231 pp.
Proposes "... (1) to determine the nature of the effective and in-
effective critical behaviors of training directors as reported by
training directors and their superiors; and (2) to determine the train-
ing director job requirements that may be formulated from an analysis
of the report of critical behaviors." This study should supplement and
improve current job analysis by indicating importance of behaviors or
qualifications, and point out major difficulties, and suggest responsi-
bilities and methods of meeting them.

Devine, Donald W.
What to look for in selecting a training director. Personnel, vol. 41,
no. 2, March-April 1964, pp. 57-61.
Draws profile of good training director and offers guidance on how
to identify him.

Gardner, Neely D.
Mr. Training Director -- his job. Journal of the American Society of
Training Directors, vol. 14, no. 8, August 1960, pp. 16-23.

Gemuenden, Herman J.
Training instructors for industry. Journal of industrial training,
vol. 5, no. 6, November-December 1951, pp. 17-21, 36.

Qualifications, Responsibilities and Status of the Training Staff (Cont'd)

Guyon, Richard.
　　Survey of the training director.　Journal of industrial training,
　　vol. 4, no. 1, January-February, 1950, pp. 14-23; vol. 4, no. 2,
　　March-April 1950, pp. 8-12, 14-15.

Hurtatado, Tomas L. P.
　　What management expects of training advisors.　Training directors journal,
　　　vol. 18, no. 6, June 1964, pp. 29-31.
　　　Presents guidelines on what training directors should be,know, and do,
　　and amplifies these statements by way of explanation.

Jorge, Ligaya.
　　The training officer in the national government.　Philippine journal
　　　of public administration, vol. 8, no. 3, July 1964, pp. 202-214.
　　　The professional training officer is an essential ingredient of a
　　successful training program in an organization.　Discusses his three-
　　fold role;　staff assistance to line management, conducting centralized
　　training and performing other service activities, and building, main-
　　taining and expanding management support and employee participation.
　　Considers his hierarchical location, his status for effective relation-
　　ships, his qualifications, competence, and incentives.

Levering, Richard L.
　　Newcomer's views on professionalism.　Journal of the American Society
　　　of Training Directors, vol. 14, no. 11, November 1960, pp. 40-42.
　　　Discusses two questions:　Does industrial training qualify as a
　　profession?　Do we want industrial training recognized as a profession?

Lippitt, Gordon L. and Leslie This.
　　Is training a profession?　Journal of the American Society of Training
　　　Directors, vol. 14, no. 4, April 1960, pp. 3-10.
　　　Reviews various criteria attributed to a profession, suggests body
　　of specialized knowledge needed to build training into a profession,
　　and presents characteristics trainer should have.　Authors believe
　　planned efforts should be advanced to lead training to professional
　　status.

Livingston, Robert T.
　　New horizons for training directors.　Journal of the American
　　　Society of Training Directors, vol. 14, no. 3, March 1960, pp. 16-25.
　　　Sees the training job as a four-fold program:　training, educating,
　　developing, and intercommunicating, with emphasis on the last which
　　the author examines and explains in greater detail.

Qualifications, Responsibilities and Status of the Training Staff (Cont'd)

McNamara, David C.
The professional qualifications of a trainer. Journal of the
American Society of Training Directors, vol. 15, no. 6, June 1961,
pp. 30-34.
Points out how the training director meets the requirements of a
profession; a further requirement demands that as a professional
the trainer should be able to accept change.

Mahler, Walter R.
A critical look at training in American industry; the present role of
the training director and his future. Journal of the American Society
of Training Directors, vol. 16, no. 12, December 1962, pp. 3-10.
Critique of training in American industry provides some indication
of current conditions. Reasons why these conditions exist are analyzed,
challenges facing training directors in the 1960's are identified
and suggestions on how these challenges are to be met are submitted.

O'Donnell, Cyril.
Training implications of the national need for managers. Training
directors journal, vol. 18, no. 8, August 1964, pp. 42-43, 46-48, 50-51.
Noting the coming need to train more and more managers, the author
presents points to consider by both professional outside training
activity and in-house training director. The latter will want to
concern himself with his organization, his philosophy of management
training, and the basic principles of training.

Podnos, Ira.
The need for fewer specialists. Personnel journal, vol. 44, no. 6,
June 1965, pp. 301-302.
Members of the staff of the Training Division of the City of Chicago's
Civil Service Commission are highly competent technicians, not specialists;
yet they make up a very effective organization. Their Assistant Director
of Training questions whether the arrangement is not preferable to a staff
of specialists with limited outlook.

Prien, Erich E. and David R. Powell.
A study of the training director's functions. Journal of the American
Society of Training Directors, vol. 15, no. 4, April 1961, pp. 12-17.
"The objectives of the present study were to: (1) identify the job
factors which both training directors and their superiors believe to
be functions of the training directors' job; and (2) determine the
difference in emphasis placed on the job factors by the training
director and his superior."

Profile of the training director. Educational executives' overview,
vol. 3, no. 5, May 1962, pp. 36-38.
Describes the background of typical members of the American
Society of Training Directors and their current status at opposite
ends of the salary-status scale. Discusses the challenges facing
training directors in the areas of identification, need to raise
efficiency levels of workers and colleagues, economic pressures,
and technological changes.

Qualifications, Responsibilities and Status of the Training Staff (Cont'd)

Reeve, David F.
A survey of duties and responsibilities of training personnel in business and industry. Journal of industrial training, vol. 7, no. 5, September–October 1953, pp. 4-35.

Sartorious, Harvey A.
The rise and fall of the training director. Journal of the American Society of Training Directors, vol. 13, no. 4, April 1959, pp. 16-22.
Discusses the role of the manager, training director, and consultant in the training program.

Shout, Howard.
A code of standards for professional training people. Journal of the American Society of Training Directors, vol. 10, no. 6, November–December 1956, pp. 4-5, 52-53.

Silvern, Leonard C.
Change in the training director's job. Journal of the American Society of Training Directors, vol. 15, no. 2, February 1961, pp. 24-25.
Extract from a speech to the Personnel Management Association of San Diego. Traces the development of training from 1900 through 1960 and predicts that by 1965 the "management developer" and the "customer trainer" will be autonomous.

Silvern, Leonard C.
Professionalization of training.... the MS in training administration, Journal of the American Society of Training Directors, vol. 15, no. 8, August 1961, pp. 29-32.
Proposal for development of an MS program in training administration. Includes an example of curriculum for the degree program.

Stephens, Winston B.
The training specialist: his job and its techniques. Washington, Society for Personnel Administration, 1940-1941. 65 pp.
Detailed study of the responsibility for various phases of the training program, with particular emphasis on the functions and relationships of the training specialist.

Stockard, James G.
Earmarks of the modern training specialist. Personnel administration, vol. 24, no. 6, November–December 1961, pp. 36-38.
The modern training specialist is (1) An advisor and counselor, (2) Broker who deals in facilities for training (3) A resource man who has an inventory of training aids, quarters and experts, (4) An innovator engaged in streamlining work methods and in management engineering, (5) A stage manager frequently seen on panels or in conferences, and (6) An architect of benchmarks.

Strathern, Wallace G.
    The professional attitude for trainers.   Journal of the American
    Society of Training Directors, vol. 14, no. 6, June 1960, pp. 34-36.
        Identifies characteristics of the true professional and suggests
    means for developing a professional attitude.

Tait, Walter, E. C. Keachie and L. B. Riley.
    Survey of the training director.   Journal of industrial training,
    vol. 5, no. 1, January-February 1951, pp. 20-31.
        Compares training director characteristics in the San Francisco
    Bay area to the nationwide sample published in 1949 by Richard Guyon
    in the Journal of industrial training.

Watters, T. A.
    The full dimension of the training job.   Journal of the American
    Society of Training Directors, vol. 16, no. 11, November 1962,
    pp. 4-8.
        In exploring psychologic understanding in personnel development, a
    psychiatrist comments on personnel management, personnel selection,
    the skill of understanding, the meaning of work, and the role of the
    training director.

Wilkinson, James E.
    What industry expects of its training director.   American Society of
    Training Directors journal, vol. 10, no. 2, March-April 1956, pp. 11-13,
    59-61.
        Increased opportunities for skilled workers points up the need for
    training programs. Article pictures type of training directors needed
    to cope with rapid technological advances of industry and ever in-
    creasing need of more skilled men.

Developing and Evaluating the Instructor

Angell, David, James W. Shearer and David C. Berliner.
    Study of training performance evaluation techniques.   Port Washington,
    N. Y., U. S. Naval Training Device Center, 1964.   74 pp.   (Technical
    report: NAVTRADEVCEN 1449-1)
        "The report discusses performance evaluation in the training environ-
    ment, specifically in training situations involving the use of simula-
    tors and other complex training equipment. The important variables
    involved in developing a system of performance evaluation are seen
    as (1) types of behaviors, (2) types of measures or mensural indices,
    and (3) types of instruments for recording performance.... An
    illustrative application of an automatic training/evaluation system
    is given."
        Includes summary of current Navy proficiency-evaluation methods.

Developing and Evaluating the Instructor (Cont'd)

Bell, N. W.
    A new approach to the training of trainers.   Journal of industrial training, vol. 7, no. 6, November-December 1953, pp. 9-12, 43-44.
        Training course aimed to help trainers do a better job.

Belman, Harry S.
    Developing trainers for productivity and profit.   Training directors journal, vol. 18, no. 8, August 1964, pp. 25-31.
        States that basis of trainer's job rests on productivity and profit and says that he must be cognizant of all phases of organization activities. Chief elements in a consideration of the training function include (1) frame of reference, (2) materials such as people, ideas, and training aids, (3) duties and responsibilities, and (4) tools, among which are the technical, human and conceptual. Concludes with reference to professional standards and with a description of an effective trainer.

Belman, Harry S.
    Measuring the effectiveness of the training director.   Training directors journal, vol. 17, no. 5, May 1963, pp. 6-8.
        Maintains that the services and value of a training director's activities should be measured not only quantitatively but that his performance should be judged from a number of different angles. Suggests questions that should be asked in order to measure the intangibles of a training director's contribution.

Chandler, H. Ervin.
    Job rotation for trainers. Journal of the American Society of Training Directors, vol. 15, no. 5, May 1961, pp. 54-56.

De Santo, John F.
    The key man. Training directors journal, vol. 19, no. 7, July 1965, pp. 14-17.
        Of all the elements of a training program, the instructor is the most vital. He must know his field, have teaching ability, and an attractive teaching personality (enthusiasm, a sense of humor, etc.).

DuBrin, Andrew, H. H. Remmers and Harry S. Belman.
    Evaluating industrial trainers. Journal of the American Society of Training Directors, vol. 12, no. 3, March 1958, pp. 18-20.
        Indicates the validity of the Trainer Performance Indicator as a means of evaluating trainers. Describes its operation and gives results of a survey showing its reliability.

Developing and Evaluating the Instructor (Cont'd)

Frank, H. E.
    Training the trainers.   Personnel management, vol. 47, no. 371,
    March 1965, pp. 3-4.
        Tells of experimental courses for trainers in 1963 and 1964 run
    by the British Association for Commercial and Industrial Education
    together with several institutes and with the support of the
    Ministry of Labour and the Department of Education and Science.
    Also describes training courses for trainers and the students at the
    Bristol College of Science and Technology. Impetus for these courses
    results from the Industrial Training Act which establishes boards
    responsible for training in industry and makes grants to industry
    to the extent that the training they provide meets a standard set up
    by the Board.

Lysaught, Jerome P.
    A survey of industrial training-for-trainers.   Training directors
    journal, vol. 18, no. 1, January 1964, pp. 3-11.
        Reports results of survey of seventeen major corporations on
    selection, training and evaluation of trainers.

Michigan. University. School of Education.
    Helping teachers change their behavior.   Ann Arbor, 1963.
    163 pp.
        Describes an in-service training project which uses sound filmstrips,
    interaction analysis, and self-directed experimentation.

Nadler, Leonard.
    A study of the needs of selected training directors in Pennsylvania
    which might be met by professional education institutions.   Ann Arbor,
    Mich., University Microfilms, Inc., 1963.
        Examines tasks of training directors and "know-how" necessary to
    perform them. Concludes that most needs can be met by professional
    education institutions but recommends 1, further research on courses
    now offered, and 2, meeting of training directors with professors
    in order to clarify needs of the former.
        Ed. D. dissertation, Columbia University, 1962.
        Abstracted in Dissertation Abstracts, vol. 24, no. 2, August 1963,
    pp. 601-602.

Starrfield, Harold E.
    Who trains the trainer?   Journal of the American Society of Training
    Directors, vol. 11, no. 5, September-October 1957, pp. 31-34.

Developing and Evaluating the Instructor (Cont'd)

Tracy, William R.
Do instructors need first-hand rating?   Training in business and
industry, vol. 2, no. 3, May-June 1965, pp. 26-32.
One of the major responsibilities of the training supervisor is
to improve instruction. Classroom visitation is a valuable technique
for judging it. Sets forth principles of evaluation, procedures for
classroom visitation and for the follow-up conference. Presents a
rating scale containing specific, observable traits - a necessity for
valid appraisal.

PROGRAM DEVELOPMENT AND IMPLEMENTATION

Ball, John.
Training and research, no. 8, (newsletter). Training in business
and industry, vol. 2, no. 5, September-October 1965, pp. 31-34.
Comment on the many factors operating in each individual in the
field of motivation, and explanation of the forces by which a trainee
is involved and committed to a training program - or anything else.

Bare, Ivan L.
Training program development processes.   Journal of the American
Society of Training Directors, vol. 12, no. 3, March 1958, pp. 24-28.
Defines program development as the intermediary link between
determination of the need and presentation of the developed program
in the training process. Describes a nine-step method for program
development.

Bass, Bernard M. and James A. Vaughan.
The psychology of learning for managers.   Chicago, American
Foundation for Management Research, 1965.   109 pp.
Attempts to summarize the most relevant findings from the
behavioral sciences concerning the processes of learning and teaching
in relation to management development.

Bates, Robert P.
A broad brush plan for personnel development.   Journal of the American
Society of Training Directors, vol. 12, no. 4, April 1958, pp. 42-46.
The Broad Brush Plan is a concept which seeks to bring together
all major factors that affect the development of people, thus pro-
viding new and better insight into the problem of personnel develop-
ment. Explains the plan and presents a flow chart showing the hypo-
thetical development of an individual throughout his career.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Baum, Harold J.
Useful job training criteria for small plants.   Training directors
journal, vol. 19, no. 3, March 1965, pp. 20-30.
A well-planned program of skills training of line employees can
help to improve a company's product. Specific criteria as to goals,
policies, proficiency standards, program planning and coordination
are necessary as well as an analysis of needs at the work task level.
Emphasizes staffing, scheduling, selection of employees for the
training program, follow-up and progress measurement criteria. In
short, everything that must be considered when planning a training
program. Includes a self-imposed diagnostic review to be used by a
manager before authorizing a training course.

Brown, Milon.
Job training and a shoestring.   Public personnel review, vol. 25, no. 2,
April 1964, pp. 119-123.
How Fort Lauderdale succeeded, with very little cash outlay, in
establishing program for training new employees and raising efficiency
of old employees so that better personnel utilization is the result.
Courses and reading lists cover supervisory training, instruction
for equipment operators, and executive development. Concludes with
case history and summary of suggestions for personnel directors in
other cities.

Brunton, Robert L.
A manual for municipal in-service training.   Chicago, International
City Managers' Association, 1960.   40 pp.
Contents: The importance of training; Organizing for training;
Methods of instruction; The conference method and the discussion
leader; Visual aids; and Evaluation and follow-up.

Burns, Mitchel.
Can management face the truth about training?   Personnel administra-
tion, vol. 22, no. 3, May-June 1959, pp. 42-45.
Suggests "a full return to training discipline, school-type quizzes,
redesigned for the adult mind; a return to brief and direct presenta-
tions of course content without necessarily elaborate aids... /and/
the type of support from top management that insists on having its
line of supervision apply policies underlined in training."

Busse, Frank A.
Make the most of your manpower. Part 2: training.   Supervisory
management, vol. 4, no. 6, June 1958, pp. 15-20.
Suggestions for effective training include an induction process,
on-the-job instruction, and continuous follow-up teaching of both
skills and the application of thinking ability to the job.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Button, William H.
Employee training in small business organizations. Ithaca, New York State School of Industrial and Labor Relations at Cornell University, 1964. 43 pp. (Bulletin 52)
Guide to establishing training activities. Discusses objectives, policy, and needs; supervisor and training; principles of learning and steps of job instruction; and evaluation.

Caldwell, Lynton K.
Improving the public service through training. Washington, U. S. Agency for International Development, Public Administration Division, 1962. 129 pp.
Explains function of training in present day government and offers principles and concepts fundamental to extension of human resources necessary for national development. Emphasis is on training in its broad sense, which includes learning and education, rather than on techniques.
Contents: Training--key to national development; The training element in administration; Determining training needs; Organizing training facilities; Utilizing training methods and materials; Building support for training; Measuring and evaluating training effectiveness; Educational resources for public service training; Technical assistance in public service training; Selective guide to information on training.

Cassels, Louis.
Eight steps to better training. Nation's business, vol. 49, no. 3, March 1961, pp. 40-41, 90, 92-93.
Provides insight into the way adults learn and demonstrates the implications for improved training.

Castle, Lynn E.
Understanding the individual learner. Supervisory management, vol. 3, no. 4, April 1958, pp. 8-15.
Shows how the successful instructor will try to understand individual learners rather than sort them into stereotyped groups. Notes some hindrances to understanding people and suggests ways to study the individual so that his training will best meet his needs.

Civil Service Assembly of the United States and Canada.
Employee training in the public service; a report submitted to the Civil Service Assembly by the Committee on Employee Training in the Public Service, Milton Hall, Chairman. Chicago, 1941. 172 pp.

Claros, Thomas S.
Tailor-made training at little or no cost. Public personnel review, vol. 25, no. 4, October 1964, pp. 225-227.
Training director in Connecticut State Department of Personnel explains how a state agency can plan inexpensive training program by using training talent available locally.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Coleman, Charles J.
   A basic program for employee development.   Personnel, vol. 39, no. 2,
   March-April 1962, pp. 17-25.
      Urges integrating the development program with the organization's
   over-all plan for the future. States that development is (1) the
   responsibility of the individual and his immediate superior and (2)
   the clue to development is in the organization's climate of basic
   policies and practices rather than in elaborate developmental
   techniques. Notes that areas which require attention are external
   conditions affecting the company's future, the personnel inventory,
   employment, wage and salary administration, training, appraisal, and
   communications.

Cook, Edward M.
   Tips on better training.   Journal of the American Society of Training
   Directors, vol. 14, no. 8, August 1960, pp. 45-48.
      Basic principles that every trainer might try to observe.

David, Harry D.
   Upgrading office skills. Part I, The problem of perspective; Part II,
   The problem of skill building.   Training directors journal, vol. 19,
   no. 2, February 1965, pp. 32-41.
      In general, office and clerical workers do not appreciate the
   importance of their roles. A series of structured conferences might
   lead to a better understanding of their part in the organization, a
   positive attitude toward their jobs and greater productivity.
      Skill levels tend to deteriorate on the job to minimum standards
   used in hiring office employees. They might be built up through both
   internal and external resources. Probably most effective is the
   pressure learning course conducted on company premises and on company
   time.

DePhillips, Frank A., William M. Berliner, and James J. Cribbin.
   Management of training programs.   Homewood, Ill., Richard D. Irwin,
   Inc., 1960.   469 pp.
      Considers problems of training profession within the frame of
   reference of the theory and practice of management.
      Contents: I, Management functions and training problems; II,
   Training-learning procedures; III, The organization and administra-
   tion of training programs; and IV, Training evaluation and research.

Dowling, Fred.
   A sense of form, or how to begin a training program.   Training
   directors journal, vol. 17, no. 3, March 1963, pp. 54-56.
      Suggests adding to the problems approach some verbalization
   and physical activity to stimulate interest and put trainees at ease.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Emerson, Lynn A.
How to prepare training manuals; a guide in the preparation of written
instructional materials. Albany, N. Y., State Education Department,
University of the State of New York, Bureau of Vocational Curriculum
Development and Industrial Teacher Training, 1952. 356 pp.
Presents basic principles and practices in the light of both educa-
tional principles and typographical aspects. Gives detailed instructions with many illustrations.

Engel, Herbert.
A practical guide to on-the-job training. Albany, New York Depart-
ment of Commerce, 1958. 26 pp. (Small business bulletin, no. 3)
Six steps in an on-the-job training program cover; What will be
taught the trainee? Where will this training be given? Who will be
responsible for giving the training? When will training be given?
How long will each part take? How will the complete course be given?

Engel, Herbert M. and Frank X. Steggert.
Strategy and tactics: presenting people in programs. Albany,
New York State Department of Civil Service, n.d. 6 pp.
Advice to training director on how to suit his program to "... his
organization's climate and probabilities of acceptance," with
emphasis on effective use of people in his programs. Considers
obtaining instructors,, question of paying them, etc.

Gunnells, J. H.
New trainees cannot carry the training program. Personnel journal,
vol. 43, no. 5, May 1964, pp. 243-245.
Stresses importance of company responsibility to trainees and says
that someone should (1) describe realities of life on the job, (2)
brief new employees on personnel policies, program and procedures,
(3) explain responsibilities, (4) follow up with coordinated plan
for assisting progress, and (5) actively supervise company training
plan.

Hall, Milton.
Six ways to speed employee learning. Supervisory management, vol. 9,
no. 11, November 1964, pp. 18-21.
Methods of improving speed and quality of learning include explain-
ing purpose, meaning, and importance of information provided.

Halsey, George D.
Training employees. New York, Harper, 1949. 263 pp.
Handbook for either the operating or staff executive with training
responsibilities, containing practical information and descriptions
of actual situations.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Hardman, William E.
    In-plant training.   Waterford, Conn., National Foremen's Institute,
    1963.   149 pp.   (Complete management library, vol. 21)
        Offers guidelines on training and development of personnel on all
    levels. Begins with survey of needs and discussion of methods and
    closes with chapter on various methods for evaluating training.

Herriott, W. Phil.
    Training: do you know your goals?   Supervisory management, vol. 9,
    no. 6, June 1964, pp. 10-12.
        Poses questions supervisor should answer while planning training
    program, and advises him to remember that every training course has
    a starting point, and a finishing point and that every job has an
    acceptable level of performance.

Hier, E. T.
    Specific results from training require specific planning and action.
    Journal of the College and University Personnel Association, vol. 13,
    no. 2, February 1962, pp. 35-39.
        Expresses the training program in terms of military tactics:
    (1) Find the enemy - (The problem); (2) Fix the enemy - (The plan);
    (3) Fight the enemy - (Actual training); (4) Finish the enemy -
    (Checking results).

Huneryager, S. G.
    The psychological basis of effective training.   Training directors
    journal, vol. 18, no. 6, June 1964, pp. 3-7.
        Stresses psychological base of training and reviews psychological
    conditions for effective training such as training group concept,
    importance of organizational environment, and need for trainees'
    ego-involvement. Also emphasizes fundamental role of trainer as
    controlling factor.

Hunt, William H.
    The continuing responsibility of the trainer. Training directors
    journal, vol. 17, no. 4, April 1963, pp. 22-23.
        Declares that training programs need and deserve periodic
    follow-up, that is, maintenance or "customer service."

Kellogg, Marion S.
    Help them capitalize on their strong points.   Supervisory management,
    vol. 6, no. 11, November 1961, pp. 16-19.
        Departmental efficiency may depend upon re-directing employee
    development according to these three principles: (1) Concentrate on
    strengths instead of weaknesses; (2) Relate development closely to
    the worker's daily activities; (3) Give the employee positive feed-
    back on his performance, and "do it now."

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Kight, Stanford S.
  Learning is more than doing--the challenge of design in training
  for maximum learning. Journal of the American Society of Training
  Directors, vol. 15, no. 7, July 1961, pp. 61-66.
    Discusses the challenge of structure in training. Emphasizes that
  it is quality not quantity of experience that contributes to learning.
  Points out that optimum learning condition will result in inquiring
  rather than defensive behavior when the trainer learns his trade, knows
  and uses the principles of the learning process, and stops apologizing
  for time and money spent in developing the industry's most important
  resources.

King, David.
  Training within the organization; a study of company policy and
  procedures for the systematic training of operators and supervisors.
  London, Tavistock Publications, 1964. 274 pp.
    A guide to practicing management concerned with company training.
  Case material is drawn largely from author's experiences as a consul-
  tant in Norway.

Knaus, E. L.
  An approach to staff training. Public administration (Australia),
  vol. 20, no. 3, September 1961, pp. 232-239.
    Defines staff training as guiding the work experience of one or
  more persons toward the desired standard of excellence, usually in
  a face-to-face situation. Lists key points for use in a staff
  development project: job performance assessment and the use of
  staffing charts, job specifications, vacancy and replacement tables,
  and training for individual needs. States that although training
  may be the responsibility of a university, staff college, training
  officer or management, the greatest responsibility rests with manage-
  ment.

Lazarus, Sy.
  Don't make a production out of training. Supervisory management,
  vol. 8, no. 1, January 1963, pp. 22-26.
    How to train informally without being an "instructor," and
  examples of how not to proceed.

Lerda, Louis W. and Leslie W. Cross.
  Performance-oriented training--program development. Journal of the
  American Society of Training Directors, vol. 16, no. 5, May 1962,
  pp. 14-22.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Lerda, Louis W. and Leslie W. Cross.
Performance-oriented training--program implementation.   Journal of
the American Society of Training Directors, vol. 16, no. 6, June 1962,
pp. 22-29.
Discusses the role of the training director in obtaining the
active support and participation of management in setting up a train-
ing program, and points out specific areas of his responsibility:
pilot groups, training facilities and equipment, preparation of
leaders and the instructors, coordination of training activities,
and application of newly acquired knowledge. A sample schedule for
implementing a program is included.

Lipstreu, Otis.
Problem areas in training for automated work.   Training directors
journal, vol. 18, no. 11, November 1964, pp. 12-15.
Attention should be directed to special training areas lest old
errors be repeated. These problem areas include skill-knowledge gap,
need for tests, predicament of older worker, degree and quality of
supervisory training, and lack of recognition of women's aptitudes
for machine monitorial jobs.

McGehee, William.
Training in business and industry.   New York, John Wiley & Sons,
Inc., 1961.   305 pp.
Although beamed at the problem of industrial and business
training, this text has much to offer the employee development officer
in Government. Unlike many training texts it treats the subject in
the context of its relation to recruiting, selection, supervision,
operations and organization analysis, work methods and procedures--
in fact, the whole gamut of management activities.

McLarney, William J.
Management training: cases and principles, 4th ed. Edited and
completed by Helen McLarney.   Homewood, Ill., Richard D. Irwin,
Inc., 1964.   660 pp.
This new edition, as well as being a course in management training
for the operating manager and trainee, includes a chapter on the
management of professional personnel and more information on human
factors in management. Presents job problems through studies, and
also methodology of problem-solving techniques.

Miller, Harry L.
Teaching and learning in adult education.   New York, Macmillan,
1964.   340 pp.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

National Office Management Association.
A guide to job instruction. Willow Grove, Pa., n. d. unp.
Graphic guide including steps in getting ready to instruct, making a job breakdown, preparing the worker, presenting the job, testing performance, and following through.

Neagle, Kenneth H.
In the thick of it. Training directors journal, vol. 17, no. 3, March 1963, pp. 27-29.
Outlines a program that will relate training to job performance.

New Jersey. Department of Civil Service.
Training instructor's manual. Trenton, 1961. 29 pp.
Contains information on the principles of learning, the lesson plan, organizing the subject matter, duties, etc.

Packard, Russell L.
Are supervisors good instructors? Personnel journal, vol. 41, no. 3, March 1962, pp. 123-124.
Contends that to be a successful instructor one must know the subject, the person to be trained, and the laws of learning. Discusses twelve applications of these laws. Points out that one of the major weaknesses of communication is inadequate instruction.

Pond, Alfred W.
Telling, showing... doing and learning. Supervision, vol. 22, no. 2, February 1960, pp. 4-6, 12.
Shows how trained and untrained instructors approached a training situation, and comments on importance of a pre-instruction analysis of the job to be taught.

Proctor, John H. and William M. Thornton.
Training: a handbook for line managers. New York, American Management Association, 1961. 224 pp.
Overview of business and industry training based on belief that responsibility for training rests squarely on the line manager; to fulfill this responsibility he must understand theory, techniques and roadblocks involved. Concludes with ten plus one training guidelines.
Appendices include lists of colleges, universities and schools which offer courses in business administration and training, consultant organizations, business, professional and trade organizations, and opportunities for correspondence study.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Rollf, Robert K.
    You can't tell anyone anything.   Journal of the American Society of
    Training Directors, vol. 14, no. 6, June 1960, pp. 31-33.
       "We can 'set the stage,' 'develop the proper climate'; present
    ideas in the fanciest form, but until the person we are trying to
    reach is moved to act by his own pattern of impulses, nothing takes
    place."

Rose, Homer C.
    The development and supervision of training programs, including "The
    instructor and his job."   Chicago, American Technical Society, 1964.
    558 pp.
       Part 1, "The development and supervision of training programs,"
    concerns fundamentals of supervising and developing programs and takes
    up such subjects as management functions in a training program,
    determining requirements, instructor training, and program evaluation.
    Part 2, "The instructor and his job," discusses basic principles
    and practical techniques applicable to all training situations. This
    section was published previously and is available separately as The
    Instructor and His Job.

Sheriff, Don R.
    Guidelines for employee training.   Iowa City, State University of Iowa,
    Bureau of Labor and Management, 1963.   20 pp.   (Information series
    no. 6)
       An approach to training which is offered as a model, not a bible
    and has built-in flexibility. Defines the components of the development
    process as selection, classroom training, and supervised training, and
    examines each component in turn.

Smith, Charles D.
    The advent of the Kylcystics.   Journal of the American Society of
    Training Directors, vol. 13, no. 5, May 1959, pp. 6-8.
       Analyzes the contribution research can make to training needs.
    Proposes the training director be assisted by a dynamic research
    team which forms a part of the firm's research and development section
    and is knowledgeable in training methods.

Steinmetz, Cloyd S.
    How to improve classroom training.   Journal of the American Society
    of Training Directors, vol. 15, no. 8, August 1961, pp. 17-21.
       Explores five areas in which classroom training can usually be
    improved: facilities, instructor effectiveness, instruction
    methods, trainee quality, and recognition of value of training.

Swank, William A.
    The training package.   Training directors journal, vol. 18, no. 1,
    January 1964, pp. 19-21
       Considers defects of package approach to training and advises that
    training programs should be devised to meet needs of each organization.

PROGRAM DEVELOPMENT AND IMPLEMENTATION (Cont'd)

Tanner, T. A.
    Can classroom principles be adapted to on-the-job practice?   Journal
    of the American Society of Training Directors, vol. 15, no. 3, March
    1961, pp. 57-58.
        Thesis is that classroom principles can be successfully adapted
    to on-the-job practice but that the responsibility rests upon each
    individual supervisor as to whether it will or not.

Uraneck, William O.
    Creative problem-solving for planning training.   Training directors
    journal, vol. 18, no. 7, July 1964, pp. 37-39.
        Presents basic rules for developing creative approach to planning
    and administering training program in eleven steps. Some of these
    steps include use of training committee versed in group ideation,
    consideration of needs, goals and evaluation techniques, and need to
    report to management.

Urffer, Alfred C. and James S. Winston, eds.
    Establishing a training program; selected experiences.   New Brunswick,
    N. J., Rutgers University, Institute of Management and Labor Relations,
    1956.   44 pp.   (Bulletin no. 3)
        Compilation of addresses delivered to the Institute of Management
    and Labor Relations, Second Annual Management Conference, at Rutgers
    University, November 18, 1952.
        Contents: Supervisory training; Methods and materials for train-
    ing; A preforeman training program; Human relations training;
    Mechanical crafts training; Evaluation of management training.

Whitesell, William E. and Joseph T. Peitrus.
    Training and learning process.   Personnel, vol. 42, no. 4, July-August
    1965, pp. 45-50.
        Summarizes the prerequisites of an effective training program,
    identifies principal steps involved in the learning process and con-
    siders their implications for training.

Wispe, Lauren G.
    A psychologist looks at motivational problems in training.   Occupational
    outlook quarterly, vol. 9, no. 3, September 1965, pp. 13-15.
        Manpower Administration psychologist declares that motivational
    factors may be completely different in people from culturally impoverished
    childhood homes than from those with middle-class upbringing. Especially
    significant is the absence or presence of a father. This points up a
    tremendous need for training in motivation-changing.

DETERMINING NEEDS FOR TRAINING

Bellows, Roger M., M. Frances Estep and Charles E. Scholl, Jr.
A tool for analyzing training needs: the training evaluation check
list. Personnel, vol. 29, no. 5, March 1953, pp. 412-417.
Describes a check list, covering about 90 aspects of training,
which may be used as a tool for assessing training needs.

Bilinski, Robert.
A card-sort-questioning technique applicable to determining training
requirements. Journal of the American Soceity of Training Directors,
vol. 10, no. 4, July-August 1956, pp. 5-7, 28-30.

Boaz, Robert S.
How to identify training needs. Journal of the American Society of
Training Directors, vol. 8, no. 2, March-April 1954, pp. 23-25, 89.
Lists some of the problems encountered in trying to identify train-
ing needs and discusses general methods followed by many training
directors, consultants, and operating executives in off-setting
problems of this nature.

Caldwell, Lynton K.
Determining training needs for organizational effectiveness.
Personnel administration, vol. 26, no. 2, March-April 1963, pp. 11-19.
Notes that training needs are most likely to be found when dis-
covered in a general manpower or personnel resources survey.
Discusses the survey, use of outside consultants, costs, and
relation of training to personnel development.

Duffy, Howard M.
Avoid the "shot-gun" approach to training; survey your needs before
you train. Trained men, vol. 39, no. 3, 1959, pp. 18-23.
Diagnosis of training needs through careful analysis will result
in less expensive and more effective training. Lists and discusses
advantages and disadvantages of common methods for determining
training needs, and presents a simple inventory form to record
training needs on an organizational element basis.

Ewing, Russell H.
Training needs survey check-list. Journal of the American Society
of Training Directors, vol. 14, no. 1, January 1960, p. 50.

An experimental training need survey conducted by the Department of
Mines and Technical Surveys. Staff development and training in
the Federal government service, (Canada), bulletin no. 4, January
1964, pp. 32-38.
Report of the results of the survey. Includes copy of the
20-item questionnaire used to determine training needs.

DETERMINING NEEDS FOR TRAINING (Cont'd)

Foster, Jerry F.
    Classification of cognitive educational objectives. Training
    directors journal, vol. 19, no. 7, July 1965, pp. 34-45.
       "A programmed article to help trainers determine needs".

Great Britain. Department of Scientific and Industrial Research.
    Training made easier. A review of four recent studies. London,
    H. M. Stat. Off., 1960. 30 pp. (Problems of progress in
    industry, no. 6)
       Presents research findings designed to make it easier to identify
    the precise nature of needed training and improve the presentation
    of training.

Hallam, James A., Gene Newport and Roland D. Spaniol.
    Determining training needs. Journal of the American Society of Train-
    ing Directors, vol. 16, no. 6, June 1962, pp. 51-57.
       Notes the various approaches used in appraising training needs such
    as the subjective, objective and integrative. The latter method is
    discussed in detail and other symptoms of the necessity for training
    are pointed out. Among these are poor leadership, poor morale, low
    productivity, high rate of employee turnover, and inadequate decision
    making.

Houseknecht, A. H.
    Who needs training--and why. Personnel, vol. 26, no. 4, January
    1950, pp. 283-293.
       How to analyze training needs and set up a program in the areas
    where it is most needed.

How to determine training needs. Journal of the American Society of
    Training Directors, vol. 12, no. 7, July 1958, pp. 25-30.
       Report on annual workshop Winconsin Training Directors Association.
    Contents: Responsibilities of a training director, by Van W.
    Cottington; How to determine training needs, by Milton Hanson and
    Richard Crook.

Hull, Thomas F.
    Some management opinions about supervisor training needs; results of
    a Purdue questionnaire survey. Journal of the American Society of
    Training Directors, vol. 14, no. 6, June 1960, pp. 43-45.
       Training need which was mentioned most frequently was human relations;
    second, basic supervisor responsibilities.

DETERMINING NEEDS FOR TRAINING (Cont'd)

Jackson, B. B. and A. C. MacKinney.
Methods of determining training needs.   Personnel, vol. 36, no. 5,
September-October 1959, pp. 60-68.
Categorizes methods for determining training as emotional, rational,
and empirical, and concludes, at least conditionally, that "emotional
methods are to be avoided at all costs; the ra ionanl methods are fine
for preliminary analysis, or when a more thorough approach is not
practicable; and the empirical methods seem to be the most dependable,
although we do not know enough about them to say which one is best."
Includes a selected bibliography.

Lerch, Thomas F.
Is training really necessary?   Training directors journal, vol. 18,
no. 1, January 1964, pp. 46-48.
Argues that training may not be proper answer to problem and advises
considering other management tools before deciding on training program.

Lerda, Louis W. and Leslie W. Cross.
Performance-oriented training needs analysis.   Journal of the
American Society of Training Directors, vol. 16, no. 3, March 1962,
pp. 40-44.
Describes four approaches to training need determination:
responsibility analysis; problem approach; the interview-question-
naire; and the personnel inventory.

Luntz, Lester.
Identification of training needs.   Journal of the American Society
of Training Directors, vol. 13, no. 3, March 1959, p. 6.
Proposes that there is no definite procedure for identifying train-
ing needs. Rather each individual situation needs its own approach
and the one adopted is the one desired by the line executive.

Northern Montana College.
An investigation of the training requirements of small business with
regard to the educational needs of prospective employees. Prepared ...
under a Small Business Administration grant awarded to the Montana
State Planning Board, by Earl V. Weiser and Joseph L. Sohm.   Havre,
Montana, 1962.   84 pp.

Roach, Darrell E.
Supervisory qualifications and training needs analysis; final report.
Des Moines, Farm Bureau Mutual Insurance Co., n. d. 59 pp.
Division managers of the Farm Bureau Mutual Insurance Co. cooperated
in a research study in an attempt to answer basic questions about
supervisory training: What are the characteristics of successful
supervisory performance? How can the weaknesses of the supervisor
be measured? What training methods will meet the weaknesses of the
supervisor? Details of methods used are given, findings are sum-
marized and recommendations are made for (1) individualized training
of supervisors and (2) the need for careful selection.

DETERMINING NEEDS FOR TRAINING (Cont'd)

Smith, Robert G., Jr.
   The development of training objectives.   Washington, The George
   Washington University, Human Resources Research Office, 1964.   101 pp.
   (Research bulletin 11)
       Discusses concepts and methods used in deciding on training
   objectives for use in training army personnel.
       Partial contents: System analysis; Developing the task inventory;
   Deciding which tasks to teach; Describing tasks in detail; Determining
   the knowledge and skill components or tasks; How to state objectives.
       An annotated bibliography on the determination of training objectives,
   by the same author is also available in the Library.

Sterner, Frank M.
   Determining training needs: a method; a systematic procedure for
   establishing needs and priorities.   Training directors journal, vol. 19,
   no. 9, September 1965, pp. 42-45.
       This article is concerned with a technique by which inappropriate
   and ineffective training may be avoided. The method described includes
   six major steps: (1) study of the work, (2) development of training
   needs check lists, (3) survey of training needs, (4) analysis of training
   results, (5) establishment of priorities and initiation of training,
   and (6) a periodic review of needs.

Timbers, Edwin.
   Defining training needs.   Training directors journal, vol. 19, no. 2,
   February 1965, pp. 17-19.
       Identifies seven approaches to determining training needs: opinion
   surveys, performance appraisals, management query, observation,
   termination interviews, personnel changes, personnel statistics.
   Finds that the use of multiple methods is the most dependable.

U. S. Civil Service Commission.
   Assessing and reporting training needs and progress. Revised.
   Washington, U. S. Govt. Print. Off., 1961.   80 pp.   (Personnel
   methods series no. 3)
       Offers assistance to personnel "whose job it is to help line
   officials to make appropriate review of training needs and plans
   for meeting these needs," and suggests methods and approaches which
   might be of use.
       Contents: (1) Top management and the Training Act; (2) Identify-
   ing needs; (3) Meeting training needs; (4) Evaluation; and (5)
   References and bibliography.

EVALUATION OF TRAINING

Albanese, Robert.
A case study of an executive development program.   Ann Arbor, Mich.,
University Microfilms, Inc., 1963.
Describes attempt made to evaluate effectiveness of specific execu-
tive development program by determining if any change in participants'
managerial behavior could be attributed to the program.
Ph.D. dissertation, Ohio State University, 1962.
Abstracted in Dissertation Abstracts, vol. 24, no. 1, July 1963,
pp. 120-121.

Belbin, Eunice.
Training is the yardstick.   Personnel management and methods (London),
vol. 30, no. 283, February 1964, pp. 32-33.
Cites training program as yardstick for measuring any decline in
performance. Follow-up study in English textile firm reveals reason
for poor production. Also notes advantages of employing older workers.

Belman, Harry S. and H. H. Remmers.
Evaluating the results of training.   Journal of the American Society
of Training Directors, vol. 12, no. 5, May 1958, pp. 28-32.
Discusses reasons why evaluation is important, and outlines basic
principles of the technique.

Blai, Boris, Jr.
"Declare" your training dividends.   Personnel journal, vol. 33,
no. 5, October 1954, pp. 184-185.
Shows how in some cases it is possible to measure results of
training programs, and explains how analysis may suggest improve-
ments and sell future training programs.

Blocker, Clyde E.
Evaluation of a human relations training course.   Journal of the
American Society of Training Directors, vol. 9, no. 3, May-June
1955, pp. 7-8, 46.
Shows that in a formal course only limited changes can be effected
in attitudes and behavior patterns. Group training must be supple-
mented by a consistent policy framework within which supervisors can
feel secure in working with their employees.

Bolda, Robert A. and C. H. Lawshe.
Evaluation of role playing.   Personnel administration, vol. 25,
no. 2, March-April 1962, pp. 40-42.
Describes a series of research studies undertaken by staff members
of the Occupational Research Center at Purdue University. Results
indicate that role playing is a valuable device in human relations
training situations if appropriate conditions are involved and if
case contents can be varied to emphasize alternate courses of action.

EVALUATION OF TRAINING (Cont'd)

Bolda, Robert A. and C. H. Lawshe.
The use of training case responses in management training evaluation. Educational and psychological measurement, vol. 19, no. 4, Winter 1959, pp. 549-556.
Presents work sample approach to evaluation of human relations training. Although studies indicate many difficulties associated with this approach, the authors believe it has merit and should be studied further.

Burton, Robert L. and Eleanor A. Schwab.
Evaluation of municipal in-service training. Public management, vol. 42, no. 5, May 1960, pp. 102-107.
Summarizes information obtained from 1,044 cities of the United States with populations over 10,000 on their in-service training programs. Comments on problems both present and future which face most cities which have attempted formal in-service training.

Burns, Mitchel.
The "sack" look in training; real training results require more than "gimmicks". Journal of the American Society of Training Directors, vol. 13, no. 8, August 1959, pp. 40-43.
Author's thesis is that effective training results require more than "gimmicks", and that management groups should "seriously teach and rightfully ask for use of creative thinking techniques or for compliance with principles of human relations on the job, then they will get results from their training that they must have."

Caldwell, Lynton K.
Measuring and evaluating personnel training. Public personnel review, vol. 25, no. 2, April 1964, pp. 97-102.
Distinguishes between measurement and evaluation of training and states that their purpose is "... to discover the extent to which and in what ways training is effective. Probability, not certainty, is the only feasible objective." Points out need for method of measuring achievement, warns of common errors in use of statistics, and notes importance of selecting measurement criteria. Two points of reference are necessary: base point or level of performance before training, and standard of performance toward which training is directed.

Clay, Hubert H. and Leif O. Olsen.
Some dogmas of development: facts or fallacies? Personnel administration, vol. 24, no. 3, May-June 1961, pp. 41-44.
Three dogmas which the authors think should be questioned are: faith in appraisal forms; faith in managers' effectiveness regarding development of subordinates; and belief in the inviolacy of the performance interview.

EVALUATION OF TRAINING (Cont'd)

Collins, A. K.
   Assessing the effectiveness of industrial training. Canberra,
   Australia, Commonwealth Public Service Board, Training Section,
   1961. 14 pp.
      First discusses what should be evaluated then enumerates some
   requirements for evaluating the results of training, describes
   various methods used and makes some concrete suggestions on how to
   measure the results of training. Puts leading questions such as:
   Who decided on the content of the program? Who were the instructors
   and how were they selected? What was the physical setting? Has job
   performance improved?

Cort, Robert P.
   Sub-contracting the training function. Journal of the American
   Society of Training Directors, vol. 13, no. 3, March 1959, pp. 7-9.
      Suggests that since so much of the training function has been sub-
   contracted out to educational institutions, the training director would
   do well to evaluate the results of these courses in order to determine
   whether the company is benefiting.

Cox, John A.
   Application of a method of evaluating training. Journal of Applied
   psychology, vol. 48, no. 2, April 1964, pp. 84-87.
      Discusses work with training data which were processed according
   to Ward Edward's techniques of considering (1) proficiency level of
   trained man, (2) cost of training program, and (3) worth of man trained
   to proficiency level. Outlines problem of establishing realistic
   worth-of-a man estimate, and proposes a formula for computation.

Cummings, Roy J.
   How to evaluate a training course. The Office, vol. 60, no. 6,
   December 1964, pp. 12-16, 20+.
      A discussion of training evaluation begins with a consideration of
   needs and objectives of a particular training session. Training itself
   is described as being on three levels: (1) general, for which the
   student will not be tested, (2) discrimination, which may teach right
   and wrong ways of performing, and (3) measurable, which teaches how to
   perform an actual task. Check lists for preliminary analysis and for
   evaluating a training course are provided.

Dinkin, Raymond.
   How important is training? Personnel journal, vol. 42, no. 1,
   January 1963, pp. 35-37.
      Advises training not only for increased efficiency and pro-
   ductivity but also to provide personal satisfaction, develop the
   whole individual, and to encourage technicians to consider themselves
   responsible human beings in a whole society.

EVALUATION OF TRAINING (Cont'd)

Duel, Henry J.
    Hidden indicators of training effectiveness.   Journal of the American
Society of Training Directors, vol. 13, no. 3, March 1959, pp. 3-5.

Ebersole, Louis F., Jr.
    Democratizing training relations in business and industry.   Ann
   Arbor, Michigan, University Microfilms, 1964.
       "The need for a democratic framework of training learners on-the-
job is established in the study by means of empirical and legal research.
In addition, the research revelations are augmented by presentation of
the concurring opinions of leading authorities and writers in the areas
of training, philosophy, sociology, and democracy," Among the topics
discussed are procedures and practices of group meetings (such as buzz
sessions, role playing, conferences), training conferences, conference
leading techniques and leadership attributes, legal and contractual
implications of a trainee's property right in his job, the training
coordinator, communication between supervisor and subordinate-trainee.
Finds that training by apprenticeship fails to meet democratic indicia.
      Ph.D. dissertation, University of Alabama, 1964.   Abstracted in
Dissertation Abstracts, January 1965, pp. 3886-3887.

Elliott, John M.
    A checklist for auditing the management development program.   Personnel,
    vol. 38, no. 4, July-August 1961, pp. 80-83.
      Fifteen questions to determine how well a management development
program is performing and how it can be improved.

Evaluation of training.   Personnel journal, vol. 38, no. 9, February 1960,
    pp. 344-345.
      Discusses a case in which trainers in their enthusiasm for new
techniques and new ideas, failed to remember some basic principles of
training and education.

Falater, Frederick L.
    Plant training analysis; objective and subjective evaluation of training.
    Training directors journal, vol. 17, no. 5, May 1963, pp. 9-19.
      Based on efforts to measure each training program by results accomplished
rather than on what influences or impression it made on trainees. Outlines
kinds of programs measured and includes results drawn from a review of the
year's efforts.

Gilbert, Joseph, Henry G. Campbell and Albert E. Oliver.
    An evaluation of interdepartmental training with objective tests.
    Training directors journal, vol. 17, no. 5, May 1963, pp. 46-48+
      Reports on development of a series of brief tests, easily and
effectively useful in evaluating qualitatively and objectively results
of interdepartmental training.

EVALUATION OF TRAINING (Cont'd)

Glasser, Walter E.
When management squints. American Society of Training Directors journal, vol. 10, no. 6, November-December 1956, pp. 11-12.
Gives some examples of types of replies the training officer can make to management when the question of whether training pays is raised.

Goodacre, Daniel M., III.
Experimental evaluation of training. Journal of personnel administration and industrial relations, vol. 2, no. 4, Winter 1955, pp. 143-149.
Suggests an experimental evaluation of training, containing an adequate criterion, controls, statistical analyses and a built-in experimental design, to show management its investment return and to help in future program planning. Illustrates this with an actual experimental evaluation design.

Goode, Cecil E., ed.
Assessing the value of training. Public personnel review, vol. 20, no. 1, January 1959, pp. 66-70.
Points out that little research has been done to determine results of management and supervisory training. Includes article by Michael G. Blansfield, describing training program status and devices used, with suggestions for making research a composite part of future programs.

Gorham, William A. and James P. Jadlos.
The motivations to be trained. Washington, U. S. Civil Service Commission, 1963, 11 pp.
Reports study made to determine conditions that caused satisfaction or dissatisfaction with a training program. Herzberg's "Motivation to Work" was used as a model for the project.

Guerin, Quintin W.
"Demonstrating that training pays." Chicago, U. S. Internal Revenue Service, 1960. 12 pp.
Selected, annotated bibliography on evaluation principles and practices.

Guetzkow, Harold, Garlie A. Forehand and Bernard J. James.
An evaluation of educational influence on administrative judgement. Administrative science quarterly, vol. 6, no. 4, March 1962, pp. 483-500.
Compares the effects on executive judgement of two executive development programs for government administrators. Two evaluation studies of management development at the University of Chicago indicate that programs lasting a year or more have a significant impact on the behavior of participants which has not been discernible in short-term ones.

EVALUATION OF TRAINING (Cont'd)

Habbe, Stephen.
 Placement directors view training programs.   Management record, vol. 23,
 no. 2, February 1961, pp. 26-29.
  Summary of replies from 26 college placement offices on company
 training programs. Considers types of training offered and their
 strengths and weaknesses.

Harmon, Francis L. and Albert S. Glickman.
 Managerial training: reinforcement through evaluation.   Public per-
 sonnel review, vol. 26, no. 4, October 1965, pp. 194-198.
  An experiment in the effectiveness of a training program uses
 the evaluation process to reinforce what has been learned.

Harper, William W.
 Evaluating supervisor training.   Journal of the American Society of
 Training Directors, vol. 16, no. 11, November 1962, pp. 42-44, 46-48.
  Describes the two-fold (continual and periodic) plan for evaluation
 of a program conducted for civilian personnel at Great Lakes, Illinois
 naval installations.

Hillman, Harry A.
 Measuring management training - a case study.   Journal of the American
 Society of Training Directors, vol. 16, no. 3, March 1962, pp. 27-31.
  An effort to measure tangible results of management training indi-
 cates that a training program results in materially improving operations.
 More investigation is needed, however, before a final conclusive state-
 ment can be made.

Holt, N. F.
 Problems of supervisory training - a pilot study.   Personnel practice
 bulletin, vol. 14, no. 3, September 1958, pp. 7-14.
  Description of a study to evaluate the first step of a supervisory
 training program in a light engineering plant in Australia. Results
 show that supervisory development is the outgrowth of change in organiza-
 tional behavior and may be dependent on both training in new modes of
 behavior and revisions in methods of functioning.

House, Robert J. and Henry Tosi.
 An experimental evaluation of a management training program.   Journal of
 the Academy of Management, vol. 6, no. 4, December 1963, pp. 303-315.
  Describes analysis of training effort that was administered by out-
 side consultant to manufacturing firm personnel beginning with vice
 president and ending with first level of supervision.

Hull, Thomas F.
 What should we evaluate?   Journal of the American Society of Training
 Directors, vol. 13, no. 1, January 1959, pp. 38-40.
  Author believes industrial training is as good as its application.
 Suggests it be evaluated on the job by the trainee's immediate supervisor.

EVALUATION OF TRAINING (Cont'd)

Hull, Thomas F. and Robert F. Powell.
    Evaluating a supervisory training program.   Journal of the American
Society of Training Directors, vol. 13, no. 11, November 1959,
pp. 27-29.
        Tells how the Supervision Institute training program, Purdue
University, was evaluated in terms of a questionnaire and some of
the actions which resulted from the findings.

Huneryager, Sherwood G.
    An evaluation of university executive training.   University of Illinois,
Urbana, 1963.   Ph.D.
        Undertaken to measure the effectiveness of the four-week Executive
Development Program at the University of Illinois to stimulate im-
provement in the job performance and executive skills of individual
participants.

Huneryager, Sherwood G.
    Re-education for executives.   Personnel administration, vol. 24,
no. 1, January-February 1961, pp. 5-9, 26.
        Author's survey reveals confusion existing among companies as to
the value of executive development, and pinpoints problems involved
in selecting and placing executive in programs which will do him the
most good.

Husted, Frank L.
    Evaluation: statement of purpose.   Journal of the American Society of
Training Directors, vol. 11, no. 4, July-August 1957, pp. 28-31.
        Asserts that training methods, programs and techniques are measurable
and can be evaluated, but that evaluation must be continuous "built-
in" feature, tied in with purpose and objectives, and supplemented with
measuring devices.

Kirkpatrick, Donald L.
    How to start an objective evaluation of your training program.
American Society of Training Directors journal, vol. 10, no. 3,
May-June 1956, pp. 18-22.

Kirkpatrick, Donald L.
    Techniques for evaluating training programs.   Journal of the American
Society of Training Directors, vol. 13, no. 11, November 1959,
pp. 3-9, vol. 13, no. 12, December 1959, pp. 21-26; vol. 14, no. 1,
January 1960, pp. 13-18, vol. 14, no. 2, February 1960, pp. 28-32.
        Four-part article dealing with successive steps in evaluation:
reaction, learning, behavior and results.

EVALUATION OF TRAINING (Cont'd)

Kunze, Karl R.
    Forced choice evaluation of a training program.   Journal of the
    American Society of Training Directors, vol. 12, no. 8, August 1958,
    pp. 27-32.
        Discusses a technique for measuring results of a training program
    which partially overcomes weaknesses of some devices now in use.

Lerda, Louis W. and Leslie W. Cross.
    Performance oriented training—results measurement and follow-up.
    Journal of the American Society for Training Directors, vol. 16, no. 8,
    August 1962, pp. 12-21.
        States that if a training need or problem has been accurately
    determined and clearly stated and if the objectives of the program
    have been properly defined, the results are measurable. Notes that
    areas for measuring are learning and application, and points out the
    benefits of their evaluation. Includes some general principles for
    evaluating training progress, a guide for evaluating results, and an
    outline of "factors and techniques for measuring the tangible results
    of organized training."

Lippitt, Gordon L., Shirley D. McCure and Larry D. Church.
        Attitudes of training directors toward the application of research
    to training programs.   Washington, The George Washington University,
    1963. 12 pp.
        Survey of Washington chapter members of ASTD indicated methods used
    in evaluation of training programs and training needs, and offered
    suggestions for assisting in research programs.
        Also available in Training Directors Journal, vol. 18, no. 3, March
    1964, pp. 13-20.

Loen, Ernest L.
    What's wrong with the training profession? Training directors journal
    vol. 17, no. 1, January 1963, pp. 37-45.
        Discusses training cliches and notes the concern with fads such
    as role-playing, application of mathematics to decision making,
    "economics" training, and attempts to communicate non-existing insights
    about human psychology. Concludes with a consideration of "what else
    the staff-bound training 'type' might more fruitfully tackle."

McGehel, William and James E. Gardner.
    The evaluation of supervisory training. In Supervision; conference
    handbook published for distribution at the AMA special personnel
    conference, December 2-4, 1957, Chicago, Ill., by American Management
    Association, Inc.

EVALUATION OF TRAINING (Cont'd)

MacKinney, A. C.
Progressive levels in the evaluation of training programs. Personnel, vol. 34, no. 3, November-December 1957, pp. 72-81.
Examines validity of techniques used to evaluate training programs. Classifies evaluation procedures and criteria.

Mali, Paul.
The training confidence index. A new approach to industrial training. Training directors journal, vol. 17, no. 11, November 1963, pp. 19-25.
Explains technique for quantifying and improving training function and for providing management and training directors with guides for evaluating training program. Presents formula and equations for handling relevant data.

Martin, H. O.
The assessment of training.   Personnel management, vol. 39, no. 340, June 1957, pp. 88-93.

Meissner, Frank.
Measuring quantitatively the effect of personnel training: an experiment in food retail stores.   Training directors journal, vol. 18, no. 3, March 1964, pp. 37-38, 40-46, 48-49.
Describes "Bagsmanship" training program sponsored by Crown Zellerbach Corporation and concludes that (1) valid quantitative measurements of personnel training program are possible and (2) training input-output coefficients may be useful management tools for both retail firms and public policy-makers.

Mincer, Jacob.
On-the-job training: costs, returns and some implications.   Journal of political economy, supplement: October 1962, no. 5, pt. 2, pp. 50-74.
Studies cost of investing in training, comparing on-the-job training with formal educational system. Equation for computing rate of return is provided, and on-the-job training is considered as element in income and employment behavior in population sub-groups.

Moore, William R.
Training evaluation--it used to be so simple.   Training directors journal, vol. 18, no. 4, April 1964, pp. 45-50.
Recommends a two-pronged approach to improving training evaluation: continued refinement and more thorough application of research and measurement approach; increased efforts to make training evaluation a part of the management system to be carried out by line managers and program staff.

EVALUATION OF TRAINING (Cont'd)

Mosel, James N.
> How to feed back performance results to trainees. Journal of the
> American Society of Training Directors, vol. 12, no. 2, February 1958,
> pp. 37-46.
>> Presents principles from which the training officer can tailor-make
> his own techniques to use in feeding back knowledge of performance to
> trainees.

Mosel, James N. and Harry J. Tsacnaris.
> Evaluating the supervisor training program. Engineering & industrial
> psychology, vol. 1, no. 1, Spring 1959, pp. 18-22.
>> Investigation to determine whether a supervisory course given to
> officers and non-commissioned officers in the U. S. Air Force signifi-
> cantly increased supervisory ability, using as a criterion the change
> in attitudes and understanding of human relations which was one of the
> objectives of training.
>> The results showed that training did bring about a small but
> definite improvement in attitude among the trainees and also that
> the range of individual differences among the trainees was modified.

Mosel, James N.
> Why training programs fail to carry over. Personnel, vol. 34, no. 3,
> November-December 1957, pp. 56-64.
>> Gives some suggestions for motivating the trainee so he will apply
> what he has learned on the job.

Murdick, Robert G.
> Measuring the profit in industry training programs; here are methods
> and examples for calculating training profits. Journal of the American
> Society of Training Directors, vol. 14, no. 4, April 1960, pp. 23-29.
>> Examples and methods for calculating dollar value of training.
> Examines types and costs of programs and explains breakeven analysis.

National Industrial Conference Board, Inc.
> College graduates assess their company training, by Stephen Habbe.
> New York, 1963. 80 pp. (Studies in personnel policy
> no. 188)
>> Study designed to provide companies with specific information that
> may help them improve training programs for college graduates. A
> central finding was that on-the-job type of training was favored by the
> graduates by a wide margin. Covers twenty-six different training
> programs in fourteen companies. Over 1,000 graduates participated in
> the survey.

EVALUATION OF TRAINING (Cont'd)

Oberg, Winston.
  The university's role in executive education. A report to the partici-
pating companies.   East Lansing, Michigan State University, Graduate
School of Business Administration, 1962.   28 pp.
    Summary article, Top management assesses university executive
programs, by Winston Oberg, appears in Business Topics, vol. 11, no. 2,
Spring 1963, pp. 7-27.

Odiorne, George S.
  Are training costs justified?   Journal of the American Society of
Training Directors, vol. 8, no. 4, July-August 1954, pp. 9-11, 36-37.
    Techniques for selling training programs on the basis of cost.
Suggests finding genuine training needs and situations where training
will solve production headaches and lower costs.

Odiorne, George S.
  The need for an economic approach to training.   Training directors
journal, vol. 18, no. 3, March 1964, pp. 3-12.
    Presents "A case for capital budgeting for investment in human
capital", including work sheet for economic classification of training
programs and diagram of economic measures of organization performance.
Among author's conclusions are warnings against tampering with managers'
personalities and about application of behavioral science research in
changing management behavior.

Organisation for Economic Co-operation and Development.
  Evaluation of supervisory and management training methods: co-ordination
of research....   Paris, 1963,   159 pp.
    Reports work of eight European countries and five international
organizations and describes how research was done. Section Four,
entitled "Some methodical considerations concerning the evaluation of
training" takes up the need for a formulation of methodology, and
interactions between training and evaluation. Another section considers
training objectives and evaluation criteria.

Papaloizos, Antoine.
  Personality and success of training in human relations.   Personnel
psychology, vol. 15, no. 4, Winter 1962, pp. 423-428.
    Reports on the results of a training course given to 150 foremen
in different industries, most of them being members of the Swiss
Foremen's Association.

Plant training analysis; objective and subjective evaluation of training.
  Training directors journal, vol. 17, no. 5, May 1963, pp. 9-19.

EVALUATION OF TRAINING (Cont'd)

Proctor, John H. and William M. Thornton.
But will it work for you?   Supervisory management, vol. 7, no. 1,
January 1962, pp. 16-17.

In order to judge the possible application to his situation the
manager should ask these questions about a training program: What
measurement was used to determine the success?   Have these measure-
ments been checked or are they assumed?   Was the sampling broad
enough?   Do the claims for success seem too good to be true?

Randall, Lyman K.
Evaluation: a training dilemma.   Journal of the American Society
of Training Directors, vol. 14, no. 5, May 1960, pp. 29-35.

Training evaluation can be a survival or a refinement technique.
Properly, the refinement type of evaluation is best since it seeks
to improve the training program.   Reviews three general elements
essential to a study of this kind.

Randall, Raymond L.
An evaluation of selected executive development programs for govern-
ment officials.   Washington, American University, 1961.   448 pp.

While the primary aim of the paper is to analyze the five con-
ferences for Federal career executives sponsored by The Brookings
Institution during period from 1957 to 1960, two other programs
in which Federal career executives participated are included for
purposes of comparison.

Randall, Raymond L.
Get more from your training.   Nation's business, vol. 48, no. 6,
June 1960, pp. 42-43, 94-95.

To get full value from a management training course the organiza-
tion should: (1) pick the course carefully; (2) select the man
intelligently; (3) prepare the student so he knows why he is attending
training courses; (4) use his knowledge after he returns.

Remmers, H. H.
How to evaluate training programs in business and industry.
Lafayette, Ind., Purdue University, n.d.   36 pp.

Introduces concept of evaluation which is developed as follows:
Why evaluate? by Robert Mainer; What to evaluate, by Warren Siebert;
Building a test, by R. E. Horton; Testing the test, by Paul E. Baker.

St. John, A. W.
The key is in the beginning.   Personnel information bulletin
(Veterans Administration), December 1963, pp. 12-15.

Advises that it is necessary to know why training is needed before
it is possible to evaluate how well it was done.   Includes training
plan and questionnaire for evaluating training course.

EVALUATION OF TRAINING (Cont'd)

Sammons, Robert F.
Evaluating a workshop in training skills.   Training directors journal, vol. 19, no. 7, July 1965, pp. 27-33.
Features four questionnaires completed by the conferees of a workshop in order to evaluate the program, and to modify it if necessary.

Sammons, Robert F.
How conferees evaluate training; results of a feedback experiment. Training directors journal, vol. 18, no. 1, January 1964, pp. 42-45.
Tables show criteria used for different kinds of training and individual rank ordering of these criteria that were worked out by supervisors who participated in training program.

Schlesinger, Lawrence.
Evaluating the content of multiple-skill training programs.   Ann Arbor, University of Michigan, Research Center for Group Dynamics, 1958. 17 pp.
Describes three methods of appraising the relevancy of training programs to skills and knowledge necessary for performance of the task.

Schlesinger, Lawrence.
Evaluating the content of multiple-skill training programs.   Personnel administration, vol. 21, no. 4, July-August 1958, pp. 20-27, 34.
Research study which describes three methods of evaluating the contribution of a multiple-skill training course to the skills and knowledge required for job performance.

Schultz, Douglas G. and Arthur I. Siegel.
Post-training performance criterion development and application; a selective review of methods for measuring individual differences in on-the-job performance.   Wayne, Penn., Applied Psychological Services, 1961.   60 pp.
Reviews the current "state-of-the art" and the techniques used such as production records, interviews and questionnaires, work samples and situation tests, and appraisal of executive performance rating scales. Concludes that an "integrating conceptual framework is needed to order and organize the field of measuring individual differences and to provide a more satisfactory basis for evaluating measurement techniques."

Shader, Robert J.
An evaluation of discussion leading training. Journal of the American Society of Training Directors, vol. 16, no. 1, January 1962, pp. 44-45.
Summarizes the results of a questionnaire designed to evaluate a training program in discussion leading which was attended by key supervisory and technical personnel in the Phillips Petroleum Research and Development Department.

<u>EVALUATION OF TRAINING</u> (Cont'd)

Shafer, Carl I.
A study of the evaluative practices in management education and
development programs in selected United States companies; a
summary, conclusions and recommendations.   East Lansing, Michigan
State University, 1961.   15 pp.

Shaffer, Dale E.
Control through measurement; meeting objectives as a means to justify
training.   Training directors journal, vol. 18, no. 9, September
1964, pp. 39-40, 42-44, 46-50.
"The discussion here is confined to the activity of measurement
as a control device for use by the training director in justifying
training programs; primarily existing programs rather than new ones.
My purpose is to describe certain factors and methods applicable in
the controlling of training programs, and to show how the results of
effective measurement can be used to defend these programs."

Sheldon, E. Mark.
Industrial training: why? what? how?   AMS management bulletins (per-
sonnel), vol. 5, no. 9, March 1965, pp. 13-20.
Discusses the concepts of and reasons for industrial training,
what training should include, and methods that should be employed.

Siegel, Arthur I. and others.
Post-training performance criterion development and application;
a matrix method for the evaluation of training.   Wayne, Pa., Applied
Psychological Services, 1961.   48 pp.

Soik, Nile.
An evaluation of a human relations training program.   Journal of the
American Society of Training Directors, vol. 12, no. 3, March 1958,
pp. 34-49.

Tarnopol, Lester.
Evaluate your training program.   Journal of the American Society
of Training Directors, vol. 11, no. 2, March-April 1957,
pp. 17-23, 48.
Points out reasons for evaluating the training program and suggests
that this can best be accomplished through the Employee Attitude
Survey. The reliability of the survey is indicated in several ways,
and its use both before and after training is suggested.

Thisdell, Robert A.
Why not measure training results?   Evaluation is a primary tool for
the trainer.   Journal of the American Society of Training Directors,
vol. 13, no. 10, October 1959, pp. 9-12.
Points out reasons for the paucity of objective measurement of
training programs: failure to realize its value; lack of understand-
ing of its method; and fear of its results. Aims to stimulate train-
ing evaluation with a view to overcoming program weaknesses.

EVALUATION OF TRAINING (Cont'd)

Toussaint, Maynard N. and Fred C. Munson.
How not to conduct a management training program. Personnel administration, vol. 26, no. 5, September-October 1963, pp. 12-20, 29.
Description of training program that was unsuccessful from standpoint of trainees but useful in that it was broadening experience for those involved in management training.

U. S. Small Business Administration.
Follow-up evaluation for administrative management courses. Washington, n.d. 12 pp.

Valiqute, M. I.
The evaluation of a management development program. Staff development and training in the Federal government service, (Canada), vol. 2, no. 2, April 1965, pp. 125-133.
Report of an investigation to determine the degree to which the values underlying an experimental development program had been translated by participants into actual changed attitudes and behavior on the job.

Weiss, Carol H.
Evaluation of staff training. Welfare in review, vol. 3, no. 3, March 1965, pp. 11-17.
Discussion of three aspects of training evaluation: the purposes of the program, uses of results, and how these affect the method of evaluation; relationships between evaluator and trainer; the measures of success that are chosen.

Willing, Jules Z.
Are your programs, judged - or misjudged? Training directors journal, vol. 19, no. 4, April 1965, pp. 29-31.
Points out pitfalls the executive should beware of in judging a management training or orientation program from a critique prepared by a participant. Notes that the outcome of such an appraisal may be an evaluation of methods rather than results. Illustrates how objectives may be used as a valid criterion of program success.

SURVEYS OF TRAINING PROGRAMS AND ACTIVITIES IN BUSINESS AND INDUSTRY

American Management Association, Inc.
The education of employees: a status report by Douglas Williams and Stanley Peterfreund. New York, 1954. 64 pp. (Part IV of Management Education for itself and its employees)

Bureau of National Affairs, Inc.
Training rank-and-file employees. Washington, 1962. 13 pp. (Personnel policies forum, survey no. 66)
Reports findings of a questionnaire addressed to personnel officers of a wide variety of companies in order to ascertain what is being done to develop definite skills and abilities of employees. Summarizes data on extent and organization of training programs, training methods and aids, retraining, and evaluation and benefits.

Clark, Harold F. and Harold S. Sloan.
Classrooms in the factories; an account of educational acvitities conducted by American industry. Rutherford, N. J., Fairleigh Dickinson University, Institute of Research, 1958. 139 pp.
A survey of the extent and nature of training activity in approximately 500 of the largest American industrial corporations. Covers managerial and supervisory training, technical programs (engineering and drafting), orientation, courses in human relations, reading, creative thinking, and general educational courses.

Clark, Harold F. and Harold S. Sloan.
Classrooms in the military; an account of education in the armed forces of the United States. Published for the Institute for Instructional Improvement, Inc., New York, Teachers College, Columbia University, 1964. 154 pp.
Describes overall picture and "... reduces details to outline form, and explains methods and practices by means of examples."

Mellenbruch, P. L.
So this is modern training? Parts 1 and 2, Personnel journal, vol. 39, no. 8, January 1961, pp. 309-310, 326; no. 9, February 1961, pp. 356-358, 371.
Surveys training of hourly and office employees, line supervisors and higher levels of management in 36 companies in the Lexington, Ky., area.

Melloan, George.
Businesses speed up formal training efforts for employees, others. Wall Street journal, February 26, 1965, pp. 1, 10.
Reports on training of company employees both within and outside the company. Reviews techniques, types and costs.

National Industrial Conference Board, Inc.
Eight training program descriptions by Stephen Habbe. New York, 1963. 76 pp.
Supplements information contained in "College graduates assess their company training," Conference Board Studies in Personnel Policy number 188. Describes individual training programs offered by fourteen manufacturing, utility, and retail companies. Includes questionnaire filled out by college graduate trainees.

National Industrial Conference Board, Inc.
   Office personnel practices: nonmanufacturing. New York, 1965.
   196 pp.   (Studies in personnel policy no. 197)
      Includes tables on training programs showing how many companies
   have them, ways they use to determine need, what is taught, and who
   conducts the training program.

National Industrial Conference Board, Inc.
   Personnel practices in factory and office: manufacturing.   New York,
   1964.   152 pp.   (Studies in personnel policy no. 194)
      Includes tables on training programs showing how many companies
   conduct them, ways they use to determine need, what is taught, and
   who conducts the training program.

Organisation for Economic Co-operation and Development.
   Inventory of training possibilities in Europe.   Paris, 1965.
   896 pp.
      Library also has Newsletter--Training Possibilities in Europe,
   May 1960-June 1964.

Rockett, Jack.
   Technical training in industry. Training directors journal, vol. 19,
   no. 5, May 1965, pp. 2-6.
      Summary of findings of a survey of twenty-five companies to determine
   types of training programs being pursued. While the kind of program
   varies from company to company, six types predominate: the formal one
   leading to a degree; technical courses which do not lead to a degree;
   courses specific to the company technology; the tuition refund program;
   the sabbatical leave program; other non-degree educational programs.

Serbein, Oscar N.
   Educational activities of business.   Washington, American Council on
   Education, 1961.   180 pp.
      Report of survey covering all phases of educational effort within
   business--contributions to colleges and universities, in-company
   educational programs, special types of training, and out-of-company
   training. Includes data on numbers of employees, selection practices,
   costs of training, tuition refund policies, etc.

Spriegel, William R., and Virgil A. James.
   Trends in training and development, 1930-1957.   Personnel, vol. 36,
   no. 1, January-February 1959, pp. 60-63.
      Findings of surveys conducted by the author from 1930-1957 indicate
   trends in training and development practices in American industry.
   Upward, downward, and static trends are pointed out and a chart
   presents an overall picture.

SURVEYS OF TRAINING PROGRAMS AND ACTIVITIES IN BUSINESS AND INDUSTRY (Cont'd)

U. S. Department of Labor.
Training workers in American industry. Report of a nationwide survey
of training programs in industry, 1962. Prepared by Bureau of
Apprenticeship and Training, Manpower Administration. Washington,
1964. 94 pp. (Research division report no. 1)
 Summarizes findings on questions concerning number of employers who
sponsor formal training and how many do not, number of workers in
concerns that promote training, types of programs, kind and number of
trainees, and apprenticeship.

U. S. Office of Manpower, Automation and Training.
MDTA training program: comparison of 1963 and 1964. Washington,
U. S. Govt. Print. Off., 1964. 12 pp. (Manpower evaluation report
no. 4).

Wilson, Howard.
Employee training and development. Chicago, Administrative Research
Associates, 1960. 16 pp.
 Surveys extent, content and pattern of training and educational
activities now being conducted within business organizations in the
United States.
 Contents: (1) Training and development – its role and importance;
(2) Process of learning – how people learn; and (3) Framework to
promote learning – tools and techniques.

TRAINING PROGRAMS AND ACTIVITIES IN THE PUBLIC SERVICE

Brunton, Robert L. and William E. Besuden.
  Internship training for city management.   Chicago, International City
  Managers' Association, 1960.   20 pp.
    Revamped report of an ICMA Committee examining the numbers and
  characteristics of internships available. Considers growth and future
  use of municipal internships; how they work; placement, time, and money
  involved; and criticisms leveled at them. Sets four guidelines to be
  used by cities desiring to establish internship programs.

Caldwell, Lynton K.
  The New York state internship program. Public personnel review,
  vol. 9, no. 4, October 1948, pp. 183-189.
    Recruitment, appointment, training program and an evaluation of the
  internship program in New York state since 1947.

Canada. Civil Service Commission. Staff Development and Training Division.
  Staff development and training in the Federal government service.
  Ottawa, 1965.   176 pp.   (Vol. 2, no. 2, April 1965)
    Reports on interdepartmental and departmental training activities.
  Feature articles: The evaluation of management development programme;
  English language teaching in the CSC language schools; Personnel
  administration staffing programme in the Civil Service; Training junior
  supervisors in administrative skills; A survey of job opinions and
  attitudes.

Cox, Arthur M. and Karl Mathiason, III.
  United Nations Institute for Training and Research; proposals for
  program, budget and organization. Brookings staff paper. Washington,
  D. C., The Brookings Institution, 1964.   76 pp.
    This study, dealing with a proposed United Nations Institute for
  Training and Research, was prepared for the United States Department of
  State. It sets forth its training program, including diplomatic train-
  ing, junior professional programs for international civil servants,
  refresher courses and fellowships for senior personnel. It also con-
  siders the Institute's research function and a program for United
  Nations fellows and associates.

Duren, Gaylord
  State employee development, Commonwealth of Pennsylvania, 1955-1963.
  Ann Arbor, Mich., University Microfilms, Inc., 1964.
    "This study was designed to examine the activities of the Common-
  wealth of Pennsylvania in providing in-service training and employee
  development for its personnel from 1955 to 1963." Bibliography.
    Ph.D. thesis, Pennsylvania State University, 1964.
    Abstracted in Dissertation Abstracts, vol. 25, no. 8, February
  1965, p. 4804.

TRAINING PROGRAMS AND ACTIVITIES IN THE PUBLIC SERVICE (Cont'd)

Fels, Marshall.
    Organization for training in California state government.   Journal of
    the American Society of Training Directors, vol. 15, no. 12, December
    1961, pp. 4-13.
        Traces the development of training responsibility in California state
    government. Provides a picture of statewide training as an integral
    part of the organization's operation, and prophesies an even stronger role
    for it in the future.

French, Robert L.
    The organization and administration of a public employee training
    program.   Ann Arbor, Michigan, University Microfilms, Inc., 1963.
        Studies and compares training operations in New York state with
    other large government operations with regard to their place in the
    organizational unit, internal organization, recruitment, and measure-
    ment. Concludes that training function is so closely related to other
    administrative functions that same administrative principles must be
    used.
        Ph.D. dissertation, New York University, 1962.
        Abstracted in Dissertation Abstracts, vol. 24, no. 2, August 1963,
    pp. 815-816.

Gardner, Neely D.
    Training as a framework for action.   Public personnel review, vol. 18,
    no. 1, January 1957, pp. 39-44.
        Presents a different view of training as developed by the Training
    Division of the California State Personnel Board. Considers that the
    function of training is "to set up a communications network for
    management and for the worker. Within this communications network are
    provided mechanics for exploration of any kind of organization problem."

Graves, W. Brooke.
    An intergovernmental attack on local training needs.   Personnel ad-
    ministration, vol. 22, no. 3, May-June 1959, pp. 30-38.
        Summary of findings of a survey concerning public service training
    of local government personnel points up uneven awareness of need,
    lack of central coordinating agency within most states, typical or-
    ganizational pattern, uneven programs both in quantity and quality,
    special areas in which training is given, problem of financial sup-
    port and scarcity of qualified training personnel. Also makes recom-
    mendations for the future.

Harrell, C. A. and W. D. Heisel.
    Developing city employees.   Public management, vol. 44, no. 8, August
    1962, pp. 178-181.
        Describes Cincinnati's training program which emphasizes the
    executive and supervisory areas. Discusses the fields in which
    training policies were developed: responsibility of management,
    objectives, role of the agencies, use of outside resources, methods
    and evaluation.

Hebal, John J.
Training and development in the Pacific Northwest: British Columbia, Oregon, and Washington. Canadian public administration (Toronto), vol. 7, no. 2, June 1964, pp. 227-247.
Description of training programs developed within two state merit systems and in the most westerly of the Canadian provinces discusses (1) cooperation between Civil Service Commission and higher education in executive training programs of British Columbia, (2) variety of training activities for different levels of employees in Oregon, and (3) the developing program in Washington State.

International City Managers' Association.
Post-entry training in the local public service, with special reference to administrative, professional, and technical personnel in the United States. Chicago, 1963. 82 pp.
Describes training opportunities, both on-the-job and off-the-job, through universities, colleges, professional associations, and state leagues of municipalities and state governments. Reviews programs in specific cities and presents guidelines for establishing programs.

Jenkins, Wilbur L.
Why not a personnel technician intern program? Public personnel review, vol. 18, no. 3, July 1957, pp. 174-177.
Outlines an intern program for personnel technicians, discusses the benefits of such a program, and points out errors to be avoided in implementing this type of plan.

Kammerer, Gladys M.
Thirteen years of achievement: the Southern regional training program. University, Alabama, University of Alabama, Bureau of Public Administration, 1958. 25 pp.
Presents the history of the Southern regional training program, the training offered, placement services, and some of the major achievements of SRTP Fellows, 1945-57.

Michigan. Civil Service Commission.
Career development programs. No. 6: Partial tuition refund. Lansing, 1964. 10 pp.
Information regarding the Partial Tuition Refund Program which partially repays Michigan state employees for approved job-related courses taken at recognized educational institutions. Includes sample forms.

TRAINING PROGRAMS AND ACTIVITIES IN THE PUBLIC SERVICE (Cont'd)

National Civil Service League.
    Internship programs in states, cities and counties; a survey.   New
York, 1956.   19 pp.
        Survey indicates existing programs, cooperating universities,
publicity, number of interns, length of internships, recruitment and
selection, assignments, legal status, pay, supervision of interns,
post-internship employment, and turnover during internships.
        See also Internships for public service training, by James R. Watson,
State Government, vol. 30, no. 3, March 1957, pp. 67-69; and A small
taste of government, Good Government, vol. 73, no. 5, September-October
1956, pp. 53-56.

New York (State). Department of Civil Service.
    New York state public administration internship program; a report on
graduates, 1947-1960.   Albany, 1963.   19 pp.
        Presents data which is analyzed to show occupational status, progress,
and career attitudes of former interns who have completed the internship
program.

New York (State). Department of Civil Service.
    Report of public administration interns still in New York State service.
Albany, 1964--

New York (State). Department of Civil Service. Division of Personnel Research.
    Report of selection and placement of 1951 intern and junior management
personnel.   Albany, 1951.   2 v.
        Describes selection and placement program for getting promising young
college graduates into administrative positions in the New York
state civil service, including analyses of written tests given to
applicants.

New York (State). Department of Civil Service.
    Summary of public administration internship program, state employee
trainee program, partial tuition reimbursement plan in the New York
State Public Administration Training Program, 1947-1960.   Albany, 1960,
15 pp.

New York (State). Department of Civil Service.
    Third and final report of selection and placement of 1951 intern and
junior management personnel.   Albany, 1952.   39 pp.
        Record of performance of appointees in their first year of state
service. Attempts to relate their supervisors' opinions to the
qualities tested for in written and oral tests. Data contained in
this and previous report will help to point out areas in which future
examinations for this type of personnel may be improved.

TRAINING PROGRAMS AND ACTIVITIES IN THE PUBLIC SERVICE (Cont'd)

Nolting, Orin F.
Post-entry training in the public service in Western Europe.
Chicago, International City Managers' Association, 1962. 106 pp.
Aims to promote the further development of post-entry training
and education for local government in all countries. Shows how
local governments in Western Europe have developed post-entry training
programs, extent of such training, and how it is conducted. Emphasis
is on training of administrators and executive personnel and on
administrative training for professional and technical personnel
having managerial duties. Considers training in many European coun-
tries and also takes up special schools for administrative training
in England, The Netherlands, Norway, and Sweden.

Oregon. State Civil Service Commission. Training Division.
The status of training. Salem, 1960. 15 pp.
Contents: Part 1, Describes a survey conducted among Oregon's
fifteen largest agencies, which together employ approximately 13,000
of the State's 17,600 classified employees; Part 2, Lists survey
findings; Part 3, Recommends action to improve the status of training
in Oregon State government.

Planty, Earl and George Kanawaty.
Training activities in the state governments. Chicago, Public
Personnel Association, 1962. 18 pp. (Personnel report no. 622)
Summary of a survey conducted among the states between 1960 and
1962. Covers not only kinds of training offered but also gives
information on training budgets, and number of persons engaged in
full-time training activities both in central personnel agencies and
in operating departments. Makes recommendations for increasing the
effectiveness of training in state agencies.

Rhode Island. University. Bureau of Government.
Public employee training on the state level in the United States,
by Charles E. Moan, Jr. Kingston, 1964. 39 pp. (Research series
no. 8)
Describes results of survey on practices of the fifty states,
Puerto Rico and the Territory of the Virgin Islands with regard to
training of their public employees after they are hired. Appendices
contain official statements on duties and qualifications of training
officers.

Romani, John H.
Perspectives on post-entry training for the local public service.
Public management, vol. 45, no. 7, July 1963, pp. 146-151.
What is being done, what ought to be done as identified in a
series of studies conducted by the International City Managers'
Association.

Schriever, Paul.
    Municipal in-service training - performance and prospects.
    Public management, vol. 44, no. 8, August 1962, pp. 173-177.
        States that cities and counties are not doing sufficient train-
    ing to develop their sources of qualified and competent personnel.
    Describes the work and facilities of the Institute for Training in
    Municipal Administration sponsored by the International City
    Managers' Association, and suggests what cities can do to remedy the
    recruiting difficulty. Urges training on all levels in the govern-
    ment.

Steggert, Frank X.
    Occupational experiences of government interns.   Public personnel
    review, vol. 24, no. 3, July 1963, pp. 158-162.
        Reports findings of a survey covering 284 people completing the
    New York State Public Administration Intern Program from 1947 through
    1960. Preliminary analysis finds that the majority are working in
    staff service positions. Draws some inferences from the findings.

Sweeney, Stephen B. and Thomas J. Davy.
    Training for public service. In Public Administration Service.
    Institutional cooperation for the public service. Conference to
    acknowledge the twenty-fifth anniversary of "1313" and dedication
    of the new wing, February 7-9, 1963.   Chicago, 1963, pp. 10-20.
        "... summarizes impressions of the state of training today in
    Federal, state, and local governments, and describes cooperative
    activities involving governmental jurisdictions, educational insti-
    tutions, and professional associations. Presented also are several
    propositions concerning training for higher level personnel.

Sweeney, Stephen B. and Thomas J. Davy, eds.
    Education for administrative careers in government service.
    Philadelphia, University of Pennsylvania Press, 1958.   366 pp.
        Presents results of a research-conference program conducted during
    1956-1957 to determine what is the best education and training for
    those who wish careers in local and state government.
        Partial contents: Part 1, Education for administrative policy-
    making careers; Part 2, The position and role of the administrative
    policy-making officer.

SELECTED RESEARCH STUDIES ON TRAINING

Argyris, Chris.
    Explorations in interpersonal competence - 1.   Journal of applied
    behavioral science, vol. 1, no. 1, January-February-March 1965,
    pp. 58-83.
        Presents a set of plus and minus categories designed to measure
    interpersonal competence. "Exploratory research suggests that the
    categories can be used (1) with an encouraging degree of reliability,
    (2) with an encouraging degree of predictive validity, and (3) as
    the basis to describe increases or decreases in individual and group
    competence during T-group and other training."

Argyris, Chris.
    Explorations in interpersonal competency – II.   Journal of applied
    behavioral science, vol. 1, no. 3, July-August-September 1965,
    pp. 255-269.
        "The categories /designed to measure interpersonal competence/
    are used as a basis to evaluate the relative effectiveness of lecture
    versus laboratory education in the subject areas of interpersonal
    relationships and group dynamics."

Blake, Robert R. and Jane S. Mouton.
    International managerial grids.   Training directors journal, vol. 19,
    no. 5, May 1965, pp. 8-18, 20-23.
        Description of two experiments (one in the Western and one in the
    Eastern Hemisphere) to evaluate the educational approach to increas-
    ing intercultural understanding among American citizens serving
    overseas, resident nationals of the host country and third country
    nationals. Also provides interpretations and implications of these
    Managerial Grid Seminars.

Cangelosi, Vincent E. and William R. Dill.
    Organizational learning: observations toward a theory.
    Administrative science quarterly, vol. 10, no. 2, September 1965,
    pp. 175-203.
        "This paper analyzes processes of a seven-man team during a
    semester's involvement in a complex management decision exercise...
    It presumes that learning is sporadic and stepwise rather than
    continuous and gradual and that learning the preferences and goals
    goes hand and hand with learning how to achieve them."

SELECTED RESEARCH STUDIES ON TRAINING (Cont'd)

Brethower, Dale M.
Learning theory. Ann Arbor, University of Michigan, Graduate School of Business Administration, Center for Programmed Learning for Business, 1965. 21 pp. (Occasional paper no. 4)
Contents: Part I, Introduction to learning theories; Part II, A practical learning theory; Part III, Classical learning theories.

Clay, Hilary M.
How research can help training. London, Her Majesty's Stationery Office, 1964. 20 pp. (Department of Scientific and Industrial Research; Problems of progress in industry--16)
Research into the properties of skills and the learning processes can help in deciding what the trainee must learn and in helping him master it.

Dubois, Philip H. and Winton H. Manning, eds.
Methods of research in technical training. Memphis, Tenn., 1961. 80 pp. (Technical Report no. 3, Office of Naval Research Contract no. Nonr 816902)) Revised)

Filley, Alan C. and Franklin C. Jesse.
Training leadership style: a survey of research. Personnel administration, vol. 28, no. 3, May-June 1965, pp. 14-18.
Recommends the proper balance the trainer should maintain between leader-centered and group-centered training methods. Examines training goals and other determinants of training leader styles, discusses the selection of a proper leadership method, and enumerates conditions which determine when leader-centered and group-centered training methods are more effective. Bibliography.

Fryer, Forrest W.
An evaluation of level of aspiration as a training procedure. Englewood Cliffs, N. J., Prentice-Hall, Inc., 1964. 92 pp. (The Ford Foundation doctoral dissertation series)
Experiment concerned with the following specific questions: "1. Does the procedure of level of aspiration, consisting of knowledge of results plus goal-setting, possess a motivational property... above that of knowledge of results alone? 2. Is this procedure... differentially effective with training tasks of varying difficulty levels? 3. Do the instructional variations of soliciting 'expectations' compared to 'hopes' differentially influence subsequent performance? 4. Does the method of expressing the level of aspiration, private or public, influence subsequent performance?"

SELECTED RESEARCH STUDIES ON TRAINING (Cont'd)

Gassner, Suzanne M., Jerome Gold, and Alvin M. Snadowsky.
Changes in the phenomenal field as a result of human relations train-
ing. Journal of psychology, vol. 58, first half, July 1964, pp. 33-41.
    Reports research on phenomenological approach to understanding of
human personality which is important in differentiating between
phenomenal self and general phenomenal field. Experiment included
three-day human relations program, appeared to indicate that personality
structure is more stable than heretofore believed and that measurement
of attitudes in addition to those relating to self might be significant
field for further research in human relations program.

Glaser, Robert, ed.
    Training research and education. Pittsburgh, University of Pittsburgh
    Press, 1962. 596 pp.
    Presents a representative account of training research that has
been carried out and examines its implications for psychological
research and for training and education. Lengthy bibliography.

Guerin, Quintin W.
    A learning theory model. Training directors journal, vol. 19,
    no. 4, April 1965, pp. 40-42, 44-45.
    Reports on a learning theory model based on seven propositions
concerning adult learning enunciated by Dr. Jacob W. Getzels of the
University of Chicago. The model was set up by training personnel
of United States Internal Revenue Service to aid in evaluating their
programs.

Harris, Theodore L. and Eilson E. Schwahn.
    Selected readings on the learning process. New York, Oxford University
    Press, 1961. 428 pp.
    "These selections on human learning emphasize experimental studies
of the learning process in its various forms, the dynamic functions
involved in this process, and developmental and evaluational problems
related to the study of the learning process."

Heller, Frank A., ed.
    New developments in training; five studies in the efficient com-
    munication of skills. London, Polytechnic Management Association,
    1959. 80 pp.
    Contents: A biologist's contribution to learning, by J. Z.
Young: New methods of training in manual skills, by W. Douglas
Seymour; Recent survey findings in the United Kingdom and other
European countries, by Winifred Raphael; Training for the executive
skills, by Frank A. Heller; The integration of training, organiza-
tion and policy, by David King.

SELECTED RESEARCH STUDIES ON TRAINING (Cont'd)

Harrison, Roger.
    Defenses and the need to know.   Human relations training news,
    vol. 6, no. 4, Winter 1962-63, pp. 1-4.
        "... it is intended to rescue the concept of "defensive
    behavior" from the ostracism in which it is usually held, to
    restore it to its rightful place as a major tool of man in adapt-
    ing to a changing world, and to consider how defenses may help and
    hinder us in profiting from a learning situation."

House, Robert J.
    An experiment in the use of management training standards.   Journal
    of the Academy of Management, vol. 5, no. 1, April 1962, pp. 76-81.
        Outlines research on a training plan which employed higher
    standards, more authoritative methods of teaching and more compact
    course scheduling than formerly used. Results indicated a more
    businesslike approach to conducting courses in management training.

Keltner, John W.
    Task-model as a training instrument; using physical models in
    simulation tasks to focus on organization problems.   Training
    directors journal, vol. 19, no. 9, September 1965, pp. 18-21.
        The author describes the "task-model" procedure as a cross between
    role playing and management games as a management training technique
    and outlines its usefulness as a tool for illustrating problems of
    communication, leadership, group processes and problem solving.

Lundgren, David and Daniel R. Miller.
    Identity and behavioral change in training groups.   Human relations
    training news, vol. 9, no. 1, Spring 1965, pp. 4-6.
        Description of a project conducted at Bethel, Maine, to study
    interpersonal relationships by means of T Groups. It covered the
    group's acceptance of the individual, the degree of insight gained,
    and factors resulting in behavior change.

National Society for the Study of Education.
    Theories of learning and instruction ... edited by Ernest R. Hilgard.
    Chicago, 1964.   430 pp.   (Sixty-third yearbook of the Society,
    Part 1)
        Partial contents: Contemporary developments within stimulus-
    response learning theory, by Winfred F. Hill; Implications of train-
    ing research for education, by Robert Glaser; Creative thinking,
    problem-solving, and instruction, by J. W. Getzels; Autoinstruction:
    perspectives, problems, potentials, by Sidney L. Pressey: Educational
    technology, programed learning, and instructional science, by A. A.
    Lumsdaine.

SELECTED RESEARCH STUDIES ON TRAINING (Cont'd)

National Training Laboratories - National Education Association.
    Human forces in teaching and learning.   Washington, 1961.
    102 pp.   (Selected readings series three)
        Collection of articles and research reports concerning social and
    emotional forces in teaching and learning. First seven articles
    describe general area of social and emotional forces in teaching-
    learning. Last three selections examine the subject in context of
    human relations training.
        Partial contents: The learning process during human relations
    training, by Matthew B. Miles: University training in human relations
    skills, by Jane Mouton and Robert R. Blake; and Case methods in the
    training of administrators, by Kenneth D. Benne.

Naylor, James C.
    Parameters affecting the relative efficiency of part and whole train-
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. . . .

NOTES ON ADDITIONAL SOURCES

1. The selected items listed here represent only a minor part of
the recent literature in this field. The Civil Service Commission
Library plans to issue a comprehensive list of personnel research
material as one of the forthcoming numbers in the Personnel
Bibliography Series.

2. For references to additional bibliographies in this area see the
Bibliography of Bibliographies in Personnel Administration issued by
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