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DESCRIPTORS   *Annotated Bibliographies; *Educational Programs;
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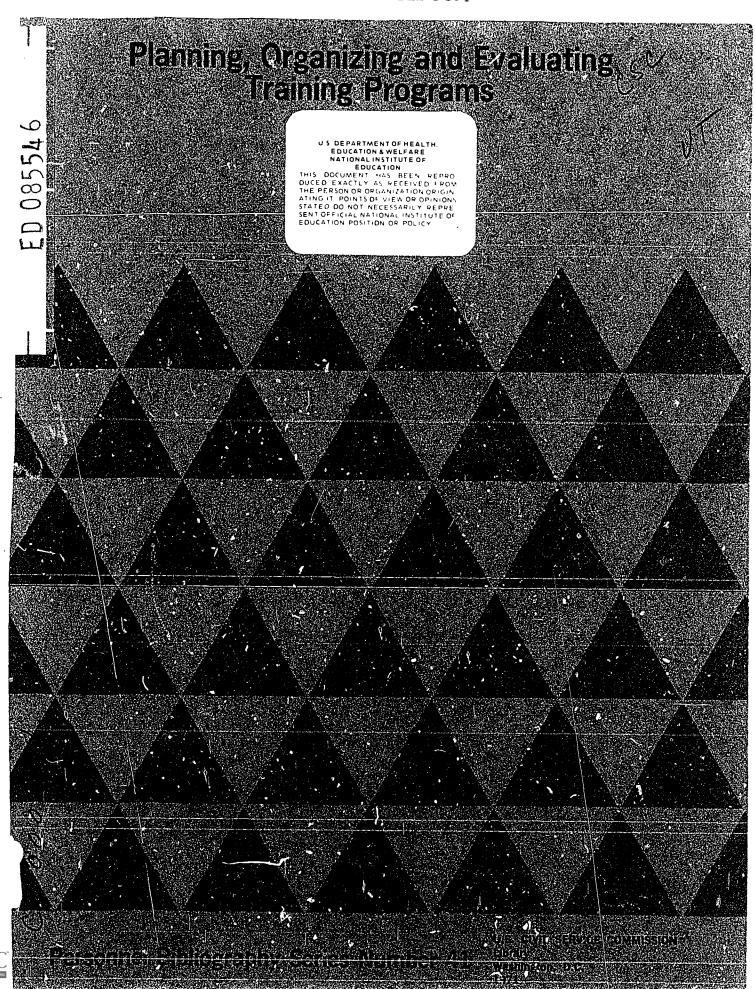   Development; Program Evaluation; *Public
                 Administration Education; State Programs; Supervisory
                 Training; Training Objectives; *Training
                 Techniques

ABSTRACT
                 The annotated bibliography is divided into four main
sections: planning and administration of training programs, planning
and administration of executive development programs, supervisory
development programs, and training methods. The first two sections
contain subsections on evaluation, Federal programs, and State
programs. The third section has a subsection devoted to textbooks
pertaining to supervision for self development. The final category
includes subsections on sensitivity training, orientation training,
institutes and university training, internships and work-study
programs, games and simulation techniques, programmed instruction,
visual aids, case study method, and role playing. The document
includes bibliographies, journal articles, books, government reports,
dissertations, and is not limited to U.S. publications. The document
updates Personnel Bibliography No. 18 Supplement No. 1 (1968) and
companion volumes Personnel Bibliographies Nos. 24 and 25 (1968).
(AG)

Planning, Organizing and Evaluating Training Programs

ED 085546

FOREWORD

This bibliography updates Personnel Bibliography no. 18,

Supplement no. 1, Planning, Organizing, and Evaluating Training

Programs (1968). It also updates companion volumes, Personnel

Bibliographies no. 24 and no. 25, Executive Development Programs

and Supervisory Development Practices, also issued in 1968.

Material on training the disadvantaged may be found in Personnel

Bibliography no. 38, Equal Opportunity in Employment and material

on executive manpower management in no. 40. This publication was

reviewed by Franklin W. Mathewson, Bureau of Training, U. S.

Civil Service Commission.

PLANNING, ORGANIZING AND EVALUATING TRAINING PROGRAMS

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PLANNING AND ADMINISTRATION OF TRAINING PROGRAMS

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    Includes books and periodical articles covering: training methods,
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Educational Resources Information Center.
  Cross cultural interaction skills; a digest of recent training literature,
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  Bibliography of publications as of June 30, 1969. Alexandria, Va.,
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    Bibliography of HumRRO and HumRRO related research concerned with
  human factors and social science principles and techniques for increasing the
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  Human Resources Research Organization, 1969.   18 pp.   (Professional
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      General description of the kinds of training research carried on
  and listing of literature cited.

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  Education and training for effective manpower utilization; an anno-
  tated bibliography on education and training in work organizations.
  Ithaca, New York, State School of Industrial and Labor Relations,
  Cornell University, 1969. 157 pp. (Bibliography series no. 9)
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  Organizational planning and management development; Training techniques
  and methods; Audio-visual aids for instruction; Training program
  evaluation.

National University Extension Association.
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  Committee, Conference and Institute Division. Bethesda, Md., ERIC
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      Covers adult education procedures and methods, university extension,
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  Mental Health Administration.

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    Example of a comprehensive training program for the professional
  systems staff of a large industrial concern. Focus is on structure
  of the program and procedures for administering and implementing it.

Anderson, John J.
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  management, vol. 7, no. 7, July 1969, pp. 26-31.
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  in-house systems training program. Steps include identifying training
  needs, setting up objectives, designing the program, and organizing the
  training entity.

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  journal, vol. 23, no. 3, March 1969, pp. 10-13.
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  the Chicago area by members of the Illinois Training Directors
  Association. Out of 43 companies responding to the questionnaire, 20
  had an evening program.

Planning and Administration of Training Programs (Cont'd)

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   402 pp.
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   lectures at courses for training officers at the Portsmouth College of
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      Partial contents: Part 1, The training framework; Part 2, Prepara-
   tory considerations; Part 3, Training methods and techniques; Part 4,
   Training for specific functions; Part 5, Established organisations.

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   A no-nonsense approach to employee training.   Business management,
   vol. 35, no. 4, January 1969, pp. 53-55.
      Author spells out four principles guaranteed to heighten the ef-
   fectiveness of training programs. He illustrates his approach with
   common errors and common sense solutions.

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   Is your training department working on the wrong problem? A line
   manager's need for result-oriented training.   Training and develop-
   ment journal, vol. 23, no. 5, May 1969, pp. 16-20.
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   the-job, how good supervisors are as teachers, what are the threats
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   adequate attention to emotional attitudes, and creating a climate which
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   outlines the supervisor's role in training, and proposes steps in
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   changes and develop the mental aptitude and knowledge necessary to adapt
   readily to such changes." Also considers changes in types of supervision
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    file employees and first-line management. Training, as used here,
    refers only to the development of definite job skills and abilities
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    and evaluating training results.

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  search organization as well as on providing for staff development.

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    cesses of vocational subjects at all levels. Includes sample lesson
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   Canada now and ten years hence, on the knowledge, skill and attitude re-
   quirements of the job in 1980, on the methodology most appropriate for
   attaining this knowledge, skill and attitude level, and on the role of
   the Federation and other organizations in the education and development
   process. Clinical/technicians, professional and managerial levels are
   considered.

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   currently debated questions about industrial education, explaining what
   the debates are about and how they developed." Explores the three
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   ing. Author compares American and British practices based on this tour.

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  A basic difference between educational and training systems.
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  of study is followed by a discussion of the systems approach to the
  teaching of industrial relations.

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  Training Associates, 1968.   285 pp.
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  grams, materials, and services; Instructional methods, techniques, and
  program development; Audio-visual methods and devices; Specialized
  programs, materials, and service.

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  Teaching the test.   Training in business and industry, vol. 7,
  no. 4, April 1970, pp. 46-49, 65.
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  paring a training program for clerical workers. First, make a spe-
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  all objectives, then build the training program around the test, finally
  individualize the training.

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  training and education programs. Offers brief case studies of
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  and managers are suggested. Attitudes and personal relationships of
  the trainee must be dealt with, before and after training.

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  Innovation not maintenance.   Personnel management (Gt. Brit.), vol. 1,
  no. 3, July 1969, pp. 34-36, 38.
    Suggests courses, classroom methods, and projects designed to develop
  training officers who are innovaters rather than "maintenance men."
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  identifying training needs, training for manual jobs, and management
  and supervisory training.

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  problems likely to arise at each step in the plan, and suggests a method
  of minimizing or eliminating them.

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Planning and Administration of Training Programs (Cont'd)

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   Profit from training.   Training in business and industry, vol. 6,
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      "... If the training director can answer all the questions demanded
   of him by the 'financial boys' of the company then his training idea,
   when instituted as a training program, will be educationally, as well as
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      Examines theories of motivation set forth by such writers as McClelland,
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   sense of working for themselves, through achieving their personal
   goals by the achievement of company goals.

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   Abstracted in Dissertation Abstracts International, vol. 30,
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      Directory of data about all aspects of training as it has developed
   since passage in 1964 of the Industrial Training Act in Great Britain.
   Provides basic data on types and courses of training from craft to
   senior management level, and offered locally or at universities or by
   correspondence; on professional and qualifying bodies; the Department
   of Employment and Productivity; the Industrial Training Boards; consult-
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   A conceptual approach to training.   Personnel management (Gt. Brit.),
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   be accepted and effective if it can be shown to improve the productivity
   and profitability of the organization. The model presented uses a base
   known as KDT (knowledge, decisions and techniques) along with submitted
   job descriptions to identify the individual training needs of training
   specialists and provide the information required to design a dynamic
   training program. "The job description forms the base of the job
   profile against which ... /is matched/ the man profile to enable the
   KDT training profile to emerge."

Planning and Administration of Training Programs (Cont'd)

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  Diagnose before treating. Training in business and industry, vol. 6,
  no. 1, January 1969, pp. 34-35.
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  strengths and weaknesses so that training programs may be geared to in-
  dividual needs. Cites an example of the use of information gathered
  for promotion purposes for use in determining individual training needs
  as well.

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  sing instruction are evaluated in terms of the efficiency of subsequent
  performance and conclusions drawn regarding sentence format, word choice,
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  training in the maintenance and operation of equipment in the Ministry
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  and their members' families and to push educational provisions in con-
  tract negotiations.

Planning and Administration of Training Programs (Cont'd)

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    Developing life plans; a new concept and design for training and
    development.   Training and development journal, vol. 24, no. 5,
    May 1970, pp. 2-7.
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    which focuses on management geared to the individual's objectives. Parti-
    cipants in activities using this training method are divided into natural
    work or learning groups in which each inventories his life and establishes
    life goals by identifying projects which will lead toward desired accom-
    plishments.   Author sees life planning as a means for an organization to
    cope with the changing motivations and needs of today's society.
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    Future trends affecting the training and development profession.   Train-
    ing and development journal, vol. 23, no. 12, December 1969, pp. 7-10.
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    movement, student unrest, etc. on the training and development field. Brief
    consideration is given to changing job skills; desire for self-fulfillment;
    managing conflict; continuing education; the need for greater interface be-
    tween government, industry and education; and the use of under-utilized
    groups.
Longwith, Bubbie J.
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    checking his own motivation, motivating his students and instigating
    homework.

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    A total training concept for management and technical training and
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    to total training initiated by a new training department in a new organi-
    zation. It enables both the hourly and the salaried employee to step
    into training at the level at which he fits and prepare for jobs requir-
    ing higher skills levels and greater responsibility.
Mager, Robert F.
    Resources, trainers and managers.   Canadian personnel and industrial
    relations journal, vol. 16, no. 4, September 1969, pp. 55-60.
        Training directors should assist management in deciding whether
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    man doesn't have a skill, you train. But if he has the skill but he
    doesn't perform, you manage."
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    fornia, Institute of Industrial Relations, 1969.   173 pp.   (Monograph
    series 14)
        Comparative study of educational and industrial training in Britain,
    France, Italy, and West Germany, including the relevance of training
    programs for manual and white collar workers and appropriate responsi-
    bility for training. Mr. Meyers predicts that future schools will
    assume a wider role in training as technological change requires in-
    vestment in more easily transferable skills.

Planning and Administration of Training Programs (Cont'd.

Mellor, J. F.
    Setting the right course. T & E News (Gt. Brit.), no. 3, Winter 1968,
    pp. 6-11.
        Suggests a systematic procedure for developing training courses, in-
    cluding steps to be taken in designing the course, in setting job spe-
    cifications and training objectives, in selecting training methods, and
    in evaluating effectiveness.

Miller, Richard D.
    A systems concept of training.   Training and development journal,
    vol. 23, no. 4, April 1969, pp. 4-14.
        Describes a leadership training program conducted at RCA in which
    the training model was used in an integrated process manner. Processes
    identified are: needs assessment, evaluation, objective setting,
    implementation and design. Tells how subprocesses are carried, analyzes
    descriptive material and points out consequences and utility of using
    the training model in a process manner.

The most promising manpower resource is the manpower that's already there.
    Modern hospital, vol. 115, no. 4, October 1970, pp. 90-94.
        Discusses findings of a survey of training for all types of hospital
    workers, conducted by Dorothy Kerr, for the National Academy for Health
    In-Service Education. Most hospitals had some type of training program.
    Although the programs varied widely, most were organized around one of
    the following needs: orientation; training for a specific task; con-
    tinuing education; and staff development.

Mulligan, J. Kenneth.
    Who owns adult education?   NUEA Spectator (National University Exten-
    sion Association), vol. 35, no. 3, February-March 1970, pp. 15-16.
        Address by the Director of the U. S. Civil Service Commission's
    Bureau of Training, delivered December 9, 1969, at the Galaxy Con-
    ference, Washington, D. C. Mr. Mulligan raises questions relating to
    the control of adult education.

Mumford, Alan.
    Preparing men for courses. Personnel (Gt. Brit.), vol. 1, no. 12,
    November 1968, pp. 46-49.
        Recommends that the training officer review his proposed course
    content and methods to see that they meet the psychological needs of
    his class as well as their training needs. Suggests that the theories
    of Maslow and McGregor can be applied to remove the negative expecta-
    tions of course members and provide them with the opportunity to do
    well and the recognition for having done so.

Myers, Donald W.
    Employee development: a synthesis of systems theory, quantitative analy-
    sis and behavioral concepts.   Training and development journal, vol. 24,
    no. 9, September 1970, pp. 34-38.
        Advocates use of carefully planned individual employee development out-
    lines in order to enhance the motivation and levels of skills among em-
    ployees. Neglect in this area means diminished employee achievement,
    lower productivity. Role and techniques for the Manpower Resources
    Officer are discussed along with roles of the employee in obtaining the
    needed training and education.

Planning and Administration of Training Programs (Cont'd)

Nadler, Leonard
    Developing human resources.   Houston, Gulf Pub. Co., 1970.   262 pp.
        As used in this volume human resources development (HRD) encom-
    passes the three areas of training, education and development.
    Sections I and II consider its foundation, background and activity
    areas.   Section III discusses the role of the developer, including
    the learning specialist, administrator and consultant.

National Research Council. Highway Research Board.
    Manpower planning and personnel training.   Eight reports.   Washington,
    1969.   74 pp.   (Highway research record, no. 266)
        Reports recent activities of various states in manpower planning
    and training. Includes: Pre-appointment training for top-level
    managers; training programs for construction and maintenance employees
    of the Illinois division of highways.

Odiorne, George S.
    Training by objectives; an economic approach to management training.
    New York, Macmillan, 1970.   354 pp.
        Part I ... deals with the economic approach to training, pointing
    out the fruitlessness of many past training efforts in today's environ-
    ment.   Part II presents the systems approach to training as a means of
    reorienting training to economic objectives.   Part III outlines the
    various kinds of learning theories ... and shows what the demands of
    the 1970's will be for hard criteria training."   Sections on manage-
    ment, motivation and sensitivity training; task analysis; evaluation of
    training effectiveness; on-the-job coaching, management training.   In-
    cludes case studies.

Otto, Calvin P. and Rollin P. Glaser.
    How to prepare and present a training forecast; the steps in planning
    the training function.   Training and development journal, vol. 24, no. 3,
    March 1970, pp. 24-29.
        A training forecast should have seven basic steps: an overview of the
    entire organization to determine the training department's role, evalua-
    tion of present training activities, identification of organizational
    problems which the training department might help solve; assessment
    of the capabilities of the training staff and its facilities; prepara-
    tion of a written training plan; preparation of a detailed budget;
    and the establishment of criteria to measure the success of the fore-
    cast.   Emphasis is placed on careful budgetary planning.   Article
    is from authors' book The Management of Training: A Handbook for
    Training and Developing Personnel.

Otto, Calvin P. and Rollin O. Glaser.
    The management of training; a handbook for training and development
    personnel.   Reading, Mass., Addison-Wesley, 1970.   410 pp.
        A practical handbook for solving training problems.   Looks at the
    training director and his department; training strategy; methods,
    materials and applications of training; and training in the 70's--the
    way the training director can prepare for the decade's changes.

Planning and Administration of Training Programs (Cont'd)

Owens, Berton E.
   Training a la carte?   Journal of Navy civilian manpower management,
   vol. 4, no. 3, Fall 1970, pp. 18-22, 26.
      In this approach to training, employees who wish to participate pro-
   vide data on past education and experience and select desired develop-
   mental requirements. After review by immediate supervisor, training
   requests go to department head, then to the Employee Development Staff
   where methods, courses and work assignments are identified. Discusses
   advantages and disadvantages.

Patten, T. H.
   Personnel policy for training and retraining manpower: getting back to
   fundamentals.   Business perspectives, vol. 6, no. 2, Winter 1970,
   pp. 3-9.
      Patten contends that while training may not assure organizational
   success, it carries the potential for contributing to it. He examines
   basic considerations in training policy, the roles of the training de-
   partment and the supervisor, organizational structure and managerial
   involvement. He finds no need for expending large amounts of money for
   training; he suggests more attention be given to planning, setting ob-
   jectives and using organizational resources in developing people.

Patten, Thomas H.
   Precepts for personnel development.   Public personnel review, vol. 31,
   no. 1, January 1970, pp.2-6.
      After reviewing some basic principles of learning theory, the author
   suggests some guidelines for successful personnel development. He stresses
   the need for an organizational climate which builds on people's strengths.

Peabody, Fred J.
   An analysis of critical incidents for recently employed Michigan
   cooperative extension agents with implications for training.   Ann
   Arbor, Mich., University Microfilms, Inc., 1969.   207 pp. M-Film
      Doctoral dissertation, Michigan State Univ., 1968. Abstract-
   ed in Dissertation Abstracts, vol. 29, no. 10, April 1969, p. 3408A.
      "The purposes were to describe the job requirements perceived
   as critical by a population of Michigan extension agents, to
   identify the training needs, and to determine possible differences
   in training needs and job requirements according to the employ-
   ment position and the tenure of incumbent agents."

Popham, W. James and Eva L. Baker.
   Establishing instructional goals.   Englewood Cliffs, N.J., Prentice-
   Hall, 1970.   130 pp.
      Five self-instruction programs dealing with the following aspects
   of instruction: systematic instructional decision-making, educational
   objectives, selecting appropriate educational objectives, establishing
   performance standards, and a curriculum rationale.

Popham, W. James and Eva L. Baker.
Planning an instructional sequence. Englewood Cliffs, N.J.,
Prentice-Hall, 1970. 138 pp.
Five self-instruction programs on designing an instructional se-
quence relate to appropriate practice, knowledge of results, analy-
zing and sequencing learner behaviors, perceived purpose, and
evaluation.

Popham, W. James and Eva L. Baker.
Systematic instruction. Englewood Cliffs, N.J., Prentice-Hall, 1970.
166 pp.
Text on instructional tactics, classroom management, and the evalua-
tion of instruction.

Public Personnel Association.
Employee training and development in the public service, ed. by Kenneth
T. Byers. Chicago, 1970. 372 pp. (Policies and practices in public
personnel administration)
Part one: The need, purpose, and foundation; Part two: Theory, me-
thods, and application.
Partial contents: Developing effective employees and organizations,
by Kenneth T. Byers; Determining training needs and writing relevant ob-
jectives, by Henry J. Duel; Bridging the gap from theory to action, by
Herbert M. Engel; Identifying managerial potential and development of
managers, by Donald Spanier; Audio-visual aids and facilities for training,
by John A. Kapost; Evaluating employee development, by Herbert M. Engel;
The training function--current and future directions, by Julius E.
Eitington.

Quackenboss, Thomas C.
White-collar training takes many forms. Training and development
journal, vol. 23, no. 4, April 1969, pp. 16-18, 20-22, 24-26.
A 1968 survey by Sharp and Oughton management consulting firm
reports incidence and types of industrial training courses in five
major areas--management and supervisory development, data processing,
clerical and related occupations, sales, and orientation and safety.

Quinn, A. K.
In training, the system's the thing. Training and development journal,
vol. 24, no. 2, February 1970, pp. 25-29.
Tells of the use of the systems approach to training at the U. S.
Army Signal Center. Enumerates steps in the approach from task
inventory to quality control.

Rabey, G. P.
The need for training in a tightening economy. T & E news (Gt. Brit.),
no. 3, Winter 1968, pp. 20-24.
In addition to identifying training objectives of New Zealand's
Ministry of Works for both skilled occupations and supervisors, the
author suggests training responsibilities of the supervisor.

Planning and Administration of Training Programs (Cont'd)

Rosen, Howard.
   Job training of blue-collar workers; implications for vocationa⌐
   guidance. Presented and the American Personnel and Guidance Association
   meeting, April 2, 1969, at Las Vegas, Nevada.   Washington, U. S. Man-
   power Administration, Office of Manpower Research. 1969.   19 pp.
      Reviews studies of how craftsmen and skilled workers got their
   training and what factors or types of training contributed most to
   success.   Stresses need for skilled guidance of young people entering
   the labor market in view of these findi:gs.

Smingler, John R.
   A case for contract training.   Training in busir2ss and industry,
   vol. 7, no. 5, May 1970, pp. 48-52.
      Contract training can be effective and economical and is
   especially appropriate with entry-level employees. The contract
   services of the Education and Training Group of the Singer
   company are described.

Stevenson, C. T.
   Training technical staff.   Personnel management (Gt. Brit.), vol. 1,
   no. 5, September 1969, pp. 26-28, 30, 42.
      Points out the importance of linking a computer staff training
   policy with a career development scheme. Explains the types of careers
   available within a data processing department and describes training
   programs needed.

Taylor, David P. and Michael J. Piore.
   Federal training programs for dispersed employment occupations.
   Springfield, Va., Clearinghouse for Federal Scientific and Technical
   Information, 1969.   28 pp.
      Reports a study of three training programs financed by the Federal
   government under the Manpower Development and Training Act of 1962.
   Training was in labor shortage occupations, sponsored by multiestablish-
   ment organizations, and occurred in crafts dispersed over a large number
   of establishments. The central focus of this study is whether Federal
   financing   replaced   private   efforts which would have occurred
   in its absence, and if so, how such substitution can be avoided in the
   design and administration of similar programs.

Toye, Michael.
   Training design al'go-rithm.   Training in business and industry,
   vol. 7, no. 10, October 1970, pp. 36-39, 54.
      Graphic presentation of an Algorithm for solving training problems
   with current techniques. The Algorithm not only specifies decisions but
   orders and relates them. Toye cautions that the device is not yet a
   finished product and that results depend on the user's personal ex-
   pertise.

Training: equipment, furnishings, courses.   Administrative management,
   vol. 31, no. 8, August 1970, pp. 39-46, 48-52, 58-61.
      Special report with sections on personnel training and management
   seminars being offered, A-V systems available for training programs,
   types of furniture on the market, and conference center sites.

Training program depends upon line foreman for success. Modern manu-
facturing, vol. 1, no. 7, December 1968, pp. 70-71.
Outlines foreman's part in the three-stage work-oriented training
program developed by B.W. Berenschot Company, management consultants.

Training programs need upgrading, BNA study shows. Training and
development journal, vol. 24, no. 3, March 1970, pp. 51-52.
The Bureau of National Affairs surveyed the executives belonging
to the Personnel Policies Forum concerning the training policies and
programs of their companies. The findings, briefly summarized here,
indicate the need for new techniques.

Training technology. Canadian personnel and industrial relations journal,
vol. 17, no. 1, January 1970, pp. 64-65.
Outlines steps in setting up a training system, from evaluating the
current program through use of a consultant when desirable.

U. S. Office of Education.
Vocational education and occupations. Prepared by Office of Education,
Bureau of Adult, Vocational, and Library Programs, Division of Vocational
and Technical Education, and U. S. Manpower Administration, U. S. Train-
ing and Employment Service, Branch of Occupational Analysis. Washing-
ton, U. S. Govt. Print. Off., 1969. 292 pp. (OE-80061)
"There has been a need for a common occupational language that would
aid the cooperative efforts ... in relating education and the world of
work. This document links vocational-technical education programs and
occupations, and will provide a means for evaluating, comparing, and
improving the results of occupational education."

U. S. Task Force on Occupational Training in Industry.
Report.... A government commitment to occupational training in industry.
Washington, U. S. Govt. Print. Off., 1968. 114 pp.
Function of the Task Force was to recommend Federal policies with
respect to business and industry which would meet long-term economic
and social objectives rather than proposing solutions to 'crisis' situa-
tions only.
Covers status of occupational training, foreign programs, and means
for attaining adequate levels of training.
Jointly convened by U. S. Department of Commerce and U. S. Depart-
ment of Labor. Vivian W. Henderson, Chairman.

Warren, Malcolm W.
Training for results; a systems approach to the development of human
resources in industry. Reading, Mass., Addison-Wesley, 1969. 239 pp.
The author feels that training programs have become a necessity of
organizational life. He applies the systems approach in order to
develop the manpower that will enable the organization to meet its goals.
Partial contents: Training as a system; Elements of a training sys-
tem; Analysis of training needs; Estimating costs; Instructional design;
Organizing and staffing the training function.

Planning and Administration of Training Programs (Cont'd)

· Weatherbee, Harvard.
     Instant manpower.   Personnel administrator, vol. 14, no. 1, January-
     February 1969, pp. 10-15.
          Pressure from shortages of skilled manpower and talented managers,
     and efforts to absorb into the work force quantities of hard-core
     unemployed have resulted in attempts at instant manpower development.
     Author recommends a more logical and rational approach, however. He
     defines the elements of manpower development -- planning, selection,
     identification, development, measurement -- discusses them and their
     integration, and cites the "Five-by-Five" Program at General Electric
     Company.

Yaney, Joseph P.
     Organizational support and employee performance.   Ann Arbor, Mich.,
     University Microfilms, Inc., 1970.   185 pp.
          Doctoral dissertation, University of Michigan, 1969. Abstracted in
     Dissertation Abstracts International, vol. 30, no. 9, March 1970,
     p. 3584-A.

ORGANIZATION AND STAFFING OF THE TRAINING ACTIVITY

Ackerman, Leonard.
     A study of selected employee development specialists in the Federal
     government; their background and perceptions of their eole and or-
     ganizational location.   Ann Arbor, Mich., University Microfilms,
     Inc., 1967.   149 pp.
          Includes a comparison of employee development specialists with per-
     sonnel specialists within the Federal government and makes recommendations
     regarding role definition, qualification standards and review of organi-
     zational location of employee development specialists.
          Doctoral dissertation, George Washington University, Washington,
     D.C., 1967.

Allhiser, Norman.
     The training director: toward a professional status. A suggested approach
     to professionalism for ASTD and training and development people.   Train-
     ing and development journal, vol. 24, no. 5, May 1970, pp. 16-19.
          Suggests ways to give the position of training director more pro-
     fessional status, using the following criteria of a profession: a
     systematic body of knowledge, a prescribed method of entering the
     profession, standards of professional conduct and a professional
     association. Concludes that ASTD should assert aggressive leadership
     in implementing such a plan for professionalization.

Arnold, Matthew C.
     Businessmen--to the front of the classroom. Personnel journal, vol. 48,
     no. 3, March 1969, pp. 174-178, 185.
          Businessmen can help fill the need for teachers, particularly in areas
     of vocational training and management.

Organization and Staffing of the Training Activity (Cont'd)

Borecki, Theodore B. and Irwin Gray.
    Profit with a "Pop" program; a system for keeping manpower as up to
    date as machine power. Training and development journal, vol. 22,
    no. 12, December 1968, pp. 12-15.
        "POP" stands for Planned Obsolescence Prevention and is a five-step
    program of renewal of existing skills and introduction of new ones.
    Gives sample program for 40 foremen in a medium-sized firm.

Broadwell, Martin M.
    The supervisor and on-the-job training.   Reading, Mass., Addison-
    Wesley, 1969.   132 pp.
        An informally written guide for the supervisor on how to plan, pre-
    pare for, carry out, and evaluate on-the-job training.

Broadwell, Martin M,
    The supervisor as an instructor; a guide for classroom training. 2d ed.
    Reading, Mass., Addison-Wesley, 1970.   175 pp.
        Second edition of this handbook adds material on task analysis and
    training evaluation as well as exercises and questions for each chapter.

California. State Personnel Board.
    Basic training for trainers.   Sacramento, Calif., n.d.   38 pp.
        Sections cover determining needs, learning theory, preparing and con-
    ducting education--training, evaluation, programmed instruction, simu-
    lation, and other training methods.   (Title from Foreword)
Doney, Lloyd D.
    Effective teaching for supervisors and line foremen; a systematic
    approach to increase learning.   Training and development journal,
    vol. 23, no. 2, February 1969, pp. 30-32.
        Examination of three areas essential to effective teaching by
    supervisors: understanding the ways workers learn, preparation of one-
    self and the workers for the teaching situation, and actually teaching
    well.

Eitington, Julius E.
    Which role for today's trainer?   Training and development journal,
    vol. 24, no. 2, February 1970, pp. 9-11.
        Describes 12 roles with which a trainer may be saddled or enamored.
    These descriptives grew out of a seminar author conducted at U. S.
    Department of Agriculture Graduate School. Some reflect attitudes and
    practices of participants while others are suggested by them.

Engel, Herbert M.
    Professionalism in training and development.   Training and development
    journal, vol. 24, no. 1, January 1970, pp. 18-20.
        Author answers question "What is a profession?" by discussing ten
    identifiable components. He recognizes and encourages trends toward
    professionalism in training and development people but warns against
    their becoming enamored with its trappings or entangled in inter-
    professional conflicts.

Organization and Staffing of the Training Activity (Cont'd)

Glaser, Rollin and Calvin Otto.
9 steps in getting the most of a training consultant. Training in business and industry, vol. 7, no. 4, April 1970, pp. 61-64, 70.
Signs to help spot need for a consultant are suggested. Then, steps are enumerated to ensure an organized thorough search for and selection of the training consultant, and for his use.

Goodell, Frank C.
Conscience questions and model buildings for training directors. Personnel journal, vol. 48, no. 3, March 1969, pp. 186-188.
Some questions for the training director to ask himself in evaluating his own performance and description of the "model" training director.

Grocott, Michael.
Involving the instructor. Personnel (Gt. Brit.), vol. 2, no. 1, January 1970, pp. 20-23.
Outlines the current approach to training instructors under the British Industrial Training Service. In it the training of instructors and the development of training programs form an integrated process. Following this article, experiences of two companies with the approach are examined by Susanne Lawrence ("Involving the instructor--case studies", pp. 24-25).

Harrison, Jerry.
A price tag for training services. Training in business and industry, vol. 6, no. 2, February 1969, pp. 41-44.
The corporate director of training at International Paper Company describes his company's new chargeback system for corporate staff training services. By charging tuition the Training Center is able to compete with outside institutions, yet to tailor its programs to International Paper's needs. Although only begun in 1968, the Training Department expects to be fully supported by the chargeback system by 1970.

Heisel, W. D., E. R. Padgett and C. A. Harrell.
Line-staff relationships in employee training. Chicago, International City Managers' Association, 1967. 52 pp.
To study the relative roles of line and staff in employee training, a survey was undertaken and six case studies developed. Questionnaire replies from 47 local governmental units and 34 industries provide data on central training agencies and the scope of their courses, training costs, policy statements, and recognition of training completion. Concludes with recommendations for setting up or upgrading a training program.

Organization and Staffing of the Training Activity (Cont'd)

Jurgensen, Clifford E.
    Personality characteristics of training directors.   Training and
    development journal, vol. 24, no. 6, June 1970, pp. 15-20.
        The technique known as the Adjective Word Sort is here described
    and then used in distinguishing characteristics applicable to to train-
    ing directors. They were found to be more like executives in business
    and industry than like those in comparable government and military
    positions, but still less competitive and forceful than top-level execu-
    tives. Characteristics of training directors, executives, government
    administrators and military officers, as seen by themselves and by
    psychologists are given.
Kraybill, Edward K.
    Training the trainers.   Canadian personnel and industrial relations
    journal, vol. 17, no. 1, January 1970, pp. 62-64.
        An understanding of the basic principles of learning, an ability to
    determine meaningful and attainable objectives. and skill in evaluating
    the degree of achievement of these objectives are necessary for an
    effective teaching-learning process. Trainers may be assisted in
    obtaining and developing these through opportunities for participating
    in seminars, institutes, and the like.

Lee, Michael.
    How is training organised?   Personnel management (Gt. Brit), vol. 1,
    no. 7, November 1969, pp. 26-28, 30.
        The Engineering Industry Training Board (EITB) in England surveyed the
    organization of training in different engineering organizations. It was
    found that the more centralized operation offered the best chance of
    developing efficient service but that the looser, less formal structure,
    often led to more experimentation and adaptation to changing needs.

McDonald, Miller B.
    Working as a training officer in government; some guidelines for
    effective operations. Training and development journal, vol. 22,
    no. 12, December 1968, pp. 16-19.
        Author is Director, Management Training, U.S. Department of
    Commerce, and offers suggestions based on his own operating ex-
    perience.

McKee, David T.
    Evolution of training requires new leadership; the selection and place-
    ment of training personnel.   Training and development journal, vol. 23,
    no. 1, January 1969, pp. 27-29.
        Leadership qualities are essential for members of the training staff.
    Author suggests particular characteristics of the effective leader.

Martin, J. E. S.
    The training of instructors for industry and commerce--a specification.
    Personnel practice bulletin (Australia), vol. 25, no. 2, June 1969,
    pp. 127-134.
        Presents a specification for the training of training instructors
    developed in Australia which correlates job demands and training re-
    quirements. Distinguishes between part-time instructors (such as
    supervisors and foremen) and full time instructors.

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Organization and Staffing of the Training Activity (Cont'd)

Maryland. University. Center of Adult Education.
   "Trainers of trainers' workshops" in adult basic education and sub-
   sequent grant activity, by Leonard P. Oliver. Final report. Bethesda,
   Md., Educational Resources Information Center, 1969. 35 pp.
      An evaluation of the impact of these workshops on the participants
   and those whom they trained and the subsequent effects on the field of
   adult education.
      Sponsored by Ford Foundation.

Masterson, Thomas R. and Gary A. Luoma.
   Why teachers? Personnel administrator, vol. 15, no. 2, March-April
   1970, pp. 18-19, 24.
      Directed toward improving the art of teaching, article throws light
   on the place of the teacher in the learning process--his contributions
   to the acquisition of skills, knowledge, attitudes and personal style.

Nadler, Leonard.
   Training directors and professional education institutions. Washington,
   Leadership Resources, Inc., 1969. 9 pp. (Reprint series) Reprinted
   from: Adult Leadership, January 1965.
      Points out the inadequacy of current efforts at training training
   directors and notes the ever broadening responsibilities for which they
   must be prepared.

Nadler, Leonard.
   The variety of training roles. Industrial and commercial train-
   ing (Gt. Brit.), November 1969, pp. 33-37.
      Dr. Nadler examines the many different roles a trainer can
   perform, dividing them into three main groups: administrator;
   learning specialist, and problem-solver. He encourages organi-
   zations to use their trainers as more than instructors, i.e.,
   to use them to their fullest potential in all their roles.

Nicholson, R. H. and H. P. Hudgins.
   What the report finds on training and developing personnel resources
   in Canada. Canadian personnel and industrial relations journal,
   vol. 17, no. 2, March 1970, pp. 9-12.
      A brief summary based on chapter 9 of the authors' recently released
   report, Training and Developing Personnel Resources in Canada--A Report
   to the Federation of the Canadian Personnel Associations.

1971 directory of personnel and training groups (national and regional
   personnel associations). Personnel, vol. 48, no. 2, March-April
   1971, pp. 54-71.

Palmer, Charles F.
   The training gauge. Training and development journal, vol. 24, no. 8,
   August 1970, pp. 36-39.
      The Manager, Marketing Training, Monsanto Company, suggests that to
   meet the challenge of change the training department must, through
   introspection, identify where it stands and decide where it should
   head and how. He reviews five possible positions of the training
   function and attitudes characterized by them.

Organization and Staffing of the Training Activity (Cont'd)

Porter, George W.
  Training the student-trainer; a procedure for a fundamental training task.
  Training and development journal, vol. 23, no. 2, February 1969, pp. 6-7.
    Notes for the training director on training conference leaders or
  other training supervisors for a specific training program.

Scannell, Edward E.
  Service--the training director's byword; a report of a development
  seminar by the Valley of the Sun Chapter, ASTD. Training and develop-
  ment journal, vol. 23, no. 2, February 1969, pp. 34-35.

Smith, P. J. and R. Drake.
  Integrating personnel and training.   Personnel management (Gt. Brit.),
  vol. 1, no. 1, May 1969, pp. 24-27, 40.
    Sees increasing specialization resulting in fragmentation of the
  personnel function. Contends, however, that social change and organi-
  zational development will bring the personnel and training functions
  into a closer relationship with a wider, more dynamic role for the
  former.

Sulkin, Howard A. and Wallace G. Lonergan.
  Development of a training manager.   Training and development
  journal, vol. 28, no. 7, July 1969, pp. 28-31.
    Relates the procedures used by the American Oil Company in develop-
  ing the new position of training manager. Covers selection of the
  candidate, considerations for training, and the experimental intern-
  ship program.

Svenson, Arthur L.
  The training and development director looks at his budget.   Training
  and development journal, vol. 23, no. 6, June 1969, pp. 32-36.
    The training and development director is responsible for interpret-
  ing "budget" to mean increased utilization of human resources. His
  role is one of weaving change information into the job structure. The
  training director must understand where human resource development is
  to be stressed and construct his budget accordingly.

Tavernier, Gerard.
  Survey of salaries for training staff. Personnel and training
  management (Gt. Brit.), November 1968, pp. 40-41.
    In addition to reporting salary data for British training managers
  and officers, the article relates degree and experience to salary
  and cites fringe benefits offered by British industry.

Tyson, Frank.
  Trainers' courses on trial.   Personnel management (Gt. Brit.), vol. 2,
  no. 6, June 1970, pp. 20-24, 33.
    Report on the evaluation of the training programs held at 32
  British colleges and universities for training officers from industry.
  The evaluation was designed to determine how far the courses have
  moved away from the recommended syllabus and how well suited they are
  to the needs of both the trainees and the companies. Findings indicated
  that the courses are college-centered rather than trainee-centered and
  that most developments and changes "reflect the capacities of the
  college rather than the needs of the trainee or the industry."

<u>Organization and Staffing of the Training Activity</u> (Cont'd)

U. S. Department of the Interior.
Departmental Training Officers Workshop, Denver, Colorado,
October 13-17, 1969.   Washington, 1969.   103 pp.

Among workshop objectives: "To learn more about recent train-
ing innovations, particularly the applications of behavioral
science findings to training."
Session summaries include "The challenge of change" by William
H. Rima, Jr. Director, Denver Region, U.S. Civil Service Commission
in which the Commission's priority programs are highlighted.

Wilson, Vivian.
Concise planning for training meetings.   Princeton, N. J., Brandon/
Systems Press, Inc., 1969.   377 pp.
A programmed instruction text for training the instructor in the
planning of training meetings.

Winston, James S.
Industrial trainers -- the new professionals; a candid look at the needs
in the field.   Training and development journal, vol. 23, no. 1, Jan-
uary 1969, pp. 30-31.
Notes some of the abuses and errors in industrial training, espe-
cially as perpetrated by outside institutes and consultants. Suggests
that the staff trainer must be professional enough to judge and select
worthwhile consulting firms, university programs, etc.

EVALUATION OF TRAINING

Barrett, James E.
The case for evaluation of training expenses.   Business horizons,
vol. 12, no. 2, April 1969, pp. 67-72.
Examination of training expenses from the point of view of these
organizational functions: "delivery of product and service, conservation
of resources, and initiation of change."

Berg, Ivar.
Education and jobs; the great training robbery.   New York, F. A.
Praeger, 1970.   200 pp.
Raises the provocative question: Are academic credentials impor-
tant for doing the job--or just for getting it? Concludes that a grow-
ing number of workers have more education than they need to perform
their jobs well and that how to upgrade the workforce is not the
crucial issue, as much as the over-all level of employment and the
demand for labor.

Evaluation of Training (Cont'd)

Browne, R. K. and D. R. Patterson.
   The valuation of training programs.   Public personnel review,
   vol. 31, no. 3, July 1970, pp. 162-165.
      A model, the Training Quality Profile, was developed for evalua-
   ting on a quantifiable basis the effectiveness of the training schools
   of the Royal Australian Navy. Each of 25 aspects of a program are
   graded on a scale, an approach the authors suggest may be used with
   modification by government and industry.

Burgoyne, John.
   Course conundrums.   Personnel management (Gt. Brit.), vol. 2, no. 2,
   February 1970, pp. 46-47.
      Lists reasons that a training course is a good one and can be
   differentiated from a bad one. Notes the need for selectors of
   external training courses to be educated to apply standards and to have
   information regarding the needs of the employee and the organization.
   Discusses the desirability of having an evaluation of external courses
   in terms of their level and content and strongly urges that this infor-
   mation be provided by the organization which provides the external
   training, stating the reasons for this self-evaluation.

Burke, Ronald J.
   A plea for systematic evaluation of training.   Training and develop-
   ment journal, vol. 23, no. 8, August 1969, pp. 24-26, 28-29.
      Author maintains that to be effective, training must be supported
   by careful and continuous research. He concedes that this is difficult
   to carry out because of the problems surrounding the measurement of
   human behavior. He provides an example of a study which used several
   measures to gauge the impact of 33 hours of human relations training on
   the managerial attitudes and beliefs of business students. While the
   results indicated little or no impact, the use of different standards
   of measurement was thought to have been useful.

Byars, Lloyd L. and Donald P. Crane.
   Training by objectives.   Training and development journal, vol. 23,
   no. 6, June 1969, pp.38-48.
      Writing defined objectives can serve as a framework for organizing a
   training program and evaluating its effectiveness. Distinguishes two
   basic areas of training--skills and development of knowledge--and dis-
   cusses a system of training by objectives on different levels of mastery.
   Includes outlines of course syllabus, evaluation plan, and opinion survey.

California. University. Center for the Study of Evaluation.
   Center for the Study of Evaluation--reports and working papers.
   Los Angeles, 1967-   41 v.
      "The Center for the Study of Evaluation is one of nine centers for
   educational research and development sponsored by the United States
   Department of Health, Education and Welfare....
      "Established at UCLA in June 1966, CSE is devoted exclusively to
   finding new theories and methods of analyzing educational systems and pro-
   grams and gauging their effects."

Evaluation of Training (Cont'd)

Denova, Charles C.

Training evaluation causes change in behavior. Personnel administration, vol. 32, no. 5, September-October 1969, pp. 54-56.

Describes an evaluation plan for the Structures Assembler Training Program of Hughes Tool Company, Aircraft Division. The training department personnel viewed the plan as a tool for measuring the program's effectiveness; the general superintendent considered it a method of evaluating his management team; and the foremen regarded the procedure as guidelines for appraising employee performance. Data suggest that labor turnover can be reduced through an effective program. Results indicate the importance of a plan for having the training program followup done by the participants' supervisors.

Douthat, John.

Accounting for personnel training and development costs. Training and development journal, vol. 24, no. 6, June 1970, pp. 2-6.

Traditional accounting approaches which treat training as an expense when incurred tend to penalize managers for human resource development. Douthat proposes establishing criteria for capitalizing some training and development costs and presents a case study to illustrate the approach.

Downs, Sylvia.

Predicting training potential. Personnel management (Gt. Brit.), vol. 2, no. 9, September 1970, pp. 26-28.

The trainability assessment described was used in a British manufacturing plant to predict the ability of trainees for whom "paper and pencil" tests seemed to be irrelevant and unacceptable. By offering the trainee an opportunity to be tested on performance of a task for which he had been trained, the company had a good estimate of his ability and the trainee self-confidence and an awareness of the nature of the job.

Drouet, Pierre.

The case for more systematic evaluation of vocational training programmes. International labour review, vol. 102, no. 4, October 1970, pp. 355-375.

Article discusses ways to achieve objective, appropriate and effective vocational training in developing countries and methods of evaluating the programs.

Ferguson, Wilburn C.

Quantitative evaluation of training using student reaction. Training and development journal, vol. 22, no. 11, November 1968, pp. 36-38, 40-42.

Presents a four-step method for determining student reaction used at a training program at Motorola Aerospace Center. Sample evaluation forms for instructor and student are included.

Evaluation of Training (Cont'd)

Gollin, Albert E.
  .Education for national development; effects of U.S. technical training pro-
  .grams.   New York, F.A. Praeger, 1969.   280 pp.
      Research study "devoted to a detailed examination of the character, evo-
  lution, and selected consequences of a U.S. technical-assistance program
  called participant training'." Describes the selection of trainees, the
   program, and the aftermath of training.

Gubins, Samuel.
   The impact of age and education on the effectiveness of training;
   a benefit-cost analysis.   Springfield, Va., Clearinghouse for
   Federal Scientific and Technical Information, 1970.   222 pp.
      Examines Manpower Development and Training Act institutional train-
   ing of the unemployed to determine the economic efficiency and effects
   of age and previous education on the benefits and costs of training.
      Doctoral dissertations, Johns Hopkins University, 1970.

Jones, Alun and John Moxham.
   Costing the benefits of training.   Personnel management, (Gt.
   Brit.), vol. 1, no. 4, August 1969, pp. 22-28.
      Report on a five year study conducted in a British clothing manu-
   facturing firm designed to show the costs and benefits of training,
   especially as related to labor turnover. Study showed that relatively
   small changes in training method could have substantial results.

Lefkowitz, Joel.
   Effect of training on the productivity and tenure of sewing machine
   operators.   Journal of applied psychology, vol. 54, no. 1, pt. 1,
   February 1970, pp. 81-86.
      Findings include: The longer the training, the lower the turnover
   rate and productivity.

Livingston, Henry S.
   The training function: overhead or profit?   Training and development
   journal, vol. 24, no. 8, August 1970, pp. 18-21.
      Stresses the need for human resources accounting practices to show
   that training can create a profit for the organization. Calls for a
   change in attitude of both management and the training director and for
   the latter to show that training can add profits instead of overhead
   costs. Suggests two methods.

McMahon, Thomas.
   Save by PAVE.   Journal of Navy civilian manpower management, vol. 3, no. 3,
   Fall 1969, pp. 21-24.
      PAVE stands for Principles and Applications of Value Engineering
   Seminars Training, a way of identifying the direct cost benefits of a
   training course. DOD has used PAVE with success and some of the ex-
   periences are described here.

Evaluation of Training (Cont'd)

Mollenkopf, William G.
   Some results of three basic skills training programs in an industrial
   setting.   Journal of applied psychology, vol. 53, no. 5, October
   1969, pp. 343-347.
      In 1967-68, Procter and Gamble offered three types of training
   programs--oriented toward office, production and laboratory work.
   Following descriptions of the programs, "before" and "after" test
   scores are analyzed to show the effects of the training.

The moment of truth for training.   Modern office procedures, vol. 13,
   no. 11, November 1968, pp. 18-22.
      Advises companies to involve the training department in the activi-
   ties of each department and identifies steps to be taken in evaluating
   training needs, effectiveness, staff and methods.

North Carolina. University. Institute of Government.
   Training impact project..., by Dorothy J. Kiester and others.   Chapel
   Hill, 1969.   3 v.
      TIP was "designed to demonstrate the feasibility of developing a
   method for evaluating a limited-scope, short course in-service training
   program in terms of its impact on the behavior of trainees on the job."

Schmidt, Warren H.
   How to evaluate a company's training efforts.   California
   management review, vol. 12, no. 3, Spring 1970, pp. 49-56.
      "This article describes and analyzes how the President of United
   Air Lines initiated a process of inquiry which stimulated and con-
   tinues to strengthen training efforts throughout the entire organ-
   ization."

Scott, Loren C.
   The economic effectiveness of on-the-job training: the experience of
   the Bureau of Indian Affairs in Oklahoma.   Industrial and labor relations
   review, vol. 23, no. 2, January 1970, pp. 220-236.
      Reports on a program for Indian participants carried on from 1960
   to 1966.

Soltys, Michael P.
   The relationship of ancillary data and the employment interview to job
   training performance.   Ann Arbor, Mich., University Microfilms, Inc.,
   1970.   105 pp.
      Nine college recruiters from an industrial firm were asked to
   evaluate and rank eight applicants, based on video taped interviews
   and academic data supplied.   It was found that the interview procedure
   strengthened the reliability of ancillary data in predicting the
   success of trainees in a management training program.
      Doctoral dissertation, Lehigh University, 1969.   Abstracted in
   Dissertation Abstracts International, vol. 30, no. 12, June 1970,
   p. 5731-B.

Evaluation of Training (Cont'd)

Sorsabal, Donald K.
A critical evaluation of in-service training for classified employees
in selected educational organizations in the United States.   Ann Arbor,
Mich., University Microfilms, Inc., 1969.   244 pp.
    Examines in-service training programs of 150 selected organizations.
Elements critical to the effectiveness of the training effort that were
identified include decentralized administrative organization and need
to assess training requirements of both the employee and employer.
    Doctoral dissertation, University of Southern California, 1969.
Abstracted in Dissertation Abstracts International, vol. 30, no. 2,
August 1969, pp. 536A-537A. Also abstracted in Research in Education,
vol. 5, no. 5, May 1970, p. 13, ED-034-960.

Thomas, Brinley, John Moxham and J. A. G. Jones.
A cost-benefit analysis of industrial training.   British journal of
industrial relations, vol. 7, no. 2, July 1969, pp. 231-264.
    "This study is concerned with costs and benefits to an individual
firm arising out of a given once-and-for-all investment in training,
and the time span does not exceed four years.

Tracey, William R.
Evaluating training and development systems.   New York, American
Management Association, Inc., 1968.   304 pp.
    Guidelines for the evaluation and improvement of the design,
management, and operation of training and development systems.
Focuses on evaluation and quality control. Covers philosophy
and goals, management, plant and facilities, staff and faculty
curriculum and instructional support. Appendix contains rating
standards for lecture, demonstration and conference type lessons and
for the conduct of practical exercises.

U. S. Civil Service Commission.
Training evaluation; a guide to its planning, development, and
use in agency training courses. Prepared by Bureau of Training,
Training Systems and Technology Division. Washington, U. S.
Govt. Print. Off., 1971. 17 pp. (Training systems and technology
series no. 4, Pamphlet T-13)

U.S. Department of Health, Education, and Welfare.
Criteria and guidelines for the evaluation of in-service training.
Prepared by Margaret M. Heyman.   Washington, U.S. Govt. Print.
Off., 1968.   35 pp.
    Guidelines for evaluation of in-service training programs for
use in administrative review of staff development in state and local
departments of public welfare.

Wheeler, E. A.
Economic considerations for industrial training; a study of criteria
for controlling training costs.   Training and development journal,
vol. 23, no. 1, January 1969, pp. 14-18.
    "Economic measures like cost ratios, parameters, and indices de-
veloped in this study enlarge the repertory and scope of cost account-
ing by giving a more detailed accounting of variables and total
cost."

Evaluation of Training (Cont'd)

Wood, David and Lawrence W. Head, Jr.
  Field evaluation of training.   USAF instructors journal, vol. 7, no. 3,
  Winter 1969-70, pp. 19-23.
    Discusses USAF Security Service School's field system for evaluating
  the proficiency of training course graduates. "The results, which repre-
  sent observed performance and are presented as statistical data, identify
  the requirements of the job and the level of job performance and, speci-
  fically, point out any areas of overtraining or undertraining."

Young, Stanley.
  Manpower training; some cost dimensions.   Amherst, University of
  Massachusetts, Labor Relations and Research Center, n.d.   48 pp.
    Explores the cost factors associated with institutional manpower
  training, e.g., governmental contributions, training return, cost
  reciprocity.

TRAINING PROGRAMS IN THE FEDERAL GOVERNMENT

Hinkle, William H.
  A consideration of Executive Order 11348.   Washington, 1969.   6 pp.
    Reviews President Johnson's Executive Order which provides for
  further training of government employees and discusses the efforts
  of the 1966 Task Force on Career Advancement.
    Paper prepared for Personnel Management for Personnel Specialists
  course, U. S. Civil Service Commission, November 1969.

Horwitz, Eugene G.
  A senior's look at on-the-job training.   GAO review, Summer 1969,
  pp. 33-36.
    Points out that the training and development of staff members is a
  fundamental responsibility of the supervisor (in this particular
  case, the supervisory auditor). Discusses major objectives of on-the-
  job training, assessing training needs, administering the training
  program, evaluating its success and appraising the senior's performance
  as a trainer.

Housman, Kenneth A.
  The Postal Street Academy story.   Civil service journal, vol. 11,
  no. 1, July-September 1970, pp. 14-16.
    Describes the Post Office Department's storefront schools, which
  provide training for high school dropouts. Training often leads to
  High School Equivalency Certificates and postal employment.

Training Programs in the Federal Government (Cont'd)

Making the system work.   Civil service journal, vol. 10, no. 4, April-
    June 1970, pp. 1-13.
        Four approaches to the "people-problems" in the public service,
    each from a different viewpoint.   The articles are:People in the public
    service, by Dwight A. Ink; State manpower and training needs, by
    Frank H. Bailey; Quality manpower in the cities, by Mark E. Keane;
    and The Federal responsibility, by Nicholas J. Oganovic.
        Mr. Ink points out the importance of effective personnel management
    to President Nixon's New Federalism, i.e., the effort to "bring greater
    responsibility to state and local governments...." Mr. Oganovic re-
    views the sources of Federal financial assistance for state and local
    manpower programs and also comments on Federal technical assistance
    and training for state and local employees.   He specifically mentions
    the Public Service Careers Program (PSC), the Public Agency Career
    Employment Maker (PACE MAKER) program, and the proposed Intergovern-
    mental Personnel Act.

Rice, Frank W. and Howard O. Hardy.
    The Three R's.   Journal of Navy civilian manpower management, vol. 3,
    no. 1, Spring 1969, pp. 20-23.
        After-hours basic education program for ungraded employees at
    Naval Supply Systems Command, San Diego, has resulted in improved
    work performance due to new "how to learn" attitudes of employees.

San Francisco Unified School District.
    A trainee upgrading project for newly appointed Federal civil service
    employees in the San Francisco Bay Area.   San Francisco, 1969.   47 pp.
        Details methods of recruitment, employment and training and
    supportive services used in this project whose objective was to show
    that no handicaps can stand in the way to permanent employment in entry
    level civil service employment.

Toy, Henry, Jr.
    Federal dollars for scholars.   Washington, Nu-Toy, Inc., 1970.   1 v.
        Part 3 lists programs by title, and supplies enabling legislation
    and description.   Table shows programs by agency and a program finder
    provides an index by subject.   U. S. Civil Service Commission, nos.
    224-234.

U. S. Civil Service Commission.
    Agency training centers for government employees, FY 1972.
    Prepared by Bureau of Training, Training Assistance Division, Office
    of Agency Support. Rev. ed.   Washington, U. S. Govt. Print. Off.,
    1971.   104 pp.   (Pamphlet T-5)
        Directory of training centers operated by Federal departments and
    agencies, with details on the number and variety of programs offered.
        Earlier eds: 1967-1970 (title varies).

Training Programs in the Federal Government (Cont'd)

U. S. Civil Service Commission.
An application of a systems approach to training; a case study.
Rev. ed. Prepared by Bureau of Training, Training Systems and
Technology Division. Washington, U. S. Govt. Print. Off., 1969.
19 pp. (Training systems and technology series no. 2, Pamphlet T-2)

U. S. Civil Service Commission.
Continuing education and development for attorneys within the
Federal government. Prepared by Bureau of Training. Washington,
U. S. Govt. Print. Off., 1971. 12 pp.
Guidelines to help legal staffs identify the needs of their
organizations with respect to developing attorneys.

U. S. Civil Service Commission.
Directory of agency officials with responsibility for the employee
development function. Prepared by Bureau of Training, Office of
Agency Consultation and Guidance. Washington, 1969. 9 pp.
Includes name, title and address, telephone number and department
or agency where located.

U. S. Civil Service Commission.
Employee training in the Federal service, FY 1970. Prepared by Bureau
of Training, Training Information and Resources Division. Washington,
U. S. Govt. Print. Off., 1970. 76 pp. (Pamphlet T-7, March 1971)
Fourth comprehensive review of Federal employee training activities
based on information provided by agencies to the Civil Service Com-
mission. Sections of the report cover progress toward training goals;
specific agency activities (including types of training, participation
and costs); training programs to meet specific needs (e.g. changing
technology, skill shortages); Civil Service Commission activities;
statistical data.

U. S. Civil Service Commission.
Guide to training resources. Prepared by Bureau of Training, Training
Information and Resources Division. Washington, U. S. Govt. Print.
Off., 1970. 8 pp.
Brief descriptions of documents which provide data on Federally
sponsored training resources. Includes addresses of CSC Regional
Office Training Centers for further information.

U. S. Civil Service Commission.
Interagency training programs catalog, 1971-1972. Prepared by Bureau
of Training, Training Assistance Division, Office of Agency Support.
Washington, U. S. Govt. Print. Off., 1971. 280 pp. (Pamphlet T-9)
Earlier eds: 1959-1970.

Training Programs in the Federal Government (Cont'd)

U. S. Civil Service Commission.
Off-campus study centers for Federal employees. Rev.
ed., July 1971. Prepared by Bureau of Training, Training Informa-
tion and Resources Division. Washington, U. S. Govt. Print. Off.,
1971. 160 pp. (Pamphlet T-4)
A listing by agency of study centers, giving names of cooperating
universities, the programs offered, entrance requirements and whom to
contact for further information. Indexed by location, university
and subject.
Earlier eds: 1967-1969; Jan. 1970, June 1970.

U. S. Civil Service Commission.
Regional training center nationwide base curriculum. Prepared by
Bureau of Training, Program Development Staff, Regional Operations.
Washington, 1969. 3 pp.
List of courses offered for Federal employees in the Civil Service
Regions.

U. S. Civil Service Commission.
Report of interagency training conducted by the U. S. Civil Service
Commission, fiscal year 1969. Prepared by Bureau of Training, Program
Development Staff. Washington, 1969. 59 pp. (T-8)
Reports on interagency training activities covering 53,299 Federal
employees, 386 state and local employees and 1,257 employees at the
Executive Seminar Centers.
Partial contents: Trends in interagency training 1961-1969; Analysis
of participation in CSC Interagency Training Courses; Executive Seminar
Centers: Financial statements.

U. S. Civil Service Commission.
Training module; youth and the Federal service. Prepared by Bureau of
Training, Personnel Management Training Center. Washington, 1970.
15 pp.
Material, designed to be incorporated into a training course on
general management and supervisory topics, outlines points to be pre-
sented and provides training methodology. Contains copies of a
number of policy issuances including the President's Memorandum for
Heads of Executive Departments and Agencies, dated March 31, 1970.

U. S. Civil Service Commission.
Studies and reports relating to training and education, fiscal years
1967 through 1970. Prepared by Bureau of Training, Training Assistance
Division, Office of Agency Support, Rev. ed. Washington, U. S. Govt.
Print. Off., 1971. 111 pp. (T-6)
Provides brief descriptions of studies and reports completed and
in progress in various Federal agencies during FY 1970 and consoli-
dates materials completed during fiscal years 1967-1969. For each,
goves a contact for fuller information.

Training Programs in the Federal Government (Cont'd)

U. S. Congress. House. Committee on Government Operations.
  Unmet training needs of the Federal investigator and the Consolidated
  Federal Law Enforcement Training Center.   Washington, U. S. Govt. Print.
  Off., 1970.   126 pp.   (H. rept. 1429, 91st Cong.)
    "A primary purpose of this report is to evaluate the goals, direction,
  and status of the Center. In addition ... /it/ addresses itself to the
  pressing training needs of investigators not scheduled to participate
  and not currently given adequate training." It is pointed out that many
  employees perform investigative functions who are not called investiga-
  tors but who do have responsibility "for making our laws an effective
  deterrent to proscribed conduct." Current agency programs are also
  evaluated.

U. S. Interagency Advisory Group.
  Conference report; administration of career trainee programs. General
  Washington Inn, Fredericksburg, Virginia, June 12-14, 1968. Prepared
  by Bureau of Recruiting and Examining, Manpower Sources Division, Office
  of College Relations and Recruitment. Washington, U.S. Civil Service
  Commission, 1968. 51 pp.
    Summarizes the conclusions and recommendations reached by 70 agency
  recruiting and training officials from 30 departments and agencies.
  Partial contents: Career systems in governmert, by John W. Macy, Jr.;
  Planning, hudgeting and evaluating, by Alan L. Dean.

U. S. Library of Congress.
  Federal educational policies, programs and proposals. A survey and
  handbook. Prepared in Legislative Reference Service, by Charles A.
  Quattlebaum.   Washington, U. S. Govt. Print. Off., 1968.   3 v.
  (H. doc. 398, 90th Cong.)
    Traces evolution of Federal policies in education frcm 1777-1960.
  Presents recommendations of ad hoc advisory commissions and policies
  and actions advocated by active governmental bodies and private
  organizations. Brings together information relative to the education
  and training programs of all Federal agencies.

U.S. National Aeronautics and Space Administration.
  A study of NASA university programs. Prepared by Task Force to Assess
  NASA University programs.   Washington, U.S. Govt. Print. Off., 1968.
  79 pp. (NASA SP - 185)
    This study examines results of the total NASA university program.
  It determines returns to NASA, the universities and the Nation, as-
  sesses these returns, and suggests alternatives that would increase
  benefits to each party. Chapter 5, "Personnel development programs,"
  examines graduate training, short courses and seminars, cooperative
  work-study programs, summer faculty fellowship programs (two case
  studies) and the NASA-NRC Resident Research Associateship Program.

Training Programs in the Federal Government (Cont'd)

U. S. Office of Education.
Inventory of vocational education statistics available in Federal
agencies, by Evelyn R. Kay.   Washington, U. S. Govt. Print. Off.,
1970.   59 pp.   (OE-80069)
The Subcommittee on Educational Statistics of the Federal Inter-
agency Committee on Education conducted a survey of Federal agencies
·to determine the types and characteristics of available data on
occupational training programs. Report reprints the forms completed
by the agencies showing their activities. Various programs related
to students, military personnel, veterans, employed workers (govern-
ment and private), the disadvantaged, prison inmates, and the general
population are covered.

Woodall, Tom.
Focus on training--12 part series on training in the Federal government.
Federal times, vol. 5, no. 1, March 5, 1969 through vol. 5, no. 12,
May 21, 1969, p. 4 in each issue.
1. Scope, effect of training difficult to measure; 2. Theory and
practice sometimes clash; 3. Career chances few for craftsmen; 4. A
crying need largely unanswered (clerical workers and computer operators);
5. It's where you are that counts (training for professionals); 6. Intern
education: greatest challenge; 7. Supervisors being shortchanged;
8. Resident centers give best education (mid-level executives); 9. Great-
est change has been in executive development; 10. How IRS links tech-
nology to teaching; 11. Recent trends improve its image; and 12. Still
lacks total acceptance in '69 (recommended changes).

TRAINING PROGRAMS IN THE PUBLIC SERVICE

Australia. Commonwealth Public Service Board.
Study assistance in the Commonwealth service; selected statistics of
cadetship and study assistance schemes.   Canberra, 1970.   30 pp.
Tables"summarise the results of the variety of study assistance schemes
available within the Commonwealth Service to enable staff members to
undertake studies at the postgraduate, undergraduate, and diploma levels."

Caiden, Gerald.
Reality and fallacies in civil service training.   Civil service
journal,, vol. 11, no. 1, July-September 1970, pp. 27-30.
Some misconceptions about the nature, history, requirements, and use-
fulness of training in the civil service are rebutted and further study
of its possibilities is proposed. Article based on an address at the
Ninth Conference of Public Administration, Hebrew University, April
1967.

Carter, N. G.
Seminar on training in government departments.   T and E news
(Gt. Brit. Civil Service Dept., Training and Education Division),
no. 7, Winter 1970, pp. 9-32.
Covers identification of training needs and managing a training program.

Training Programs in the Public Service (Cont'd)

Council of State Governments.
    Suggested state legislation, vol. 26, 1967.   Chicago, 1966. 1 v.
        Includes proposal accompanied by draft legislation on in-service
    training for public employees, statements on the State Employee Inter-
    change Act and on the State Matching Funds for the Manpower Develop-
    ment and Training Act and a model Anti-discrimination Act.

Eichman, Charles J.
    In-service training: correction's stepchild? Public personnel review,
    vol. 30, no. 1, January 1969, pp. 21-24.
        Findings of national surveys of correctional institutions conducted
    in 1966 indicate a trend toward greater support for in-service training
    for custodial personnel.

Fiester, Kenneth.
    Upgrading hospital workers.   Manpower, vol. 2, no. 8, August
    1970, pp. 24-27.
        The American Federation of State, County, and Municipal Employees
    uses career ladder development in its program to upgrade hospital
    workers. Discusses programs in the Boston City Hospital and the
    Cleveland Metropolitan General Hospital in which training is given
    to low-grade employees to enable them to move into higher level jobs.

India. Ministry of Home Affairs. Training Division.
    Conference on training. Report of the proceedings, February 24-25,
    1969.   New Delhi, Indian Institute of Public Administration, 1969.
    183 pp.
        Partial contents: Identification of training needs; Fulfilment of
    training needs; Evaluation of training programmes and training of
    trainers.

Institute for Local Self Government.
    Community college programs for public service occupations, by Les
    White.   Berkeley, Calif., 1969.   160 pp.
        "A design for action for re-direction of vocational-technical local
    government education and training programs through the community
    college."
        Urges utilization of the community college as a major training resource
    in order to alleviate the current government manpower shortage in many
    fields. Offers guidelines for curriculum development, training methods,
    career ladders, development of qualification standards, etc.

Iowa. University. Institute of Public Affairs.
    Local government training programs problems and needs in Iowa, by
    Clayton Ringgenberg.   Iowa City, 1968.   115 pp.
        Covers need for in-service training in Iowa local government, pro-
    grams now available, major gaps, and a suggested program. Also in-
    cludes data from a survey of 1600 persons in supervisory and managerial
    positions regarding their training needs plus the Institute's proposed
    plan for the coming year.
        Summary report, 20 pp., 1968.

Training Programs in the Public Service (Cont'd)

Iran.   State Organization for Administration and Employment.
    Government employees common training project. Prepared by Training Sec-
    tion of Training & Recruitment Division.   Tehran, 1968.   17 pp.
        Identifies common and specific training needs existing among employees
    in Iranian government agencies.   Lists the priorities and recommends means
    for their implementation.

Iran.   State Organization for Administration and Employment.
    Training in public service.   Tehran, 1967.   1v.
        Presents a "Functional statement and brief description of the activi-
    ties of the S.O.A.E. /State Organization for Administration and Employment/
    Training and Recruitment Division."

Jepson, Norman.
    The Prison Service Staff College, Wakefield.   T and E news (Gt. Brit.),
    no. 4, Spring 1969, pp. 22-26.
        Highlights various phases of the Prison Service Staff College--
    indicating levels of training and evaluation of training areas and
    methods.

Joint Commission on Correctional Manpower and Training.
    Manpower and training in correctional institutions, by John J. Galvin
    and Loren Karacki.   Washington, 1969.   88 pp.
        Partial contents: A new focus for rehabilitation: economic compe-
    tence for offenders; The outlook for manpower needs.   Appendix I
    is a list of personnel categories in the field--including jobs in
    institutions, in probation and parole agencies, and other support
    positions.

Joint Commission on Correctional Manpower and Training.
    Targets for in-service training.   Report of a seminar convened in
    Washington, D. C., May 4-5, 1967 by the Office of Law Enforcement
    Assistance and the ....   Washington, 1967.
        A selection of papers presented on various aspects of in-service
    training for personnel working with the rehabilitated public offender.
    The authors deal with defining objectives, selecting training methods
    and evaluating training programs.

National League of Cities.
    Catalog of training courses for local government personnel, by Peter D.
    Veillette and others.   Prepared for U.S. Department of the Army, Office
    of Civil Defense, Training and Education Program Division.   Washing-
    ton, 1967.   510 pp.
        Lists post-entry training courses provided, or available to, officials
    and employees of cities, townships, or, towns, counties, and special
    districts and non-instructional employees of school districts

Training Programs in the Public Service (Cont'd)

Saunders, Charles B., Jr.
    Upgrading the American police; education and training for better law
    enforcement.   Washington, Brookings Institution, 1970. 182 pp.
        The basis of the police problem is presented as one of personnel,
    i.e., how to provide the necessary manpower and overcome past
    neglect. Chapters on education and training for policemen are follow-
    ed by suggestions for Federal programs and policies.

Wanasinghe, H. S.
    Training in the public service.   T and E news (Gt. Brit. Civil
    Service Dept., Training and Education Division), no. 6, Spring
    1970, pp. 16-20; no. 7, Winter 1970, pp. 54-58; no. 8, Spring 1971,
    pp. 17-19.
        The director of Administrative Training in the Government of
    Ceylon and Director of the Ceylon Academy of Administrative Studies
    in this three-part article assesses the training needs and practicable
    techniques for training civil servants in countries such as Ceylon.
    He also finds that training provides an answer to generating administra-
    tive support for development and should be linked with career systems.

Wells, George.
    Organization and team development.   Management manpower bulletin (Cali-
    fornia State Personnel Board), no. 11, May 1, 1970, 3 pp.
        Team development is a training technique being used by California
    government agencies as a means to organizational change. Group train-
    ing sessions, usually in off-site locations, are aimed at identifying
    the organization's cbjectives, impediments to achieving them, and a
    course of action to apply on returning to the job.

Westphal, Mary C.
    Reaction: minority sensitivity training.   Public personnel review,
    vol. 31, no. 2, April 1970, pp. 74-77.
        Reports on a race relations training program of the Minneapolis
    Civil Service Department. The objective was for all employees to
    receive information and contribute to the city's equal opportunity
    employment commitment.

Wisconsin. University. Institute of Governmental Affairs.
    State and local government training in Wisconsin; a summary of
status and issues.   Madison, 1970.   32 pp.
    Reviews training of governmental personnel in Wisconsin at state
and local levels, focusing on the identification of existing problems
and deficiencies of importance both to those who provide and those who
use training.
    Originally a discussion guide for a conference on State and Local
Government Training in Wisconsin, Lake Delton, Nov. 12-13, 1969.

PLANNING AND ADMINISTRATION OF EXECUTIVE DEVELOPMENT PROGRAMS

Adair, John.
   Training for leadership.   London, Macdonald and Co., Ltd., 1968.
   158 pp.
      "The aim of this book is to demonstrate that leadership potential
   can indeed be developed in more effective ways than at present and
   to show how this may be done." Describes the "Sandhurst course in
   functional leadership" and its application to the training of
   junior managers in industry.

Bard, Richard K. and Donald T. rrihoda.
   Emphasizing the individual. Journal of college placement, vol. 29,
   no. 1, October-November 1968, pp. 102-104, 106, 108.
      Description of Campbell Soup Company's management development
   programs.

Barnett, John H.
   Non-computer executives and the computer.   Journal of systems management,
   vol. 20, no. 12, December 1969, pp. 14-21.
      Research reported here was designed to show whether apathetic or
   negative attitudes toward information systems are related to the approach
   to training non-computer executives in computer capabilities. The "top-
   down" approach is compared to the "bootstrap" approach, with the major
   question being whether or not "the design and management of computer
   information systems relating to a function can be separated from the in-
   ternal corporate management of a function."
      The bootstrap advocates say no and the author suggests that this is
   the coming view.

Baum, Bernard and Elmer Burack.
   Information technology, manpower development and organizational per-
   formance.   Academy of Management journal, vol. 12, no. 3, September
   1969, pp. 279-291.
      "This study of some 70 large business firms suggests that many com-
   panies, some of considerable size, continue to reflect a lack of appre-
   ciation for uses of information technology in managerial decision systems
   and the implications of this innovati a for managerial education and
   training." Results of the study "suggest that the diversity of manu-
   facturing process and service type firms incorporated in this study
   view their upper managerial ranks ... as relatively computer literate...."
   but lower level supervisory groups are considered less competent.

Beckhard, Richard.
   From confusion to fusion: integrating our educational and managerial
   efforts.   IMR (Industrial management review), vol. 10, no. 1, Fall
   1968, pp. 1-11.
      Examines areas of opportunity for developing collaborative efforts
   in integrating knowledge transmission in the business school, in
   utilization of specialties in firms, and between managers in the
   firm and faculties in the business school.

Berkwitt, George J.
   Can executives be remade?   Dun's, vol. 96, no. 1, July 1970, pp. 31-33.
      Displaced executives can often be salvaged to become useful in the
   company or elsewhere. Many companies now have executive rehabilitation
   and revitalization programs for those about to be displaced or who are
   approaching dead ends in their present positions. Berkwitt describes
   help provided by several company plans as well as by outside counseling
   services.

Planning and Administration of Executive Development Programs (Cont'd)

Bernstein, Lesley, ed.
  Management development.   London, Business Books, 1968.   188 pp.
    Presents newer trends in management development, "shows how com-
  panies are tackling the problems of implementing management development
  schemes and indicates the solid benefits that are being derived from
  them." Also includes promotion and management succession, motivation
  and loyalty, incentives, salaries, and fringe benefits.

Brock, Luther A.
  What are your company's poorest writers really like?   Training and
  development journal, vol.24, no. 5, May 1970, pp. 44-45.
    A professor of business communications at North Texas State Uni-
  versity tells why executives fail to improve their writing techniques
  and offers training suggestions for helping them to do so.

Brown, Ralph J.
  Developing future managers--a systems approach.   Journal of systems
  management, vol. 21, no. 3, March 1970, pp. 34-37.
    In view of the complexity of the future manager's job, the author
  suggests taking "the various activities, processes, programs, and
  policies that are related to the area of management development and
  building feedback circuits and sequential interconnects that will inte-
  grate the components into a meaningful whole." Includes figures.

Burke, Thomas E.
  A systems approach to the planning and formulation of technology aug-
  mented programs for management education.   Ann Arbor, Mich., Uni-
  versity Microfilms, Inc., 1970.   203 pp.
    Doctoral dissertation, University of Texas at Austin, 1969.
  Abstracted in Dissertation Abstracts International, vol. 30, no. 7,
  January 1970, p. 2668-A.

Byard, Lloyd L.
  Management training in systems management.   Ann Arbor, Mich.,
  University Microfilms, Inc., 1970.   143 pp.
    A study on the techniques, the programs, and the training problems
  relating to developing systems managers in 200 large U. S. companies.
    Doctoral dissertation, Georgia State University, 1970.   Abstracted in Dis-
  sertation Abstracts, vol. 31, no. 3, September 1970, p. 867-A.
    An excerpt of partial findings: "Systems training in the top U. S.
  firms"is in Journal of systems management, vol. 21, no. 6, June 1970,
  pp. 27-29.

Callery, William.
  Management development: what is it? Who does it?   Training and
  development journal, vol. 24, no. 5, May 1970, pp. 46-47.
    A look at three aspects of management development, i.e. filling
  key openings from within, identifying talented juniors, and providing
  opportunities for managers to improve their effectiveness and to keep
  up-to-date.

Cotlar, Morton.
  Management of learning for the learning of management.   Ann Arbor,
  Mich., University Microfilms, Inc., 1970.   198 pp.
    Doctoral dissertation, University of Georgia, 1969. Abstracted in
  Dissertation Abstracts International, vol. 30, no. 12, June 1970,
  p. 5253-A.

Planning and Administration of Executive Development Programs (Cont'd)

Couger, J. Daniel.
Producing a computer-oriented manager. Journal of systems management, vol. 20, no. 5, May 1969, pp. 22-27; no. 6, June 1969, pp. 14-20.
Part one describes computer and systems analysis programs in leading business schools. Includes evaluation and objectives of the curricula, selected course outlines for both introductory and advanced computer and systems analysis programs, and graduate and undergraduate approaches. Part two discusses computer applications curricula, business games, management information systems and the outlook for producing managers who are computer oriented.

Couger, J. Daniel.
Training tomorrow's business managers. Journal of data management, vol. 6, no. 12, December 1968, pp. 29-34.
Reports on significant developments in computer use at several leading business schools and foresees the development of a generation of computer-oriented managers who will utilize more fully the capabilities of the computer in decision-making.

Daly, Don.
Management in Canada--future training needs. Optimum (Canada), vol. 1, no. 1, Winter 1970, pp. 47-53.
Estimates that there will be a continuing and increasing demand for qualified management in Canada while supply can increase only slowly. Reviews steps companies might take to develop management skills in their own staffs.

Dawson, Victor.
Aspro's effective executives. Personnel (Gt. Brit.), vol. 1, no. 12, November 1968, pp. 34-37.
Describes the management development program initiated at Aspro-Nicholas, after it grew in size and diversified.

Desatnick, Robert L.
A concise guide to management development. New York, American Management Association, In.., 1970, 175 pp.
States that executive development should be a way of life within the organization rather than an additional program. Views the best method of training as a systems approach involving the man, the job, and the working environment, and presents a program for putting such a plan into action. Emphasizes the importance of selecting superior personnel and the necessity for follow-up and possible replacement.

Desatnick, Robert L.
Developing managers--an integral part of the management process. Training and development journal, vol. 24, no. 8, August 1970, pp. 2-6.
The underlying thought is that sound management development requires a systems approach, a continuous process which flows and recycles to provide efficient managers. A model is set up and its various components examined.

Dhir, Krishna S.
The problem of motivation in management development. Personnel journal, vol. 49, no. 10, October 1970, pp. 837-842.
"Why do managers exhibit resistance to development programs? Several reasons are given and the author discusses other problems encountered in motivating managers to achieve through management development programs their goal of becoming better managers."

Planning and Administration of Executive Development Programs (Cont'd)

Diebold, John.
   The training of managers. In Man and the computer; technology as an
   agent of social change.   New York, F. A. Praeger, 1969, pp. 107-127.
      Based on a 1965 address, the author explores the ways in which
   management education can be improved to anticipate the demands made on
   a manager in a rapidly changing society.
Drucker, Peter F., ed.
   Preparing tomorrow's business leaders today. A symposium on the
   occasion of the fiftieth anniversary of the Graduate School of Business
   Administration, New York University.   Englewood Cliffs, N.J., Prentice-
   Hall, Inc., 1969.   290 pp.
      Points out the political and societal factors in business which are
   relevant to business executives and toward which training and develop-
   ment programs should be oriented. Includes: New directions in pro-
   fessional business education, by Clifford D. Clark.
Engineering Employers' Federation.
   Report of working party on management training and development.
   Bethesda, Md., Educational Resources Information Center, 1968.   36 pp.
      Survey of management training arrangements revealed little activity
   in small companies, more in two larger ones. Includes recommendations,
   a management succession chart, etc.

Engineers Joint Council.
   Learning resources; a directory for engineers, scientists and managers, ed.
   by Edward D. Shanken.   New York, 1969.   108 pp.
      "... A crossed indexed compilation of essential information about
   short courses, seminars, conferences, workshops and other educational
   activities through which engineers, educators, scientists and managers
   may enhance their professional competence." Training offerings:
   management, pp. 23-24; personnel, p. 31; self-development, p. 36.

Executive Study Conference, Indianapolis, Indiana, December 1 and 2, 1965.
   Issues and concepts in executive education and development. Proceedings
   ....   Princeton, N. J., Educational Testing Service, 1968.   149 pp.
      Partial contents: Changing concepts of executive development, by
   William R. Dill; What education and development is needed, by William
   Haeberle; Motivation through executive development, by John B. Miner;
   Organizational climate and executive development, by Daniel Glasner;
   Early experiences with management development programs, by Calvin Ermey;
   Impact of an executive training program (a case study), by Richard S.
   Barrett; University advanced management programs today, by Leopold
   Gruenfeld; Values of sensitivity training for managers, by Douglas R.
   Bunker; Research in sensitivity training: a review of the issues and the
   evidence, by Robert House; Internal problems generated by executive
   development programs, by Harold Wisely; Overview and implications for
   research, by John K. Hemphill.
Fergason, Guy.
   Management development is important. Best's insurance news (life
   health edition), vol. 69, no. 1, May 1968, pp. 73-75.
      Proposes methods to use in developing insurance executives
   which are equally applicable for trainees in other lines of work.

Planning and Administration of Executive Development Programs (Cont'd)

Florez, Genaro A.
   Management development--today and tomorrow. Training and develop-
   ment journal, vol. 24, no. 5, May 1970, pp. 20-24.
      The author advocates manpower planning and development by objec-
   tives. He feels the training process should start before potential
   managers are made actual managers; and suggests using job descrip-
   tions, procedure manuals and close supervision as means to more
   effective development. Concludes this program needs top management
   support to be truly successful.

Frank, H. E.
   Management development in Eastern Europe; economic reform behind
   Iron Curtain creates new needs for management development--and interest
   in Western practices. Training and development journal, vol. 24, no. 4,
   April 1970, pp. 4-7.
      Executive development needs and practices in Rumania, the Soviet
   Union, and other Eastern European countries.

Fritz, Roger J.
   Management development is your responsibility. Personnel journal,
   vol. 47, no. 12, December 1968, pp. 857-861.
      Points out the crucial importance of management development be-
   cause of a growing shortage of management manpower; a large turn-
   over in personnel, due to lack of challenge and variety in managerial
   positions; and the information explosion causing managerial obso-
   lescence. Management development is described as a continuing
   process of education with emphasis on the individual. Presents
   criteria for evaluating managers.

Gerdel, J.K.
   Who will be making executive decisions? The Office, vol. 68, no. 5,
   November 1968, pp. 83-85, 164.
      Advocates concentrated training courses and refreshers for the
   executive in the disciplines and techniques practiced by his
   specialists. Thus, the executive can better evaluate and select from
   specialists' work the information needed for successful decision
   making.

Glasner, Daniel M. and Milton L. Rock.
   Development of bank management personnel. New York, American Bankers
   Association, 1969. 106 pp.
      Considers systems and techniques for developing future managerial
   personnel and the organizational environments that can help or hinder
   this development. Several career development programs are presented
   as illustrations.

Gotsche, Anton W.
   A study of executive development programs in the American hotel/motel
   industry. Ann Arbor, Mich., University Microfilms, Inc., 1970. 216 pp.
      Doctoral dissertation, New York University, 1970. Abstracted in
   Dissertation Abstracts, vol. 31, no. 5, November 1970, p. 1942-A.

Guerin, Quentin W.
   Attitudes--an operation definition. Can we state management training
   objectives in more specific terms? Training and development journal,
   vol. 22, no. 12, December 1968, pp. 20-22.
      Attitudes should be defined in terms of management's needs.

Planning and Administration of Executive Development Programs (Cont'd)

Haas, John A.
  Middle managers' expectations of the future world of work: implications
  for management development.   Ann Arbor, Mich., University Microfilms,
  Inc., 1970. 195 pp.
     World of Work Questionnaire was used for collecting personal and be-
  havioral data from 139 managers. Discussion focuses on the implica-
  tions for designing a management development program which will meet
  not only the organization's training objectives for its managers, but
  also the perceived needs of the managers.
     Doctoral dissertation, University of Pittsburgh, 1969. Abstracted
  in Dissertation Abstracts International, vol. 30, no. 8, February 1970,
  p. 3143-A.

Hencman, Herbert G., Jr.
  Developing tomorrow's managers today.   S.A.M. advanced management journal,
  vol. 35, no. 4, October 1970, pp. 46-51.
     Lists positive steps that must be taken to-day if we are to have an
  adequate supply of managers for to-morrow. Examines what is currently
  wrong with management development and discusses the place of manpower
  planning. Appended: Selected references on management development.

International Management Congress, 14th, Rotterdam, 1967.
  Management and growth; management's creative task in a world of increasing
  complexity and accelerated growth. Proceedings, 14th International Manage-
  ment Congress of CIOS (Conseil International pour l'Organisation Scien-
  tifique) Rotterdam, Sept. 19-23, 1967. Organized by Nederlands Instituut
  voor Efficiency.   Rotterdam, Rotterdam University Press, 1967.   463 pp.
  (Nederlands Instituut voor Efficiency, publication no. 458)
     Articles on management development include: Management education in
  and for the growing enterprise, by Lawrence A. Appley; The impact of
  science and technology on the development of managers, by John Diebold;
  and Making managers for growth, by L. E. J. Brouwer.

International University Contact for Management Education (IUC).
  Problems and prospects of management education and research in Germany.
  Developments in organizational theory and organizational practice.
  Summary of the 12th annual conference..., Nuremberg June 17-21, 1965.
  Rotterdam, The Netherlands 1967.   44 pp.
     Includes a consideration of what might be included on management in
  pre-employment university education, on the role of the university in
  post-experience education programs, and on cooperation between universi-
  ties and industry in management research.

Jacobs, Thomas L.
  Combating managerial obsolescence.   Business horizons, vol. 12,
  no. 5, October 1969, pp. 58-60.
     Management obsolescence is defined as "the difference between the
  practicing manager's knowledge of the current state of conceptual think-
  ing and the current state of conceptual development in the field of
  professional management." To combat such a gap. seminars are recom-
  mended to bring together practicing managers and D.B.A. or Ph.D.
  candidates.

Planning and Administration of Executive Development Programs (Cont'd)

James, John.
   Training for leadership.   Training and development journal, vol. 24,
   no. 5, May 1970, pp. 34-36.
      Presents ten principles for management or leadership development
   which emphasize tailoring the training process to the individual's
   personality and to his daily development in his present work situation,
   with sufficient opportunity for decision-making.
Jensen, Barry T.
   The route from little man to middle man; a management trainer is
   faced with using his own teaching. Training and development
   journal, vol. 23, no. 3, March 1969, pp. 22-25.
      A management trainer who has been tapped for more responsibility
   reviews management development principles and his course content and
   suggests an "ideal" management development program.
Kenny, Terence.
   Growing pains of management development. Personnel (Gt. Brit.),
   vol. 1, no. 12, November 1968, pp. 30-33.
      Explores the effects of the growth of management development on
   the organization of personnel departments and on their personnel manage-
   ment philosophy.
Kurzman, Paul A.
   Developing the industrial statesman.   Training and development journal,
   vol. 23, no. 4, April 1969, pp. 28-32.
      Discusses the growth and expansion of executive development activity
   and such resulting trends as formal training, professionalization, merit
   promotion and the interdependence of the corporation and the university.
   Also comments on the subsequent development of corporate social aware-
   ness and predicts a trend toward a liberal education for the executives.

Laspia, John, Jr.
   How a conglomerate develops top managers.   Personnel, vol. 46, no. 1,
   January-February 1969, pp. 8-12.
      Cites experiences of U.S. Industries, Inc., a diversified company,
   which creates a reservoir of managers by continually developing middle
   managers to move up to higher responsibilities, by including subordi-
   nates in the decision-making process, and by encouraging attendance
   at high-level meetings.
LeBreton, Preston P. ed.
   The dynamic world of education for business; issues, trends, forecasts.
   Cincinnati, Ohio, South-Western Pub. Co., 1969.   250 pp.
      A collection of papers on the need for and development of professional
   education for business leadership. Contributions include: The public role
   of management, by Keith Davis; Theory as an angle of vision in management
   education, by Dalton E. McFarland; Cooperation required in planning for the
   education of tomorrow's business leaders, by R. F. Patterson; The new
   challenge and opportunity for the management scholar, by Preston P. LeBreton.

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Planning and Administration of Executive Development Programs (Cont'd)

Lee, James A.
   Developing managers in developing countries. Harvard business review,
   vol. 46, no. 6, November-December 1968, pp. 55-65.
      Identifies five key environmental problem areas in developing
   managers in emerging countries. Recommends an action program for
   dealing with them.

Levinson, Harry.
   On being a middle-aged manager; crisis stage brings significant change
   in health, work style, point of view, family relationships, and personal
   goals. Harvard business review, vol. 47, no. 4, July-August 1969,
   pp. 51-60.
      Executives at middle-age face crises in their personal lives which
   also have implications for the organization. Levinson describes the
   shifts in point of view, work style, family relationships, goals and
   ways to meet the problems. He suggests that training programs for those
   under 35 should foster creativity, impulsive action, etc. while develop-
   ment programs for those over 35 should focus on refreshment, keeping up
   and refinement.

Lippert, Frederick G.
   British management training today and tomorrow; a special report
   from an American observer of current scene in Britain. Training and
   development journal, vol. 24, no. 4, April 1970, pp. 8-10.

Lombard, George F. F.
   Some reflections on education for business administration during the
   next 30 years. Harvard Business School bulletin, vol. 46, no. 1,
   January-February 1970, pp. 9-12.
      Dean Lombard reviews substantive problems he foresees ahead--those
   dealing with justice, environment, war, overpopulation and famine, and
   the tendency of old institutions to run down. He feels that training
   should be refocused to develop in future managers "sensitivity for
   others and tolerance for uncertainty and ambiguity" in dealing with the
   challenges.

Lowell, Joseph W., Jr.
   Training. In Brandon Systems Institute, Inc. Data processing '69;
   second annual management conference on data processing, sponsored by
   ... January 1969. New York Brandon/Systems Press, Inc., 1969,
   pp. 90-104.
      The Head of the ADP Management Training Center of the U. S. Civil
   Service Commission identifies the groups in need of management training
   in data processing and makes curricular suggestions for training the
   senior user manager and the beginning systems analyst.

Lumsden, Andrew.
   Top teaching for computers. Management today (Gt. Brit.), February 1969,
   pp. 27-28, 30.
      Describes courses to introduce top management to data processing given
   by Univac at its international executive center in Rome and by IBM at
   Hershey Park, England.

Planning and Administration of Executive Development Programs (Cont'd)

McCarthy, Daniel J.
    The computer in business education.   Computers and automation,
    vol. 19, no. 4, April 1970, pp. 26-29.
        Reports on the "primitive" situation in the computer field in most
    business school curricula. In particular, singles out the Amos Tuck
    School of Business Administration at Dartmouth College as an exception.
    Provides a perspective on the place of computers in business school
    education.

McConnell, John H.
    The assessment center in the smaller company.   Personnel, vol. 46,
    no. 2, March-April 1969, pp. 40-46.
        Describes a compact version of the assessment center, worked out
    by Wolverine Tube, of Universal Oil Products. It has proved a
    valuable tool in the total management development program of the
    small company, particularly because it affords early identification
    of management potential.

McCoy, Robert C.
    A study of the use and impact of verbal communication processes in
    psychological counseling involved in the development of management
    employees in a business organization.   Ann Arbor, Mich., University
    Microfilms, Inc., 1967.   267.
        Doctoral dissertation, Wayne State University, 1966. Abstracted in
    Dissertation Abstracts, vol. 27, no. 12, June 1967, pt. 1, p. 4563B.

Macdonald, William G.
    Corporate kindergartens.   Careers today, vol. 1, no. 2, February 1969,
    pp. 42-43.
        Criticizes past management training programs and describes the new
    approach being employed by companies today. Management seems more willing
    than before to invest time in their programs. "Middle management must
    be shown how to work with young people. Both sides must enter with a
    general willingness to help each other."

McLennan, Kenneth.
    Education and training for managerial jobs.   American journal of
    economics and sociology, vol. 28, no. 4, October 1969, pp. 423-436.
        Reports on a survey of manufacturing managers to investigate the
    existence of patterns in the acquisition of managerial skills. Findings
    show that most of the managers had graduated from college and had
    majored in engineering or economics and business. They imply that on-
    the-job training will be a preferred technique for acquiring skills,
    while indicating no single method for developing managerial manpower.

McLennan, Kenneth.
    The role of organizational experience in developing managerial manpower.
    Management of personnel quarterly, vol. 8, no. 1, Spring 1969, pp. 36-39.
        Report of a survey of 521 managers in 32 manufacturing firms in one
    industrial area. While the median manager estimated that about 40% of
    the knowledge required in his job was obtained from experience in the
    organization (as opposed to on-the-job training or formal education),
    experience may be much more or much less important for specific groups
    of managers. Size of firm, level of employee position, functional area
    and management level are all key factors.

Planning and Administration of Executive Development. Programs (Cont'd)

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The author is Vice President, Personnel, Bell Telephone Company of Canada. He describes Bell's management development program and the Job Planning and Review process which precedes it. Job Planning and Review is a means for bringing the supervisor and the subordinate together in developing job goals and in encouraging the subordinate to analyze his own responsibilities and consider his self-development. Bell also has a Young Managers Development Program aimed at college recruits which emphasizes meaningful assignments and continuous training.

Mitchell, Howard M.
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Reviews haphazard approaches to management development: "topsy," "bandwagon," and "eureka." Develops a conceptual approach to be used as a framework for building plans tailored to individual companies. Charts what the manager actually does, the conceptual framework, a general reading plan, and costs.

National Industrial Conference Board, Inc.
Developing managers in the smaller company, by Lowell Laporte. New York, 1968. 33 pp. (Managing the moderate-sized company, report no. 8)
Findings of a survey of 60 companies in the United States and Canada furnish information on what the chief executive looks for in a manager, and management development techniques.

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Dean Lawrence E. Fouraker comes to the Harvard Business School at a time of change. More women and black students are being admitted to the program, there is growing emphasis on urban and environmental problems, and students are concerned with more than making money.

Nind, Philip.
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Planning and Administration of Executive Development Programs (Cont'd)

Planning a manager's development. Personnel management (Gt. Brit.),
    vol. 1, no. 6, October 1969, pp. 50-52.
        Contends that successful management development entails consulting
    the manager about his needs and involving him in development planning.
    Discusses four steps in satisfying the manager's needs: analysis,
    selection, control, follow-up. Notes the roles of the manager's superior
    and the management development officer.

Reeves, Elton T.
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    ment Association, Inc., 1969. 239 pp.
        Views management development as a continuing and continuous function.
    Examines the process from presupervisory selection and training through
    middle management and the executive levels.

Rhea, Richard E. and James R. Bruskotter.
    Management development: uniform opportunities in diversified operations.
    Personnel, vol. 46, no. 3, May-June 1969, pp. 48-55.
        Marathon Oil Company's management development program provides uniform
    training for all levels of management in its diversified operations.
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    tation to top level conferences.

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        A brief review of management development principles, current thinking
    on the subject, and practical approaches for establishing a program, as-
    sessing managerial requirements, reviewing performance, and training on
    the job and in formal outside courses.

Rochester, University. Management Research Center.
    Some problems in the behavioral science education of managers and
    management instructors in developing nations, by K. M. Thiagarajan
    and C. K. Prahalad. New York, 1969. 14 pp. (Technical report
    31)
        Surveys organizational and social contexts in developing nations
    affecting management training. Specific problems and examples are
    cited from experience in India.

Shannon, F. B.
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    no. 6, December 1969, pp. 7-13.
        Description of a management development program based on the premise that
    "a business executive cannot achieve and hold a position of leadership with
    only the formal education he received during the early years of his life."

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Siegel, Gilbert B.
   Management development and the instability of skills: a strategy.
   Public personnel review, vol. 30, no. 1, January 1969 pp. 15-20.
      Relates management development to the process of increasing the
   capacity in an organization for predictable behavior. This in-
   volves two types of factors: organizational-technical and human.
   Since individuals capable of adapting to the changefulness found
   to characterize organizations are elusive, the O-E-C syndrome
   (organizing-evaluating-coaching) is proposed as the best management
   strategy for developing the self-actualizing employees needed.

Skertchly, Allan R. B.
   Tomorrow's managers.   London, Staples Press, 1968.   240 pp.
      "The practical purpose of the book is to examine and define ne-
   cessary aspects of management education and training in relation
   to the needs of advanced technological societies." Suggests methods
   for fostering better executive performance and considers the level
   and nature of the knowledge required.

Sloan, Stanley
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   sity Microfilms, Inc., 1970.   250 pp.
      Doctoral dissertation, University of Wisconsin, 1969.   Abstracted in Disser-
   tation Abstracts, vol. 31, no. 1, July 1970, p. 431-B.

Souerwine, Andrew H.
   Prerequisities for management development programs.   Journal of the
   College and University Personnel Association, vol. 21, no. 2, February
   1970, pp. 1-6.
      Souerwine asserts that management development should be limited to
   those who actually perform managerial functions and not extend to
   those who are managers in name only. He proceeds to examine the role
   of the manager and his development, taking us through the development
   sequence, and concludes with a listing of prerequisities needed.

Spencer, David S. and Edward J. Connors.
   These managers benefit from long-term training program.   Modern hospital,
   vol. 115, no. 4, October 1970, pp. 100-102.
      Middle-managers at the University of Wisconsin Hospital, Madison, can
   participate in a three-phase program which is a combination of class-
   work, individual projects, and seminars. Participants, working a variety
   of hospital fields, feel the program has helped them clarify career goals,
   aided them to carry out present job responsibilities, and has improved
   their morale.

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   personnel and industrial relations journal, vol. 17, no. 1, January
   1970, pp. 60-62.
      Case history of Traders Group Limited's project to study the "boss/
   subordinate" relationship in order to identify management conditions
   and practices as viewed by subordinates.

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Steinmetz, Lawrence L.
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   personnel quarterly, vol. 8, no. 3, Fall 1969, pp. 2-12.
      One of the causes of the shortage of managerial talent is the process
   of premature selecting out. The manager who fails to be chosen in
   the first round of bright young men often loses hope as well as the
   motivation to succeed. Executive development more properly, according
   to the author, should be designed to encourage achievement and emphasize
   opportunity all along the managerial ladder. The individual's age and
   attitudes must be considered in choosing the appropriate training.

Stephenson, Harriet.
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   questionnaire.   Training and development journal, vol. 24, no. 6,
   June 1970, p. 40.
      Self-rating check-list for comparison with the professional
   manager in such areas as goals, self-improvement, motivation, super-
   visory skills, communication techniques, etc.

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   Hempstead, N.Y., Hofstra University, 1967.   422 pp.   (Hofstra
   University Yearbook of Business, series 4, vol. 3)
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   American industry in general, and examines in particular the types and
   extent of management training courses offered by Long Island colleges,
   universities, and corporations. Concludes that in addition to in-
   ternal development programs, organizations are making increasing use
   of external training agencies.

Swope, George S.
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   ciation, 1970.   335 pp.
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   1970-2000.

Teague, Frederick A.
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   management review, vol. 12, no. 3, Spring 1970, pp. 1-6.
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   regardless of nationalities. These programs would include rotational
   assignment and extension education.

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   The emperor's clothes.   Training and development journal, vol. 24,
   no. 7, July 1970, pp. 2-9.
      Defines management and points out the common denominators of
   management behavior. Suggests a procedure for mapping a company and
   identifying its skill deficiencies in order to set up a proper manage-
   ment development program.

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        Although directed at individuals who administer training programs in
    management techniques for small businessmen, this guidebook will be useful
    for all those involved in planning, administering and evaluating training
    programs.   Specific steps and techniques are outlined.
        Partial contents: Financing the training; Spreading the word--promotion;
    Detailed preparation; Did the training take?--evaluation.

U. S. Small Business Administration.
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    no. 7, July 1969, pp. 62-65.
        Reports on forums for executives sponsored by the National Chamber
    Foundation which was set up by, but is separate from, the Chamber of
    Commerce of the United States. They bring together top executives
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    down-to-earth decisions.

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Planning and Administration of Executive Development Programs (Cont'd)

Williams, Carl B.
    One-to-one training of top management.   Training and development jour-
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        Advocates one-to-one training for the highest levels of management
    and as an adjunct to the more conventional participative group training
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    between the training situation and the environment in which the train-
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    Wilson proposes a three stage orientation for the new executive which
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    programs, by Kenneth E. Rindt.   Madison, 1968.   120 pp.
        A "how-to" book for the coordinator. Three parts are philosophy
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    Appendices include speaker reminder letters, facilities inventory,
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EVALUATION OF EXECUTIVE DEVELOPMENT PROGRAMS

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    organization theory in the evaluation of managerial training.
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    management training program which was compared before and
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    Hill Book Co., 1969.   166 pp.
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    studies--one on management training, the other on treatment for
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    into the processes of both organizational and individual change. Con-
    cludes with proposals for improving both training and treatment.

Evaluation of Executive Development Programs   (Cont'd)

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   studied through the performance evaluation system of the company ...,"
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  programs administered by the Civil Service Commission at the universities
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  Explains program purposes, benefits, eligibility requirements and nomi-
  nating procedure.
    See also Long term educational opportunities under the 1970-71 educa-
  tional program in system analysis and other programs (1969, 52 pp.);
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   features of the School program which might serve as guidelines for
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    a school for the continuing training of French civil service execu-
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    Federal level that tend to increase demands for broadly educated,
    socially aware public service administrators. These are the
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        Reprinted from: Journal of higher education, vol. 40, no. 4,
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    tion review, vol. 28, no. 6, November-December 1968, pp. 530-538.
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    a recent conference of Latin American educators and government officials.
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    the form education should take, its content, and an ideal curriculum.

Lee, Robert D., Jr.
    New directions in manpower administration: problems in establishing a
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    resources through an executive inventory integrated with the State's plan-
    ning-programming-budgeting system. Reviews problems encountered. The
    inventory is broader than the U. S. Civil Service Commission's Executive
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        Master's thesis, George Washington University, 1968.

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    Public management, vol. 51, no. 11, November 1969, pp. 6-7.
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    and assistant department heads.

Papaloizos, A. and J. R. Nicholls.
    An approach to measuring the effectiveness of participative methods
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    vol. 24, no. 6, June 1970, pp. 10-14.
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    is seeking to find effective ways to measure management skills and
    in turn ways to measure the effectiveness of participative methods of
    teaching the skills. "The relationship has been proposed between
    certain models of the human thought process, notably that of J. R.
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    of certain managerial skills."

Parker, William A.
    Training public officials in underdeveloped areas.   Popular government,
    vol. 35, no. 8, May 1969, pp. 15-18.
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    circumstances in offering technical assistance. Training must be fitted
    to the indigenous society.

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    Kenneth T. Byers.   Chicago, 1970.   372 pp.   (Policies and
    practices in public personnel administration).
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    significant decision-makers at all levels of government. Part 2
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    of managers.

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    An innovative educational program for public service personnel.   Public
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        One approach to providing advanced education for busy administrators
    is that undertaken by the University of Oklahoma. Since 1965, Oklahoma
    has offered a Master of Arts in Public Administration which can be
    achieved through a combination of independent study and class training at
    a variety of geographic locations. The program takes from one and a half
    to five years, the curriculum is interdisciplinary, and most participants
    to date have been from Federal agencies.

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   vol. 51, no. 11, November 1969, pp. 16-17.
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   ness and government manager development.
Smith, L. L.
   Mid-career education for urban administrators; patterns and potential.
   Bethesda, Md., Educational Resources Information Center, Document Repro-
   duction Service, 1969.   19 pp.
      Description of a Syracuse University in-residence training program for
   45 public administrators, with suggestions for a proposed year-long program,
   appropriate curriculum, training techniques, participants, and financing.
      A paper prepared for the 1969 national conference of the American
   Society for Public Administration.

Stephen, J. Stuart.
   Training for senior administrative posts and career development.
   Municipal finance, vol. 42, no. 1, August 1969, pp. 58-66.
      Remarks on the Canadian federal and provincial experience with manage-
   ment development programs. The author, who is in the Ontario Department
   of Education, supports the use of management training but insists that it
   must be made relevant to the individual and the organization.

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   Affairs.
      Mid-career education for the local public service. A report ...
   for the National Institute of Public Affairs.   Syracuse, N.Y., 1965.
   104 pp.
      Various papers deal with the role of university training for local
   government officials--including analysis of their special training
   needs and recommendations for programs, mid-career education for
   Metropolitan area officials, and mid-career executive training at the
   local level. Describes in detail specific university programs.

Taylor, John L.
   Developing the management team.   Public management, vol. 52, no. 3,
   March 1970, pp. 8-9.
      Brief comments on varied techniques of selection, development, and
   group meetings used in Kansas City, Mo. to build an effective management
   team.

Training labour administrators: ILO experience over the past decade.
   Industrial labour review, vol. 101, no. 6, June 1970, pp. 627-647.
      A description of the ILO programs for training public administra-
   tors in labor departments of developing countries.

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United Nations. Department of Economic and Social Affairs.
  Report of the interregional seminar on the development of senior administrators in the public service of developing countries, Geneva, August 19-29, 1968. New York, 1970. 240 pp. Contents: Vol. 1, Report and technical papers; Vol. 2, Country papers.
  Partial contents; volume 1, The role of senior administrators in developing countries, The impact of the national personnel system, The identification of needs in the development of senior administrators, Institutional arrangements for the development of senior administrators, Methods and techniques for training senior administrators, Evaluation of programmes for the development of senior administrators. volume 2, Training for managers and executives in the Federal Civil Service of the United States of America, by United States Civil Service Commission, Bureau of Training; Two case studies on the use of the university in executive development in the United States of America, by Sidney Mailick.

Villanueva, A. B.
  Staff development and off-campus courses. Public personnel review, vol. 31, no. 2, April 1970, pp. 123-125.
  An analysis of the cooperative venture of two Minnesota schools, Moorhead State College and the University of Minnesota, in providing public administration courses for out-of-state government employees. Role of a state college in continuing education of public employees is examined.

West, Jude P. and Keith V. Schroeder.
  Management development: a case study in cooperation. Training and development journal, vol. 22, no. 12, December 1968, pp. 2-5.
  Analysis of the organization and administration of a training course in labor market economics and administrative skills conducted by staff members of the University of Iowa for personnel of the Bureau of Employment Security from seven states.

SUPERVISORY DEVELOPMENT PROGRAMS

Alpander, Guvenc G.
  Closing the supervisor-superior gap. California management review, vol. 13, no. 1, Fall 1970, pp. 84-88.
  Ineffectiveness among first-line supervisors is often a result of discrepancies between their role perceptions and those of their superiors. Describes research which resulted in a training program designed to help eliminate this perceptual gap.

Berlin, Jerome I.
  Facing the "hard core." Manage, vol. 21, no. 3, January 1969, pp. 24-27.
  A Bell and Howell executive recommends such training techniques as simulation and role playing to equip first line managers to handle situations involving the hard core employee.

Bienvenu, Bernard J.
  Supervisor status and training. Training and development journal, vol. 24, no. 7, July 1970, pp. 52-54.
  Examines changes in the supervisor's role and its requirements which result from changes in technology and the work force. The supervisor has become more of a consultant to workers and their tasks and less of a boss of the work itself. Accompanying changes in supervisory development are thus in order.

Supervisory Development Programs (Cont'd)

Bureau of Business Practice.
   The training workshop.   Waterford, Conn., 1966-   1 v.
      Manual for on-the-job training with sections on methods, super-
   visory training, management development, safety and health, human
   relations, cost reduction and quality improvement.

Carroll, Stephen J. and Allan N. Nash.
   Some personal and situational correlates of reactions to management
   development training.   Academy of Management journal, vol. 13,
   no. 2, June 1970, pp. 187-196.
      Research among first-line supervisors at a manufacturing plant
   indicated that a number of personal and situational characteristics of
   trainees were related to their degree of profit from the training
   offered. The most important factors appeared to be satisfaction with
   the job and with the organization.

Cohen, R. Robert.
   Preventive industrial psychiatry.   Journal of occupational medicine,
   vol. 11, no. 12, December 1969, pp. 674-677.
      Comments on the experiences of University of Colorado Medical School
   faculty in providing leadership and human relations training for foremen
   and supervisors in the Denver area, as a means of contributing to mental
   health in industry.

Finn, Melvin and George Stevens.
   New directions in reading improvement for supervisors.   Training and
   development journal, vol. 24, no. 8, August 1970, pp. 22-24.
      Describes a special reading course developed under the direction
   of the Employee Development Branch of the Domestic and International
   Business area of the U. S. Department of Commerce to meet the peculiar
   reading needs of supervisors. It aimed to develop flexibility of read-
   ing speed, improve comprehension and retention, and apply reading skills
   to supervisors' job related material

Gardner, James E.
   Safety training for the supervisor.   Reading, Mass., Addison-Wesley,
   1969.   144 pp.
      Designates the supervisor as the key figure in safety and explores
   training, motivating, and correcting for safety. Covers causes of
   unsafe acts and the corrective interview, with case studies designed
   for study and role playing.

Goeke, Joseph R. and Caroline S. Weymar.
   Barriers to hiring the blacks.   Harvard business review, vol. 47,
   no. 5, September-October 1969, pp. 144-146, 148-149, 152.
      First-line supervisors need special training and new perspective
   in order to resolve the conflict between their desires both to help
   the disadvantaged and maintain the productivity of their work groups.

Supervisory Development Programs (Cont'd).

Hankinson, Richard L.
    A flow chart for supervisory training.   Training and development
    journal, vol. 24, no. 7, July 1970, pp. 22-26.
       Describes the flow chart for supervisory training developed at
    Blue Cross and Blue Shield, Des Moines, Iowa.   The chart, with
    check and decision points, acts as a framework for the general
    concept of learning and is also supportive of specific topics.

Hercus, Terry F.
    Supervisory training; developing a management climate that reinforces
    the learning process.   Canadian personnel and industrial relations
    journal, vol. 17, no. 1, January 1970, pp. 10-16.
       The author describes his experiences in setting up a training semi-
    nar for recently appointed supervisors of a major Canadian company and
    comments on its evaluation by the participants and their supervisors.

Howell, D. L.
    Supervisory development for small business firms.   Personnel journal,
    vol. 49, no. 7, July 1970, pp. 570-576.
       Even in a small business effective training for all levels of super-
    visors requires pretraining, training and posttraining activities.
    While one company may not be able to manage an adequate program,
    several companies can join together usefully in a consortium type
    arrangement.

Hunt, Raymond G. and Cary M. Lichtman.
    A prototype program for training work supervisors as employee coun-
    selors.   Training and development journal, vol. 24, no. 8, August
    1970, pp. 26-32.
       A prototype program--and a variant of it--for training managers and
    supervisors in the philosophy and techniques of employee counseling
    is described.   Six topical components of the course are outlined and
    its effectiveness reported on.

Imberman, A. A.
    Why most supervisor training fails.   The Office, vol. 70, no. 6,
    December 1969, pp. 12-14, 16.
       Case studies from one's own company are often the most successful way
    to teach a supervisor to listen to his subordinates--and this should be,
    but often is not, the most important goal of training.

Jaffee, Cabot L.
    Problems in supervision; an in-basket training exercise.   Reading,
    Mass., Addison-Wesley, 1968.   235 pp.
       A workbook for those up to the middle management level.   Instructor
    tests, self-scoring-tests, and questions for group discussion are
    provided.

Supervisory Development Programs (Cont'd)

Jarrell, Donald and Joseph Frigiola.
    The role of training in supervisory development.   Management of
    personnel quarterly, vol. 9, no. 2, Summer 1970, pp. 11-14.
        Many question the benefits of training in organizational change
    when such training is not an integral part of the organizational
    development effort.   The thesis here is that the basic question to
    consider when establishing the role of training in supervisory
    development is whether the constraints on employee performance result
    from shortcomings of potential trainees or from the organization.
    Then the question becomes whether change can best be induced through
    training or through other programs.
Jenkins;, David.
    Supervisory selection and training in manufacturing industry.
    London, Staples Press, 1968.   77 pp.
        An analysis of the supervisor's job--myth and reality--selecting
    supervisors for training, the training process, and the place of formal
    training.
Jones, Hank.
    Management teams mass-produce first line supervisors.   Manage, vol. 21,
    no. 7, May 1969, pp. 53-58.
        Describes the inception, development, and current success of a
    training program sponsored by Broward County, Florida, Manufacturers
    Association with the cooperation of the local school board.

Malone, Robert L.
    Identifying and developing in-house personnel.   Training in business
    and industry, vol. 5, no. 10, October 1968, pp. 48-52, 56-57.
        Good programs combine test, interview and performance appraisal
    data in evaluating the capabilities of employees and identifying
    potential.   The supervisor, with the most direct contact with the em-
    ployees, is the key to any development program, and for this reason
    must be the first development candidate.
Margulies, Newton.
    An integrated approach to supervisory training for hiring the hard-
    core.   Training and development journal, vol. 24, no. 8, August
    1970, pp. 42-44.
        Describes the supervisory training portion of a total training
    effort of a large aerospace company.   The particular program had
    implications beyond the supervisor's relationship with the hard-
    core employee, focusing on his total supervisory style.
Michigan. University. Bureau of Industrial Relations.
    The practice of supervision.   Ann Arbor, University of Michigan,
    Graduate School of Business Administration, Bureau of Industrial
    Relations, 1969?   1 v.
        Packaged course for supervisory training.   Contains cases.
Peake, H. J.
    Supervisor development: objectives and obstacles.   Personnel journal,
    vol. 48, no. 11, November 1969, pp. 907-909.
        Summary of views of various authors on the objectives of supervisory
    training and the obstacles to its success.

Supervisory Development Programs (Cont'd)

Pelfrey, R. H.
    Supervisory management development program with impact.   Training and
    development journal, vol. 24, no. 8, August 1970, pp. 34-35.
        Report on an in-house program at Ingalls Shipbuilding Division,
    Litton Systems, Inc. Pre-program objectives were determined and
    matched to segments of the course. They were later measured through
    participant evaluations.

Pennsylvania State University.
    The determination and measurement of supervisory training needs of
    hospital personnel. A survey of Pennsylvania hospitals, by Samuel S.
    Dubin and H. Leroy Marlow.   Philadelphia, 1965.   132 pp.

Pistolese, Clifford.
    Behaviorally-based supervisory development. Training and development
    journal, vol. 24, no. 1, January 1970, pp. 36-38.
        Outlines a procedural model for applying behavioral principles to
    help supervisors become better managers. Gives program characteristics,
    sample elements, procedures for enactment, and a checklist for program
    development.

Post, John.
    Turn your foremen into more effective managers.   Modern manufacturing,
    vol. 3, no. 3, March 1970, pp. 91-92.
        Describes a three-step program, which will increase the competence
    of foremen and improve the company's operation.

Public Personnel Association.
    Upgrading the supervisor's labor relations skills, by Kenneth G.
    Nachreiner and G. Thomas Bull.   Chicago, 1969.   38 pp.   (Public
    employee relations library no. 12)
        Stresses importance of training the firstline government supervisor
    for his role as part of the management team in labor relations.   In-
    cludes a list of materials to use for such a training course, sections
    for a supervisor's handbook, an outline of an actual training course
    together with "handout" materials.

Salvagno, Ralph G.
    The myths of career development; career program structure must be
    subordinate to individual development. Training and development
    journal, vol. 23, no. 3, March 1969, pp. 46-48, 50.
        One of the major functions of career development ought to be
    facilitating the transition from technician to supervisor or manager.
Schoderbek, Peter P.
    The changing role of the foreman.   Personnel journal, vol. 49,
    no. 8, August 1970, pp. 680-687.
        Analyzes modifications in the role of the foreman that have re-
    sulted from changes on the industrial scene. Implications are drawn
    from findings of a survey of several hundred companies.

Supervisory Development Programs (Cont'd)

Sharma, Jitendra M.
    "Restricted freedom of action."   Personnel administrator, vol. 15,
    no. 3, May-June 1970, pp. 44, 46-47.
       The author's thesis is that while leadership is regarded as a
    must for the supervisor, elements in his situation inhibit the con-
    ditions necessary for it and instead require overseeing and direct-
    ing.
Sheer, Wilbert E.
    A practical approach to supervisory training.   Personnel journal,
    vol. 48, no. 5, May 1969, pp. 369-371.
       Outline of a practical approach to training supervisors with a
    suggestion of the problems involved.

Sherman, Ethel C.
    Self-understanding in supervisory training; the inner-view helps the
    trainee see himself as others see him.   Training and development
    journal, vol. 22, no. 11, November 1968, pp. 32-34.
       The author suggests that successful supervisory training hinges
    on the trainee's attitude and interest in improvement rather than
    on a training technique.   The use of the Runner Studies of Attitude
    Patterns questionnaire has been found to be particularly valuable in
    helping the supervisor see himself objectively.
Smith, Harold T.
    Favor on-job supervisory training.   Administrative management, vol. 31,
    no. 8, August 1970, pp. 53-54.
       Findings of an American Management Association survey indicate
    those knowledges and skills administrative managers thought best
    taught in colleges, in formal company programs, through on-the-job
    training, or through internships.

Stewart, William J.
    Determining first-line supervisory training needs; an analysis of job
    tasks performed by industrial supervisors in Ohio.   Training and
    development journal, vol. 24, no. 4, April 1970, pp. 12-19.
       Research study of 755 industrial supervisors' job tasks in order
    to set up areas most useful for first-line supervisory training pro-
    grams.   Concludes training in attitude change is of primary importance
    and problem solving in its personal aspects of considerable importance.
Swedmark, Donald C.
    A study of the in-service supervisory training programs of selected
    insurance companies with implications for the organization and
    evaluation of such programs.   Ann Arbor, Mich., University Microfilms,
    Inc., 1970.   268 pp.
       Doctoral dissertation, University of Iowa, 1970.   Abstracted in
    Dissertation Abstracts, vol. 31, no. 6, December 1970, p. 2558-A.
Thomas, William C.
    Bring on the "hardcore" trainers. I love a parade.   Management of
    personnel quarterly, vol. 8, no. 2, Summer 1969, pp. 4-9.
       Proposes a training program for supervisors of black workers which
    consists of a broad, cross-section exposure to black opinions from
    the local community.

Supervisory Development Programs (Cont'd)

U. S. Department of the Army.
  Motivation and productivity. Washington, U. S. Govt. Print. Off.,
  1969. 130 pp. (Manager development series, civilian personnel
  pamphlet no. 45-M-1)
    Outlines a course of study for supervisors and executives
  which aims at improving their understanding of the concepts in
  motivation. Case studies and readings are included.

U. S. Department of the Interior.
  Guide for training supervisors in merit promotion. Prepared by Office of
  Assistant Secretary for Administration. Washington, 1969. 1 v.
  (Personnel management publication 16)

U. S. Department of the Interior.
  Guide for training supervisors, in performance evaluation. Prepared
  by Office of Assistant Secretary for Administration. Washington,
  U. S. Govt. Print. Off., 1968. 18 pp. (Personnel management Pub. 10)

U. S. Department of the Interior.
  How to help the injured employee; a brief manual to assist supervisors
  in handling and reporting work injuries. Prepared by Office of Per-
  sonnel Management. Rev. Washington, U. S. Govt. Print. Off., 1969.
  36 pp.

U. S. Geological Survey.
  Don't pass the buck; a handbook of procedural guidelines and suggestions
  for preventing and handling personnel problems. Prepared by Rocky
  Mountain Region. Denver, Colo., 1969. 1 v.
    Handbook of methods for dealing with problems in personnel administration
  in areas such as selection, orientation, position description, standards of
  performance and evaluation, deficiency documentation, and grievance and
  disciplinary procedures.

U.S. Geological Survey.
  Supervisory training course. Denver, Colorado, n.d. 3 v.
    Contents: vol. 1, Basic course; vol. 2, You got problems; vol. 3,
  Visual aids. "The material in this course has been extracted from
  a master course prepared by, and in use by, the United States De-
  partment of the Air Force."

U. S. Office of Education.
  Supervisory and administrative management occupations. (U.S.O.E. code
  14.0800). Washington, U. S. Govt. Print. Off., 1970. 208 pp. (A
  suggested curriculum guide OE-86012)
    Incorporates unitized subject studies and suggested patterns for
  continuous education to meet specific career objectives of trainees
  eligible under the Vocational Education Act of 1963 and the Manpower
  Development and Training Act of 1962.

Supervisory Development Programs (Cont'd)

Vincent, M. da C.
   A commanding officer looks at personnel management.   Journal of Navy
   civilian manpower management, vol. 3, no. 3, Fall 1969, pp. 29-31.
      The real personnel managers, according to the author, are the line
   supervisors who are dealing with employees on a day to day basis.
   These managers must keep abreast of changes in the work environment,
   in union-management relations, equal employment opportunity, social
   programs, etc. if they are to succeed in their jobs.

Warr, Peter B. and Michael W. Bird.
   Identifying supervisory training needs.   London,   H.M.   Stat. Office, 1968.
   21 pp.   (Training information paper 2)
      Research report on design of supervisory training programs, and the con-
   cept of "training by exception," which emphasizes only those aspects of a
   job which are not smooth operations.   The training design developed in the
   Sheffield steel industry, was based on individual training needs, job re-
   quirements and job difficulties.

Wentorf, Dorothy A.
   Objectives for management development programs in large department
   stores: their determination and implications for program design.
   Ann Arbor, Mich., University Microfilms, Inc., 1969.   227 pp.
      The study investigates the nature of middle management training in
   retailing, outlines the variables which relate to the consideration of
   training objectives, and examines sources and methods of determining
   needs.   Comparisons are made of current practice to recommendations of
   theory.
      Doctoral dissertation, University of Wisconsin, 1969.   Abstracted in
   Dissertation Abstracts International, vol. 30, no. 3, August 1969,
   pp. 878-879-A.

White, Harold C., and Robert J. Dyer.
   How labor and management view preventive mediation training; results of a
   study in Arizona.   Training and development journal, vol. 23, no. 1,
   January 1969, pp. 36-38.
      Description of a study concerning the acceptance by shop stewards and
   first-line foremen in Arizona of Federal Mediation and Conciliation
   Service training programs.   "In the final analysis, the effectiveness of
   the joint steward-foreman training is almost entirely dependent on the good
   faith and mutual trust of the parties."

Williams, Michael R.
   Human relations.   London, Longmans, Green and Co., Ltd., 1967.
   77 pp.   (Longman's supervisory series, vol. 4)
      Describes "in simple terms and without jargon, the supervisor's role
   and its changing perspectives" to give him "an increased awareness of
   cause and effect in human behaviour and a clearer understanding of
   his contribution to effective shop floor relationships."
      A National Extension College Course prepared in collaboration with
   Institute of Supervisory Management.

Supervisory Development Programs (Cont'd)

Woolery, Todd W.
   A conceptual framework for supervisory development. Training and
   development journal, vol. 22, no. 12, December 1968, pp. 6-11.
      "The prevention of psychological closure, orientation to per-
   sonal goals through the concept of significant other and orientation
   to company goals through the concept of behavior-directed training
   should be the goals of all organizational training."

Zick, Donald C.
   Management development at the University of Missouri. Journal of
   the College and University Personnel Association, vol. 21, no. 4,
   August 1970, pp. 42-44.
      Describes four courses offered to nonacademic supervisory employees
   to prepare and orient them for supervisory and managerial duties and
   responsibilities.

SELECTED TEXTBOOKS IN SUPERVISION FOR SELF DEVELOPMENT

American Management Association, Inc.
    Let's get down to cases; ... problem situations for the office super-
    visor. New York, 1968.   72 pp.
        True stories of problems supervisors have faced, originally featured
    in Supervisory Management. Replies from readers describe different ways
    real supervisors say they might have coped with these situations.

American Management Association, Inc.
    Let's get down to cases; ... problem situations for the plant supervisor.
    New York, 1968.   72 pp.

Betts, Peter W.
    Supervisory studies.   London, Macdonald and Evans Ltd., 1968.   454 pp.
        Text for individuals preparing for the examinations in foremanship and
    supervision offered by the National Examination Board in Supervisory Studies.

Blyth, John W.
    How to use zero defects to produce error-free work.   New York,
    Argyle, 1966.   170 pp.
        A Kelly-Read programed course for supervisors.
        Stresses human relations skills and the use of an awards program.

Bishop, Maxine H.
    Dynamic supervision; problems and opportunities.   New York,
    American Management Association, Inc., 1969.   287 pp.
        Written for both the new and the experienced supervisor, this
    book "attempts to give a broad and penetrating picture of the
    total supervisory responsibility and to identify the particular
    abilities a supervisor should have in order to be effective."

Blyth, John W. and Robert G. Johnson.
    How to improve your supervisory cost reduction skills; paperwork and
    administrative routines. New York, N..Y., Argyle, 1966.   391 pp.
        A programmed course on cost reduction through work simplification.
        Contents: Introduction to work simplication; The human factor in
    work simplification; The flow process chart; The horizontal procedure
    chart.
Blyth, John W.
    How to use zero defects to produce error-free work. New York,
    Argyle, 1966. 170 pp.
        A Kelly-Read programed course for supervisors.
        Stresses human relations skills and the use of an awards program.
Blyth, John W.
    Improving your supervisory error reduction skills.   New York, Argyle
    Publishing Corp., 1966.   89 pp.
Broadwell, Martin M.
    The supervisor as an instructor; a guide for classroom training. 2d ed.
    Reading, Mass., Addison-Wesley, 1970. 175 pp.
        Second edition adds material on task analysis and training evaluation
    as well as exercises and questions for each chapter.

Selected Textbooks in Supervision for Self Development (Cont'd)

Burby, Raymond J.
   Communicating with people; the supervisor's introduction to verbal com-
   munication and decision-making.   Reading, Mass., Addison-Wesley, 1970.
   164 pp.
      A programmed text to provide the supervisor with insight into the im-
   pact of verbal communications on his decisions and an understanding of
   intent of communications and reaction to them.

Burby, Raymond J.
   Managing with people.   Reading, Mass., Addison-Wesley Publishing Co.,
   Inc., 1968.   167 pp.
      A programmed textbook designed to help in the understanding of
   human needs, motivation, goals and at..tudes; and to eliminate
   barriers to productive work.

Bureau of Business Practice.
   Motivation. Waterford, Conn., 1970.   32 pp.   (Supervisor's
   problem-solving series, issue no. 101)
      Three typical supervision problem cases are described with al-
   ternative solutions. The supervisor is asked to choose the best
   approach to each problem.

Busse, Frank A.
   Three-dimensional foremanship.   New York, American Management Association,
   Inc., 1969.   239 pp.
      General textbook for the supervisor in either factory or office
   situations. Covers all areas of responsibility--selection, performance
   evaluation, grievances, discipline, giving orders, etc.

Ecker, H. Paul, Vernon Ouellette and John Macrae.
   Handbook for supervisors. 2d ed.   Englewood Cliffs, N. J., Prentice-
   Hall, 1970.   217 pp.
      A practical guide for supervisors on such topics as the union,
   motivation and morale, job instruction training, how to judge per-
   formance, how to communicate, and how to work with others effectively.

Fraser, John M.
   Principles and practice of supervisory management.   London, T. Nelson
   and Sons, Ltd., 1967.   120 pp.
      A British text, addressed   to   "students" attempting to qualify
   for supervisory positions.
      Partial contents: Industrial organization; Supervisory duties and
   responsibilities; Job specification; The new recruit /interviewing,
   orienting/; Training, reporting, and discipline; and Psychological
   aspects /of supervision/.

Hepner, Harry W. and Frederick B. Pettengill.
   Perceptive management and supervision; social responsibilities and
   challenges. 2d ed.   Englewood Cliffs, N. J., Prentice-Hall, 1971.
   564 pp.
      This book is aimed primarily at the individual trying to establish
   a sense of social responsibility in the business world. Sections deal
   with insights from behavioral studies on basic management, functional
   supervision; interpersonal relations in typical departments; improving
   relations with individuals; and individual advancement in business.

Selected Textbooks in Supervision for Self Development (Cont'd)

Howells, G. W.
    Human aspects of management.   London, Heinemann, 1969.   124 pp.
        Reviews knowledge of people's individual and group needs and their
    motivations to work. Implications for supervisory action are con-
    sidered, and a detailed analysis of the essentials of supervisory skill
    is offered.
Iannone, N. F.
    Supervision of police personnel.   Englewood Cliffs, N. J., Prentice-
    Hall, 1970.   286 pp.
        This text supplies the working police supervisor with information
    that will enable him to perform effectively on the job and serves as a
    teaching device for students who aspire to this type of work. It treats
    of the problems peculiar to police management and offers solutions.

Lateiner, Alfred R. and H. W. Heinrich.
    Management and controlling employee performance.   West New York,
    N.J., Lateiner Pub. Co., 1968.   284 pp.
        Contents: Book I. Management, by Alfred Lateiner; Book II.
    Controlling employee performance, by H. W. Heinrich. Prepared and
    edited by Alfred Lateiner from Mr. Heinrich's manuscript and notes.
        The first book is divided into chapters dealing with selecting,
    recruiting, and training supervisors; safety; decision-making; per-
    formance review; managerial control; etc. It focuses on the relation-
    ship between the industrial manager and his supervisors. Book II
    relates to controlling employee performance--the costs, opportunities,
    and methods, and also considers supervision and motivation.

Lucio, William H. and John D. McNeil.
    Supervision; a synthesis of thought and action.   2d ed.   New York,
    McGraw-Hill, 1969.   329 pp.
        Part three, "Human skills in supervision" contains material on
    interpersonal factors in learning and supervisory behavior.

McAreavy, John F.
    An analysis of factors affecting the achievement of adults who partici-
    pate in short, concentrated management courses. Ann Arbor, Mich.,
    University Microfilms, Inc., 1969.   209 pp.
        "Identifies factors involved in adult student achievement and be-
    havior in short concentrated management courses." Age (46), outside-of-
    class discussion and willingness to demonstrate their knowledge are
    associated with higher level achievement.
        Doctoral dissertation, Iowa University, 1969.   Abstracted in Disser-
    tation Abstracts International, vol. 30, no. 3, September 1969, p. 1024-A.
        Also abstracted in Research in Education, vol. 5, no. 7, July 1970,
    p. 8. ED-036-684.

Selected Textbooks in Supervision for Self Development (Cont·d)

Michelon, L. C.
The art and science of professional supervision.   Cleveland, Ohio, Re-
public Industrial Education Institute, 1970.   96 pp.
    Introduces the supervisor to his responsibilities, methods of moti-
vation and communication, principles of organization and management, and
methods of decision-making.

Parker, Willard E., Robert W. Kleemeier, and Beyer V. Parker.
Front-line leadership.   New York, N. Y., McGraw-Hill, 1969.   431 pp.

    An updating and revision of his father's book, Human Relations in
Supervision (1951) by Beyer Parker, it is directed at the first-line
supervisor and stresses the human relations approach to supervision
and leadership. Features original cartoons and single sentence guide-
lines throughout.

Patten, Thomas H., Jr.
The foreman; forgotten man of management.   New York, American Manage-
ment Association, Inc., 1968.   1v1 pp.
    Focus is on the general status of the industrial production
foreman in organizations. Suggests a program to improve his position.

Peters, David A.
The principles and practice of supervision.   New York, Pergamon
Press, 1967.   89 pp.
    Examines three aspects of supervision: the supervisor's attitude
toward the control of work and people, his understanding of organiza-
tion, and his perception of supervision as a social process. Points
out their relevance to improved supervision. Illustrates with case
studies.

Peters, David A.
Principles of supervision.   London, Longmans, Green and Co.Ltd., 1967.
85 pp.
    Although designed for the person preparing himself for a position
in supervisory management, this short text serves as a good summary of
guidelines for the "supervisor who simply wants to do his job better."
Lessons on theories and elements of organization, the place of policy,
delegating authority, communication and training.
    A National Extension College course prepared in collaboration
with the Institute of Supervisory Management.

Shephard Associates.
Study guide for supervisors.   Fort Worth, Tex., 1963.   1v.
    Looseleaf notebook with study guides in the divisions of: organizing
and planning, people and jobs, delegating, communicating, methods improve-
ment, training, motivating, handling grievances, discipline, and self-
development for supervisors.

Selected Textbooks in Supervision for Self Development (Cont'd)

Society for Personnel Administratio...
   · A challenge to supervisors; the problem worker.   Washington, 1968.
   8 pp.   (Booklet no. 5)
      The best way to eliminate the problem employee is to prevent the
   problem from arising.   Therefore, an effective supervisor should
   emphasize "human relations and preventive supervision."   When this
   approach fails the supervisor must help the employee correct the
   problem or as a final resort, discipline him. Contains helpful check-
   lists to aid the supervisor. .

Thompson, James J.
   Instructional communication.   New York, American Book Co., 1969.   234 pp.
      Although the material is useful for teaching methods and supervisory
   practices, the purpose of the book is to aid in the education of the
   first technically literate generation of teachers and administrators.
   It aims "to lay the theoretical groundwork that is necessary before
   fundamental questions about the objectives and processes of modern in-
   structional communication can be asked...." Introduces communication
   theories from cybernetics, examines the characteristics and capabilities
   of several media, discusses non-verbal communication, and explores the
   relationship between the teacher and the media specialist.

U. S. Department of Agriculture.
   Guides for supervisors. Rev. ed.   Prepared by Office of Personnel, Employee
   Development, Safety and Welfare Division.   Washington, U. S. Govt. Print.
   Off., 1969.   118 pp.
      The guides are "designed to refresh and reinforce" supervisory skills.
   Includes guides for supervisors on management, personnel, ethics,   employee
   development, and employee welfare responsibilities.

Van Fleet, James K.
   Guide to managing people; how to control people through the secrets
   of dynamic leadership and supervision.   West Nyack, N.Y., Parker Pub.
   Co., Inc., 1968.   159 pp.
      Intended to serve as practical guide on how to manage, how to
   supervise, how to influence other people.

Williams, Michael R.
   Human relations.   London, Longmans, Green and Co., Ltd., 1967.
   77 pp.   (Longman's supervisory series, vol. 4)
      A National Extension College Course prepared in collaboration with
   Institute of Supervisory Management, which aims to give a supervisor
   an increased awareness of cause and effect in human behaviour.

Yaney, Joseph P. and Geary A. Rummler.
   Labor relations for the supervisor.   Reading, Mass., Addison-Wesley
   Pub. Co., Inc., 1968.   97 pp.
      Programmed text containing case materials on union-management rela-
   tionships, grievance and arbitration procedures, and explanations of
   labor law. Uses the recent technique of "discrimination programming,"
   a device which requires the student to discover differences in examples
   which appear to be similar.

TRAINING METHODS--GENERAL AND COMPARATIVE

Bibliography

Hickey, Albert E., ed.
   Computer-assisted instruction; a survey of the literature. 3d ed.
   Newburyport , Mass., Entelek Inc., 1968.   1 v.   (Technical report
   8)
      Provides an overview of the state of the art together with appli-
   cations to selected fields of learning and professions, and descrip-
   tions of the systems and theories. Includes directory of major
   centers.

. . . .

Able, Robert L.
   An analysis of the use of selected methods of executive development
   in the U.S. Air Force. Ann Arbor, Mich., University Microfilms, Inc.,
   1970. n.p.
      Doctoral dissertation, University of Kentucky, 1962. Abstracted in
   Dissertation Abstracts International, vol. 31, no. 5, November 1970,
   p. 1937-A.

Barnabas, Bentley.
   Coaching a junior toward seniordom.   Administrative management,
   vol. 30, no. 1, January 1969, pp. 57-58.
      Pointers for managers who are responsible for teaching junior
   executives the art of decision-making.

Belbin, R. M.
   The discovery method; an international experiment in retraining.
   Paris, Organisation for Economic Co-operation and Development, 1969.
   85 pp.   (Employment of older workers, 6)
      The discovery method builds on the presentation of increasingly
   difficult tasks and problems to the trainee. The instructor's role is
   one of designing the tasks and offering assistance as needed, rather
   than lecturing. Describes problems encountered, an evaluation of the
   method, and case studies.

Bell, David.
   A modular approach to training.   Personnel management (Gt. Brit.),
   vol. 1, no. 3, July 1969, pp. 28-32.
      The Edinburgh Group of the Institute of Personnel Management (Gt.
   Brit.) created a course for training personnel staff for current personnel
   needs as well as for future ones. The recommended system consists of two
   stages: an initial course to cover basic skills; followed by modules, short
   intensive courses in single specific fields. The modules, which ideally
   would be offered at a time when they could be applied, are intensive and
   flexibly suited to the various specialists' needs.

Bilodeau, Edward A., ed.
   Principles of skill acquisition.   New York, Academic Press, 1969.
   368 pp.
      "This text ... is intended as a survey of acquisition of skill as a
   part of the experimental psychology of human behavior." Traces the
   development of motor skills from birth to adolescence and reports re-
   search in areas of learning, memory and training.

Blake, Robert R., and others.
    A second breakthrough in organization development.   California man-
    agement review, vol. 11, no. 2, Winter 1968, pp. 73-78.
        On the assumption that all employees can become self-motivated and
    cooperatively involved in their work activities, the Sigma Corporation
    extended its grid development program to the lowest level wage earners.
    Results of the program and its benefits are described.

Blamberg, Siegmar F.
    Instructional pre-analysis.   Training and development journal, vol. 23,
    no. 6, June 1969, pp. 50-51.
        Instructional aids may be a "professional hazard" if their use is
    limited to achieving their stated purpose. For maximum utilization sug-
    gests pre-analysis and examination by the trainer.

Borwick, Irving.
    Designing training programs--parity or parody.   Management of personnel
    quarterly, vol. 8, no. 4, Winter 1969, pp. 40-46.
        Describes briefly nine training methods, all of which actively in-
    volve the student in the learning process rather than leaving him a
    passive recipient. Methods described are: programmed instruction, in
    baskets, case studies, role playing, incident process, the instrumented
    lab, sensitivity training, work projects and business games.

Borwick, Irving.
    Team improvement laboratory.   Personnel journal, vol. 48, no. 1,
    January 1969, pp. 18-24.
        Describes the Team Improvement Laboratory used in the supermarket
    industry to create a work climate in which every employee operates as
    a manager. Based on the Managerial Grid and the principles of work
    simplification and designed primarily for rank and file employees, the
    program succeeded in changing attitudes, educating employees, developing
    managerial skills, and introducing control of change.

Broadwell, Martin M.
    Questions trainers ask.   Training in business and industry, vol. 6,
    no. 10, October 1969, pp. 43, 62-63, 66.
        Answers some basic questions often asked by new training instructors
    with limited backgrounds. Briefly discusses setting objectives and
    warns against public speaking as a teaching technique.

Casey, D. L.
    Which way in training skilled workers?   Personnel practice bulletin
    (Australia), vol. 26, no. 2, June 1970, pp. 100-108.
        Discusses findings and recommendations of an Australia Tripartite
    Mission which investigated methods of training skilled workers in
    European countries. Compares this training with that found in
    Australia. Finds Australian training inferior and recommends early
    improvements.

Comtois, Joseph D. and William D. Martin, Jr.
    Career development and rotational assignments.   GAO review (General
    Accounting Office), Winter 1969, pp. 27-30.
        The authors set out to prove or disprove the hypothesis that "The
    rotation of trainees among jobs within Federal agencies is favorable
    toward career development as opposed to non-rotational-type assignment."
    85% of those trainees questioned responded favorably toward the
    benefits of their rotational assignments. Article also lists additional
    conclusions reached in the study.

Cone, William F.
    Management development: the need for an eclectic approach. Training and
    development journal, vol. 24, no. 9, September 1970, 26-30; no. 10, October
    1970, pp. 14-19.
        Two-part article stresses need for exploiting the best of classroom- and
    job-based approaches to management development. Part one explores benefits
    and limitations of certain classroom techniques: sensitivity training,
    game-based learning, and university programs. Part two discusses advantages
    and disadvantages of job-related training techniques: rotation, task,
    teams, special projects, and staff studies. Concludes that the success of
    any management development program can be measured in terms of improved
    productivity and improved performance.

Correll, Gene.
    Training materials grab-bag.   Management of personnel quarterly, vol. 8,
    no. 4, Winter 1969, pp. 47-48.
        Lists sources for securing various types of materials useful in manage-
    ment education.

Correspondence study: rewards for the resolute. Occupational outlook
    quarterly, vol. 12, no. 4, December 1968, pp. 22-25.
        Reviews organizations offering home-study courses, numbers attend-
    ing, courses available and costs. Ends with discussion of pros and
    cons of correspondence study.

Dennison, Robert.
    Learning and reinforcement.   Canadian personnel and industrial
    relations journal, vol. 17, no. 2, March 1970, pp. 65-68.
        Reviews three approaches to learning--one based on personal
    experience, another based on insight, and the third based on rein-
    forcement. Dennison suggests greater emphasis on reinforcement.

Erdos, Renée F.
    Teaching by correspondence.   London, Eng. , Longmans, Green & Co.,
    Ltd., 1967.   218 pp.   (Unesco source book)
        This book is an in-depth treatment of study by correspondence--its
    history, methods, uses and trends. An inadequate supply of schools and
    teachers, the idea of universal education, and the necessity for con-
    tinuing programs of adult education have made the need for correspondence
    courses more acute. The book's purpose is to counsel people who admin-
    ister education programs in various countries in setting up new systems
    or to expand present facilities for utilizing this method of training.
    The appendices contain sample lessons and techniques for composing
    lessons.

Fergason, Guy.
   Train today's men for tomorrow's work.   Best's insurance news, vol.
   69, no. 6, October 1968, pp. 75-77.
      How to supervise and train the young executive. Recommends that he
   be taught to abide by the rules but that he be given consideration and
   encouragement by an executive who has a genuine desire to train
   prospects for future company responsibility.

Ford, George A.
   Four steps are no longer enough.   Training and development journal,
   vol. 24, no. 7, July 1970, pp. 29-34.
      Describes a systems approach adaptation of the J.I.T. (job in-
   struction training) process. The expanded technique integrates two
   elements--objectives and evaluation--into the four step method. Mr.
   Ford examines the six components of his model.

Fulmer, R. M.
   Lectures can lead to 'lethal lethargy'.   Administrative management,
   vol. 31, no. 4, April 1970, pp. 76-78.
      "For best training results, combine lectures with cases, inci-
   dents, role playing, and self-development programs."

Gray, Irwin and Theodore B. Borecki.
   Training programs for the hard core; what the trainer has to learn.
   Personnel, vol. 47, no. 2, March-April 1970, pp. 23-29.
      Discusses the five areas in which most problems of training the hard
   core have been found to fall: instructor trainee relationships, trainee
   relationships, trainee background, instructor flexibility, relevance of
   material, and practicality of illustrations.

Harris, Philip R.
   Guidelines in adult training for university personnel; a summary of
   effective training methods.   Training and development journal, vol.
   23, no. 1, January 1969, pp. 44-46.
      Guidelines for college faculty members conducting industrial train-
   ing sessions. Brief notes on a variety of training methods such as
   small group discussions, role-playing, simulation exercises.

Institute for Creative Studies.
   Pretraining vocational orientation through job rotation, by Nancy
   Barrett and others.   Springfield, Va., Clearinghouse for Federal
   Scientific and Technical Information, 1968.   60 pp.
      Investigates causes of dropout from manpower training programs and
   proposes a rotational on-job exposure scheme (ROJE) to encourage
   rational career planning through pre-training vocational orientation.
      Prepared under grant from Office of Manpower Policy, Evaluation and
   Research.

Jensen, James O.
   An analysis of the effect of instructor authoritarianism and democracy
   upon adult achievement in management development courses.   Ann
   Arbor, Mich.,   University Microfilms, Inc., 1970.   331 pp.
      Abstracted in Dissertation Abstracts International, vol. 30, no. 9,
   March 1970, p. 3788-A.

Knirk, Frederick G. and John W. Childs.
    Instructional technology; a book of readings.   New York, Holt,
    Rinehart and Winston, 1968.   300 pp.
        Provides a basis for understanding the potentials of instructional
    technology.   Examines its social and cultural implications, media
    characteristics, the instructional systems concept, the theory of ino
    formation storage and retrieval, the infl_ence of school plant design,
    the effect of media and materials on the cost of instruction, and
    learning and communication theory related to media use.

Koosis on individualized instruction.   Training in business and industry,
    vol. ?, no. 10, October 1970, pp. 27-29, 54.
        Questions and answers on individualized instruction--why major firms
    use it, hardware needed, and changes foreseen in equipment.   Mr. Don
    Koosis has a consulting firm in New York, Visual Instruction Systems.
Koverman, Howard.
    The educational challenge.   Manage, vol. 21, no. 9, August 1969, pp. 6-11.
        Managers must develop themselves to avoid being bypassed and to make
    room at the bottom for new recruits.   Discusses programs that profes-
    sional management clubs can undertake to assist in management develop-
    ment and describes those prepared by the National Management Association
    and available to clubs.

Langdorf, George W., Jr.
    How to keep heads from nodding.   Training in business and industry,
    vol. 7, no. 4, April   1970, pp. 54-56.
        Enumerates classroom techniques which instructor can use to
    stimulate involvement and participation on the part of trainees.
    Author feels the instructor's own involvement is the most important
    element.

Langdorf, George W., Jr.
    Training trainers; an experiment that won't let them forget about
    remembering.   Training in business and industry, vol. 7, no. 5,
    May 1970, pp. 46-47, 65-66.
        Suggests an experiment for trainers to use with their classes
    which points out that teaching with visual aids is not always,
    or necessarily, more effective than teaching without them.

Lawrence, Susanne.
    Much ado about modules.   Personnel management (Gt. Brit.), vol. 2,
    no. 3, March 1970, pp. 34-38.
        The British Industry Training Board has developed a module training
    system which is characterized by a pre-packaged unit containing all
    training required to meet a defined standard and which is used pri-
    marily in craft training.   Article describes experiences of engineer-
    ing companies with the modules.

Leadership Resources, Inc.
    Developing personnel, by Everett H. Bellows.   Washington, 1968.   23 pp.
    (Management series no. 6)
        Size and complexity of modern businesses and the information ex-
    plosion makes the training and development of people an essential
    element of progressive organizations.
        Partial contents: On-the-job training and experience; Job rotation;
    On-site training; Counseling; Personal example; Role of the training
    officer.

Levine, Marvin J.
   Training to relieve urban unemployment. Personnel administration,
   vol. 31, no. 6, November-December 1968, pp. 50-53.
      To ameliorate persistent urban unemployment, advocates an adapta-
   tion of the Training-Within-Industry Program used during World War I.
   One of its key components was the isolation of "critical points"
   in otherwise difficult jobs.

Livingston, J. Sterling.
   Pygmalion in management; a manager's expectations are the key to a
   subordinate's performance and development. Harvard business review,
   vol. 47, no. 4, July-August 1969, pp. 81-89.
      An explanation of the ways in which good managers stimulate and
   develop their young subordinates in business and the effect this
   has on productivity and turnover. The hypothesis is that subordi-
   nates live up to the standards set for them if they are both challeng-
   ing and realistic.

McInnis, Noel F.
   Getting with instructional systems and getting instructional systems
   with it. Educational technology, vol. 9, no. 4, April 1969,
   pp. 40-43.
      Explores differences between the traditional education trend which
   emphasizes transmission and storage of information and the new form
   trend which stresses the acquisition and assimilation of information.
   Author reports his personnel experiences in teaching a course.

MacKenzie, Ossian, Edward L. Christensen and Paul H. Rigby.
   Correspondence instruction in the United States; a study of what it is,
   how it functions, and what its potential may be. New York, McGraw-Hill
   Book Co., 1968. 261 pp. (Carnegie series in American education)
      Analyzes a method of instruction and evaluates its past and present
   status in American education.

Mager, Robert F.
   Developing attitude toward learning. Palo Alto, Calif., Fearon Pub-
   lishers, 1968. 104 pp.
      A how-to-do-it book for classroom teachers for developing positive
   student attitudes toward learning. It is intended to suggest ways to
   help students make the best use of the subject they have been taught.

Margach, C. S.
   Putting the lecture in its place. Training in business and industry,
   vol. 6, no. 6, June 1969, p. 52.
      Trainees learn most effectively when they actively participate. In
   addition to direct learning--the lecture--the author also calls for
   delegated learning--class involvement.

Marshall, Patricia.
   Training by mail. Manpower, vol. 2, no. 3, March 1970, pp. 8-12.
      Enrollment in correspondence courses with emphasis on job training
   is growing at a rapid rate. Cites the Federal government as a leader in
   this area with more than a million enrolled in career oriented courses
   through the U. S. Armed Forces Institute. Points out advantages and
   drawbacks to correspondence courses.

Massachusetts. Department of Education.
    Handbook for authors of correspondence course study guides. Pre-
    pared by Bureau of Adult Education and Extended Services.
    Rev. ed.   Boston, 1968.   1 v.
        In addition to a section on methods for structuring the study
    guide, also contains information on relating contents of the guide to
    life, on keeping it interesting, on   providing for review, and
    on preparing students for final examination.

Massachusets. Department of Education.
    How to teach a correspondence course. Prepared by Bureau of Adult
    Education and Extended Services.   Boston, 1969. 40 pp.

        Practical guidelines covering the tools, mechanics and techniques
    which a teacher should employ. Sample teaching comments, appropriate
    for various subjects, included.

Maton, J.
    Experience on the job and formal training as alternative means of skill
    acquisition: an empirical study.   International labour review, vol. 100,
    no. 3, September 1969, pp. 239-255.
        Reports research on alternative paths of job preparation for the highly
    skilled worker, technician or assistant engineer and time required for
    preparation.

Mills, H. R.
    Teaching and training; techniques for instructors.   New York,
    St. Martin's Press, 1967.   212 pp.
        Practical guide to classroom methods for use of instructors and
    training officers.
        Includes pointers on preparation and presentation, enumerates
    various instruction methods, and discusses use of films and other
    aids.
        An augmented and revised version of Techniques of Technical
    Training.

Minor, William T.
    Computer-assisted simulation at the Industrial College.   Perspectives
    in defense management, February 1969, pp. 33-39.
        The new staff directorate for Simulation and Computers (SIMCOM) at
    the ICAF has been put to use in the "expansion and promotion of simula-
    tion, computer-assisted instruction, and 'hands-on' computer experience...."
    Computer-assisted simulation is the major training technique at the
    Resident School, being used in such areas as business decisionmaking,
    weapon system management, etc., as well as a means of understanding the
    computer itself.

Newton, D.
    A look at T.W.I. in some Australian firms.   Personnel practice bulletin
    (Australia), vol. 25, no. 1, March 1969, pp. 44-52.
        Findings of a survey of the extent to which private firms with T.W.I.
    (training-within-industry) trainers were using T.W.I. and managers'
    views of the value of this type of training. In Australia the program is
    based on job instruction, job relations, job methods and job safety.

Oettinger, Anthony G. and Sema Marks.
    Run, computer, run; the mythology of educational innovation.   Cambridge,
    Mass., Harvard University Press, 1969.   302 pp.   (Harvard studies in
    technology and society)
        An evaluative essay of the effects and potential of contemporary
    instructional technology.

        The 1968 draft for this book was the basis for an article "The Myths
    of Educational Technology," which appeared in the Saturday Review,
    vol. 51, May 18, 1968, pp. 76-77+.   Excerpts from the draft also were
    adapted for publication in Harvard Educational Review, vol. 38, no. 4,
    Fall 1968, and reprinted as Harvard University Program on Technology and
    Society, reprint no. 6: Educational technology; new myths and old
    realities with a discussion and reply (Cambridge, Mass., Harvard Uni-
    versity, Program on Technology and Society, 1968, 59 pp.). Comments by
    Allen B. Ellis, Patrick Suppes, Warren G. Bennis, Robert Glaser, and
    James W. Becker, as well as a reply by Oettinger and Marks are included.

O'Keefe, John and William Woodcock.
    Modules for management.   Personnel management (Gt. Brit.), vol. 2,
    no. 4, April 1970, pp. 30-32, 40.
        To avoid the impractical aspects of management training away from the
    company, Harmsworth Publications set up a module system of training in
    which the basic elements of running a department are identified and
    men fitted into the training schedules.   Sample modules are given.

Philco-Ford Corporation.
    Job performance aids and their impact on manpower utilization, by
    Albert B. Chalupsky and Thomas J. Kopf.   Palo Alto, Calif., 1967.
    71 pp.   (WDL-TR 3276)
        Concerned with improvement of methods for facilitating human per-
    formance through job performance aids, defined as "information
    storage devices which present job instructions... for use by the employee
    during the course of his job performance." Hypothesis underlying the
    study is that training is not the only means of aligning job require-
    ments with manpower resources. Job performance aids, it is believed,
    can be a major tool for upgrading human performance.
        Prepared under a contract with the Office of Manpower Policy,
    Evaluation and Research, U. S. Department of Labor.

Piore, Michael J.
    On-the-job training, and adjustment to technological change.   Journal
    of human resources, vol. 3, no. 4, Fall 1968, pp. 435-449.
        In discussing adjustment to technological change, an Assistant
    Professor of Economics at Massachusetts Institute of Technology
    advises tempering exclusive concern with on-the-job training.   He
    points out that a plant can adjust to labor scarcities through other
    devices such as increased recruitment efforts, wage increases and
    overtime.   He also reminds us that training need not take place
    only on the job; formal education may in some cases be a substitute
    and even a prerequisite for it.

Pocock, Pamela.
    Education at a distance.   Personnel and training management (Gt. Brit.),
    January 1969, pp. 24-26, 28.
        Suggests ways correspondence courses can be used by training officers
    within British industry.

Postlethwait, S. N., J. Novak, and H. T. Murray, Jr.
    The audio-tutorial approach to learning, through independent study and
    integrated experiences. 2d ed.   Minneapolis, Minn., Burgess Pub.
    Co., 1969.   149 pp.
        Detailed description of audio-tutorial teaching methods at Purdue
    University, involving a multi-faceted methods approach centering on a
    supervised self-instructional laboratory.

Prahalis, C. P.
    Effective instructions.   Manage, vol. 22, no. 7, May 1970, pp. 55-59.
        Basic principles to help the supervisor give effective instructions.

Pym, Denis, ed.
    Industrial society; social sciences in management.   Baltimore,
    Penguin Books, 1968.   462 pp.
        Selected contents: A technology of training, by K. Tilley; Training
    for skill, by D. H. Holding; Retraining and the older worker, by Eunice
    and R. M. Belbin; Training and developing executives, by Peter B. Smith.

Responsive teaching devices.   Training in business and industry, vol. 6,
    no. 5, May 1969, pp. 52-53, 60-65.
        Reviews the characteristics and uses of mechanical or electronic
    equipment for the instruction of individuals and groups. Gives manu-
    facturers and prices.

Schriber, Thomas J.
    Computer use in the business school curriculum.   Michigan business
    review, vol. 22, no. 2, March 1970, pp. 21-26.
        Details of the program at the University of Michigan's School of
    Business.

Seymour, W. Douglas.
    Skills analysis training; a handbook for managers, supervisors and
    instructors.   London, Isaac Pitman and Sons, Ltd., 1968.   137 pp.
        Explains the use of this training technique, the purposes for which
    it is used, how to construct a training course, what benefits the in-
    dividual and industry may expect from employing this method.
        Partial contents: Why we use skills analysis training; How people
    acquire skills at work; What is a skills analysis course? Imparting the
    knowledge content; Imparting the skills content; The qualities and
    responsibilities of the good instructor; Skills analysis and the in-
    dustrial training boards.

Singer, Edwin.
    Overlooking coaching.   Personnel management (Gt. Brit.), vol. 1, no. 7,
    November 1969, pp. 44-46, 48.
        The effective manager can foster the knowledge and skill of his subor-
    dinates through effective coaching. Good coaches observe, listen, appraise
    and discuss. They are interested in people and their potentialities. They
    know the interests and capacities of their subordinates and show confidence
    in them.

Skinner, Burrhus F.
    The technology of teaching.   New York, Meredith Corporation, 1968.
    271 pp.
        Partial contents: The science of learning and the art of teaching;
    Teaching machines; The motivation of the student.

Soderman, Genevieve L.
    Will job rotation work in your department?   Supervisory management,
    vol. 15, no. 8, August 1970, pp. 7-9.
        Stresses that a job rotation program must be advantageous to em-
    ployees and must merit their cooperation if it is to be effective.
    Extensive planning, including discussions with potential participants
    and a review of job descriptions and written manuals, will aid in
    making the program successful.

Sutter, Emily G. and Jackson B. Reid.
    Learner variables and interpersonal conditions in computer-assisted
    instruction. Journal of educational psychology, vol. 60, no. 3,
    June 1969, pp. 153-157.
        Study compared achievement and attitudes of students who took a
    computer-assisted instruction problem-solving course with a partner
    and those who took the course alone. Subjects high in sociability
    and low in test anxiety achieved better in pairs; those low in
    sociability and high in test anxiety achieved better alone.

Tallmadge, G. Kasten and James W. Shearer.
    Relationships among learning styles, instructional methods, and the
    nature of learning experiences. Journal of educational psychology,
    vol. 60, no. 3, June 1969, pp. 222-230,
        "The primary finding of the study is the significant ... inter-
    action among instructional methods, learner characteristics, and
    subject matters. This finding strongly supports the existence of
    learning styles."

U. S. Civil Service Commission.
    Computer assisted instruction; a general discussion and case study.
    Prepared by Bureau of Training, Training Systems and Technology
    Division. Washington, U. S. Govt. Print. Off., 1971. 19 pp.
    (Training systems and technology series no. 5, Pamphlet T-15)

U. S. Civil Service Commission.
    Instructional systems and technology; an introduction to the field
    and its use in Federal training. Prepared by Bureau of Training,
    Training Systems and Technology Division. Washington, U. S. Govt.
    Print. Off., 1969. 18 pp. (Training systems and technology series
    no. 1, Pamphlet T-11)

U. S. Department of the Air Force.
    Job performance aids research; summary and recommendations, by John P.
    Foley, Training Research Division, Wright-Patterson Air Force Base,
    Ohio, Air Force Systems Command, Air Force Human Resources Labora-
    tory, 1969. 27 pp.
        "A job performance aid is something that a maintenance man uses
    to guide himself while he is performing a task of his job. It pro-
    vides step-by-step instructions for the job at hand." This report
    summarizes and compares the results of various research projects
    and gives recommendations for further research.

Unwin, Derick, ed.
   Media and methods; instructional technology in higher education.
   New York, McGraw-Hill, 1969.   218 pp.
      A compilation, by authorities in the field, that treats the appli-
   cations of audio-visual aids, programmed and other techniques of
   educational technology. Future developments are discussed.

Uris, Auren.
   Do you need a new right hand?   Nation's business, vol. 58, no. 7,
   July 1970, pp. 72-74, 76.
      Twelve guidelines for the executive in choosing and effectively
   using an assistant. The manager who can work well with an assistant
   "reaps tremendous benefits, in terms of job performance and profes-
   sional progress."

Utgaard, Stuart B. and Rene V. Dawis.
   The most frequently-used training techniques.   Training and develoo-
   ment journal, vol. 24, no. 2, February 1970, pp. 40-43.
      A survey of 112 firms on frequency of use of 18 training techniques
   revealed job instruction training, conference or discussion, and
   apprenticeship training to be the most popular. Article also provides a
   table indicating significant firm characteristics related to frequency
   of use of training techniques by type of firm.

Virgin Islands. College. Caribbean Research Institute.
   Preparation for encounter; training Peace Corps volunteers for community
   involvement through community exploration. A handbook, by Phillips Ruopp
   and Paul Wrobel.   Washington, U. S. Govt. Print. Off., 1969?   61 pp.
      This handbook, though written for those who train Peace Corp Volun-
   teers, might be adapted to other training programs. It is designed to
   give the Volunteers a chance "to <u>learn how to learn</u>" about the place of
   their assignment.
      Published in cooperation with U.S. Peace Corps.

Washington. University. School of Continuing Education. Office of Research.
   Psychological research in classroom learning. A report on a con-
   ference ... sponsored by the Department of Psychology and ... ed. by
   King M. Wientge, Philip H. DuBois, and Harry Gaffney.   St. Louis, Mo.,
   1967.   117 pp.   (Publication no. 11)
      Partial contents: A systems approach to adult learning; Measurement
   of the products of training; Computer assisted instruction: some facts
   and fancies; Simulation applied to education; The new look in educa-
   tional technology, in technical training; Evaluation of a partially
   self-paced course; A study of retention of programmed learning; Con-
   sumer acceptance of programmed instruction.

Weiss, Alan.
   Selecting and training an assistant.   Supervisory management, vol. 15.
   no. 8, August 1970, pp. 10-12.
      Guidelines include selecting an individual whose strong points com-
   plement yours, defining his areas of authority, and making certain that
   he is knowledgeable about and comfortable with the organization's pro-
   tocol.

Wells, Fred G.
  How Bell Telephone teaches skills.   Training in business and industry.
  vol. 7, no. 9, September 1970, pp. 41-48.
    Wide ranging article covers the training of craft employees, foremen and
  instructors and includes data on a variety of training methods such as
  on-the-job, laboratory, and classroom.

Wexley, Kenneth N.
  Comparison of two feedback techniques for improving the human rela-
  tions skills of group leaders.   Ann Arbor, Mich., University
  Microfilms, Inc., 1970.   88 pp.
    Doctoral dissertation, University of Tennessee, 1969.   Abstracted
  in Dissertation Abstracts International, vol. 30, no. 8, February 1970,
  pp. 3904-B-3905-B.

Wiener, Earl L. and Dennis A. Attwood.
  Training for vigilance: combined cueing and knowledge of results.
  Journal of applied psychology, vol. 52, no. 6, pt. 1, December 1968,
  pp. 474-479.
    "The results of this study are further evidence that the most
  effective way to train a monitor for a monotonous watchkeeping job
  is to train him with immediate knowledge of results ,..."

SENSITIVITY TRAINING

Alderfer, Clayton P.
  Relatedness need satisfaction and learning desires in laboratory
  education.   Journal of applied behavioral science, vol. 6,
  no. 3, July-August-September 1970, pp. 365-368.
    The two hypotheses tested in the study and supported were that
  higher learning desires follow from higher interpersonal satisfac-
  tion with the trainer and also follow from higher interpersonal
  satisfaction with the group.

Armor, Thomas H.
  Peak-experiences and sensitivity training groups.   Ann Arbor, Mich.,
  University Microfilms, Inc., 1970.   208 pp.
    Doctoral dissertation, University of California, Los Angeles, 1969.
  Abstracted in Dissertation Abstracts International, vol. 30, no. 11,
  May 1970, p. 5218-B.

Avis, Warren E.
  The executive suite and behavioral sciences.   S.A.M. advanced manage-
  ment journal, vol. 35, no. 4, October 1970, pp. 52-55.
    The founder of American Behavioral Science Training Laboratories
  describes a laboratory training session for key personnel and points out
  that beneficial returns to the participants as well as to their organiza-
  tions usually result. He tells of a unique means of problem solving
  derived from laboratory experience called Shared Participation. It is an
  approach to achieving quality and acceptance in organizational decision
  making.

Bennis, Warren G.
    Goals and meta-goals of laboratory training. In Bennis, Warren G.
    and others, eds. Interpersonal dynamics; essays and readings on
    human interaction. Rev. ed.   Homewood, Ill., Dorsey Press, 1968,
    pp. 680-687.
        Discusses four pivotal "meta-goals" or "values" which transcend
    and shape articulated goals: expanded consciousness and recognition
    of choice, spirit of inquiry, authenticity in interpersonal relations,
    and a collaborative conception of authority. Bennis believes these
    to be the most important results of laboratory training.
        Reprinted from Human Relations Training News (National Training
    Laboratories, Washington, D.C.), vol. 6, no. 3, Fall 1962, pp. 1-4.

Blumenstiel, Alexnader D.
    Acquaintance: structural and relational features of laboratory
    training.   Ann Arbor, Mich., University Microfilms, Inc., 1969.
    226 pp.
        Doctoral dissertation, Washington University, 1969. Abstracted
    in Dissertation Abstracts, vol. 29, no. 11, May 1969, p. 4112-A.

Bolman, Lee.
    Laboratory versus lecture in training executives.   Journal of applied
    behavioral science, vol. 6, no. 3, July-August-September 1970, pp. 323-
    335.
        "Both types of programs produced equal change in participants' stated
    beliefs about effective interpersonal behavior. Laboratory training
    showed greater effects on participants' perceptions of themselves and
    on their behavior as analyzed from tape recordings of case discussion
    meetings. However, there was evidence that the participants had dif-
    ficulty transferring learning from the T Group to other parts of the
    program and that there was considerable fade-out of the effects of the
    training."

Bramson, Robert M.
    Changes in social sensitivity in group training.   Ann Arbor, Mich., University
    Microfilms, Inc., 1970.   140 pp.
        Doctoral dissertation, University of California, Berkeley, 1969. Abstracted
    in Dissertation Abstracts International, vol. 31, no. 2, August 1970, p. 823-A.

Brynildsen, R. Douglas and T. A. Wickes.
    An integrated approach to maximize laboratory methods in training.
    Training and development journal, vol. 24, no. 2, February 1970,
    pp. 4-8.
        Describes a training program designed to overcome managerial obso-
    lescence with both organizational and personal focus. The five
    phases include: prework; off-site laboratory; work team follow-up;
    skills laboratory; and individual follow-up. Evaluates laboratory
    approach.

Buchanan, Paul C.
    Laboratory training and organization development.   Administrative science
    quarterly, vol. 14, no. 3, September 1969, pp. 466-480.
        A review of the literature from 1964-1968 on the use of laboratory
    training for more effective human relations in organizations. Findings
    are compared with a previous study by the author.

Bunker, Douglas R.
   Values of sensitivity training for managers. In Executive Study
   Conference, Indianapolis, Indiana, December 1 and 2, 1965. Issues
   and concepts in executive education and development. Proceedings ...
   Princeton, N. J., Educational Testing Service, 1968, pp. 89-99.
      Discusses laboratory training as a "second-order learning process,"
   i.e., learning that is self determined. Bunker expresses concern
   "with ways of promoting inquiry, and encouraging a self-directed,
   self-correcting capacity" rather than with changing sets of values).
   He describes relevant research.

Burton, Arthur, ed.
   Encounter. San Francisco, Calif., Jossey-Bass, Inc., Pub., 1970.
   207 pp.
      Explores both theory and practice of sensitivity training. Partial
   contents: Therapeutic relationships in groups, by Bertram R. Forer;
   Encountering and groups, by Thomas P. Malone; Encounter in community,
   by Erving Polster; Tradition innovation, by Stewart B. Shapiro.

Butkus, Alvin A.
   Should executives go back to school? Dun's, vol. 96, no. 3, Septem-
   ber 1970, pp. 37-38.
      Corporate executives question whether university management training
   programs improve their performances back on the job. Sensitivity train-
   ing is particularly criticized.

Calame, Byron E.
   The truth hurts; some companies see dangers in sensitivity training.
   Wall Street journal, vol. 174, no. 9, July 14, 1969, pp. 1, 23.
      Illustrates reasons some companies have become disenchanted with
   sensitivity training for managers and reports on modifications in its
   use.

Campbell, John F.
   What is laboratory education? Personnel administrator, vol. 14, no. 5,
   September-October 1969, pp. 19-21.
      Asks why it is used, how successful it is, and what can reasonably
   be expected from T-group training.

Cecere, Gerald J.
   Change in certain personality variables of counselor education candi-
   dates as a function of T-group. Ann Arbor, Mich., University
   Microfilms, Inc., 1969. 74 pp.
      Doctoral dissertation, Rutgers-The State University, 1969. Abstrac-
   ted in Dissertation Abstracts International, vol. 30, no. 4, October
   1969, pp. 1427-A-1428-A.

Clark, James V., Samuel A. Culbert, and H. Kenneth Bobele.
   Mutually therapeutic perception and self-awareness under variable con-
   ditions. Journal of applied behavioral science, vol. 5, no. 1, January-
   February-March 1969, pp. 65-72.
      "The studies in the present series serve to demonstrate that changes
   in members' PES [Problem Expression Scale] ratings are a useful measure
   of self-awareness changes in T Groups and ought to be included in such
   a comprehensive study. The present research series also suggests
   that the number of mutually perceived positive and negative thera-
   peutic relationships cannot be ruled out as a determinant of such
   changes."

Commonly asked questions about sensitivity training and NTL Institute.
    News and reports (NTL Institute), vol. 3, no. 3, June 1969,
    pp. /1-2/.
        A catechism approach is used to clear away many of the questions
    people raise about sensitivity training.   Twenty-three are answered
    here, such as: What does sensitivity training accomplish? What are
    non-verbal techniques? What are the qualifications for a trainer? and
    What does research say about sensitivity training?
Cooper, Cary L.
    The influence of the trainer on participant change in T-Groups.
    Human relations, vol. 22, no. 6, December 1969, pp. 515-530.
        Tests five hypotheses regarding trainer-participant relationships
    in T-groups and concludes: "... When the trainer is seen as attractive
    participants identify with him and become more like him in attitude and
    behaviour; when the trainer is seen as self-congruent participants
    change in ways that foster their own congruence."
Cooper, Cary L. and Iain L. Mangham.
    Trainer behavior in T-groups; a review of research and some con-
    clusions.   Training and development journal, vol. 24, no. 3, March
    1970, pp. 13-19.
        Reviews research on trainer behavior and the role of the trainer
    in T-groups.   The literature on four kinds of studies is included.

Crosby, Robert and Richard Schmuck.
    Transfer of laboratory training.   Human relations training news,
    vol. 13, no. 2, 1969, pp. 3-5.
        A group of Methodist youth workers utilized a "retreat" design in
    laboratory training to help them improve their effectiveness in con-
    sulting with pastors and others interested in establishing youth pro-
    grams.   Follow-up results revealed that a satisfactory "transfer"
    was made from the nine-day simulated experience to the real-life
    situation.

Culbert, Samuel A.
    Accelerating laboratory learning through a phase progression model
    for trainer intervention.   Journal of applied behavioral science,
    vol. 6, no. 1, January-February-March 1970, pp. 21-38.
        "A T-Group's capacity for learning need not emerge only at the
    group's 'natural' pace, as trainers have so often assumed.   Trainers
    can, and many do, use methodologies that accelerate a group's rate
    of learning.   This paper describes one such methodology for accelera-
    ting a group's rate of learning: a phase progression model for
    trainer intervention."
Culbert, Samuel A.
    The interpersonal process of self-disclosure; it takes two to see one.
    Washington, NTL Institute for Applied Behavioral Science, 1968.   31 pp.
    (Explorations in Applied Behavioral Science, no. 3, 1967)

        Self-disclosure, as used here, refers to revealing personal private
    information to another that the person would be unlikely to acquire other-
    wise.   The discussion suggests that self-disclosure is important for
    self-knowledge and acceptance as well as for fruitful interpersonal
    relationships.   The author seeks to develop a comprehensive theory of
    the interpersonal processes of self-disclosure, with implications for
    sensitivity training.

Culbert, Samuel A. and Jerry Fisher.
   The medium of art as an adjunct to learning in sensitivity training.
   Journal of creative behavior, vol. 3, no. 1, Winter 1969, pp. 26-40.
      Description of a four-hour sensitivity training session which used
   art as a medium to help participants view self-data which they had
   previously had difficulty in seeing.

Culbert, Samuel A. and Warren H. Schmidt.
   Staging a behavioral science learning experience: transforming ob-
   servers into participants.   Journal of applied behavioral science,
   vol. 5, no. 3, July-August-September 1969, pp. 337-349.
      Provides guidelines for breaking the resistance of an audience to
   learning about self and to publicly displaying behavior.

Delbecq, Andre L.
   Sensitivity training.   Training and development journal, vol. 24, no. 1,
   January 1970, pp. 32-35.
      Provides a brief statement of the theoretical tradition out of which
   sensitivity training has evolved,   some propositions concerning its
   effectiveness, and some practical conclusions about its role in manage-
   ment development programs.

Dunnette, Marvin D.
   People feeling: joy, more joy and the !!slough of despond."   Journal
   of applied behavioral science, vol. 5, no. 1, January-February-March
   1969, pp. 25-44.
      "Inspiration and elation are commonly expressed outcomes of T-
   Group experiences. Yet, compelling as such feelings may be, they are
   not, in themselves, sufficient for understanding what takes place
   in sensitivity training.... A new methodology for studying inter-
   personal perception judgments is described...."

Dyer, William G.
   Acceptance or change.   Human relations training news, vol. 13, no. 2,
   1969, pp. 6-7.
      A dilemma concerning interaction in T-Group work arises when one
   person disapproves the behavior of another; should the former "accept"
   or the latter "change"? Discusses the nature of feedback in such a
   case. Paradoxically, although feedback may appear to be a request for
   change, it is often the beginning of the process of acceptance.

Dyer, William G. and others.
   A laboratory-consultation model for organization change.   Journal of
   applied behavioral science, vol. 6, no. 2, April-May-June 1970, pp. 211-
   227.
      "The major feature of the project reported here and still under
   way is the attempt to optimize both entry methods and transfer
   activities by a single developmental approach which includes the
   unique feature of using laboratory training to build a consulting
   relationship between internal consultants and their operating
   managers in an industrial organization."
      Comments on this article by George S. Dillion (p. 228) and James
   Richard (pp. 229-231).

Eddy, William B.
   The Midwestern Laboratory for Executive Development. Human relations
   training news, vol. 12, no. 3, 1968, pp. 3-5.
      Describes program of this twice yearly laboratory established
   in 1964 jointly by the National Training Laboratories and the Mid-
   west Group for Human Resources. Emphasis is on interpersonal and
   organizational performance rather than on personal growth or intra-
   personal areas.

Eitington, Julius E.
   T-group learnings for group effectiveness; using lab method for
   "newer" values in cohesive work groups.   Training and development
   journal, vol. 23, no. 5, May 1969, pp. 44-47.
     Suggests reasons for encouraging full participation in T-group
   training sessions, e.g., to help the growth of recessive members, to
   get support for decisions, to build trust and intimacy and to encourage
   risk-taking. Mention made of applications to the organizational setting.

Fink, Stephen.
   The non-design of a laboratory.   Human relations training news, vol. 13,
   no. 3, 1969, pp. 1-3.
      An account of experience with a non-design laboratory in which
   participants "emphasize awareness and action on the process of initiating
   their own developmental situations and upon creating processes, relation-
   ships and a climate in which this can occur." Article is followed by
   "Comments on the Non-design Laboratory," by Richard Byrd (pp. 4-5).

Finston, Howard V.
   Impact of T-group training within an R & D environment. Personnel
   journal, vol. 48, no. 2, February 1969, pp. 108-114.
      Reports opinions of management representatives and staff members
   of the purchasing department of Electronics Research and Development,
   Inc., on the value of a T-group tr ining program in which they had
   participated.

Frankiel, Harry H.
   The process of change in sensitivity training: mutually perceived
   support, confrontation, and cognitive orientation in member-member
   relationships.   Ann Arbor, Mich., University Microfilms, Inc.,
   1968.   130 pp.
      Doctoral dissertation, University of California, Los Angeles, 1968.
   Abstracted in Dissertation Abstracts International, vol. 30, no. 2,
   August 1969, p. 442-A.

Ganong, Joan and Warren Ganong.
   Knee groups--in tight, not up tight.   Training and development
   journal, vol. 24, no. 7, July 1970, pp. 27-28.
      Describes experience with use of the knee group, a small discussion
   group whose members are seated so close together that their knees are
   touching. The proximity of participants brings a degree of infor-
   mality, productive interchange of ideas, concentrated attention,
   satisfying personal involvement, and other benefits.

Golembiewski, Robert T.
   Organizational properties and managerial learning: testing alternative
   models of attitudinal change.   Academy of management journal, vol. 13,
   no. 1, March 1970, pp. 13-31.
      Golembiewski "... specifies organizational properties /based on the
   work of Rensis Likert/ and tests for their effects on the learning in-
   duced in middle-level managers by a laboratory experience. This
   article also begins to test the adequacy of alternative models of learn-
   ing in accounting for changes observed."

Golembiewski, Robert T. and Arthur Blumberg.
   Sensitivity training in "cousin" groups.   Training and development
   journal, vol. 23, no. 8, August 1969, pp. 18-22.
      Article supplies a description of a learning model for "cousin
   groups", (individuals who are from the same parent group but who do not
   usually work together), which has been successfully used in T-group
   laboratories. Explanation of the Jo-Hari Window and six guidelines for
   regenerative feedback cycles are given.

Golembiewski, Robert T., and Stokes B. Carrigan.
   The persistence of laboratory-induced changes in organization styles.
   Administrative science quarterly, vol. 15, no. 3, September 1970,
   pp. 330-340.
      "Changes in interpersonal and intergroup styles in a small managerial
   population were observed following exposure to a learning design based on
   the laboratory approach."
      Resulting evidence suggests "that the training design helped induce
   and sustain major changes in a large number of measures of the interper-
   sonal and intergroup styles of a small organization unit."

Golembiewski, Robert T. and Stokes B. Carrigan.
   Planned change in organization style based on the laboratory approach.
   Administrative science quarterly, vol. 15, no. 1, March 1970, pp. 79-96.
      Results of effort to change an organization's design using the labora-
   tory approach and a one-week learning experience including sensitivity
   training. Results showed managers as more free to behave in ways they
   preferred, and their work climate more what they wished it to be.

Gosling, Robert.and others.
   The use of small groups in training.   London, Codicote Press, Ltd.,
   1967.   144 pp.
      Papers derived from Proceedings of a conference sponsored by Staff
   Board of the Tavistock Institute of Human Relations describe the use
   of group training for three professional groups--doctors, social workers,
   prison workers--which attempts to fill gaps caused by the development of
   knowledge and skills in the field of human relations resulting from
   behavioral research. Also identifies substantive issues which arise in

Green, James G.
   A study of expressed behavior changes occurring as a result of
   exposure to filmed classroom situations and T-group sensitivity
   training.   Ann Arbor, Mich., University Microfilms, Inc., 1969.
   185 pp.
      Doctoral dissertation, Washington State University, 1969.
   Abstracted in Dissertation Abstracts International, vol. 30, no. 7,
   January 1970, p. 2880-A.

Groups. American journal of psychiatry, vol. 126, no. 6, December 1969, pp. 823-873.

Special section on group training from a psychiatric and psychological point of view. Partial contents: Psychiatric perspectives on T-groups and the laboratory movement: an overview, by Louis A. Gottschalk and E. Mansell Pattison; How sensitive is sensitivity training, by Ralph Crawshaw.

Guerin, Quintin W.
Confrontation is the media of change. Training and development journal, vol. 23, no. 11, November 1969, pp. 5-7.

Skillful use of confrontation techniques in training is a method of reducing cognitive dissonance, serves as a feedback mechanism, and can be instrumental in bringing about change in individuals and groups. Ten steps in utilizing confrontation as a training method are briefly outlined.

Haigh, Gerard V.
A personal growth crisis in laboratory training. Journal of applied behavioral science, vol. 4, no. 4, October-November-December 1968, pp. 437-452.

Article presents an account of a critical incident which was a personal growth crisis for a participant in a laboratory, on the assumption that knowledge of laboratory training can be advanced by a study of critical incidents and lead to the isolation of variables of importance for research.

Hall, Jay.
The use of instruments in laboratory training; ... and a review of teaching-learning strategies. Training and development journal, vol. 24, no. 5, May 1970, pp. 48-50, 52-55.

"The purpose of this brief article is to present the underlying rationale of the instrumented approach to training, while at the same time answering some more fundamental questions regarding various teaching-learning assumptions as well as the effective use of instruments and their advantages relative to other forms of training."

Hammann, Kalen A.
Trainer orientation, member experience, and empathy: a true experiment exploring the sources and kinds of impact of sensitivity training. Ann Arbor, Mich., University Microfilms, Inc., 1971. 227 pp.

Doctoral dissertation, University of Michigan, 1970. Abstracted in Dissertation Abstracts International, vol. 31, no. 8, February 1971, pp. 4969-B-4970-B.

Harris, Philip R.
An adapted microlaboratory design. Human relations training news, vol. 13, no. 1, 1969, pp. 3-5.

Description of adapted T-group procedures used in a training course for adjudicators in the Bureau of Employment Security. The microlaboratory design is a telescoped version of the longer sensitivity laboratory.

Higgin, Gurth and Harold Bridger.
  The psychodynamics of an inter-group experience.   London, Tavistock
  Publications, 1965.   56 pp.
    Description, analysis, and interpretation of a T-Group experiment
  conducted in Britain to observe how unconscious anxieties and defenses
  affect group and inter-group behavior. When these are not brought to
  bear on the work-task, three dynamics tend to appear: (1) flight from
  work or resentment toward the leadership; (2) overdependence upon
  the leadership; or (3) pairing, that is, when the group abandons the
  general work-tasks in favor of heightened activity restricted to pairs.

House, Robert J.
  Research in sensitivity training: a review of the issues and the
  evidence. In Executive Study Conference, Indianapolis, Indiana,
  December 1 and 2, 1965. Issues and concepts in executive education
  and development. Proceedings ...   Princeton, N. J., Educational
  Testing Service, 1968, pp. 101-123.
    Raises questions regarding T-group training programs which advisers
  to management should consider before endorsing a T-group training pro-
  gram. Presents evidence from the literature pro-and con T-group edu-
  cation. Recommends that "it be made available under conditions in
  which there is the least risk of harm to the individual, and on terms that
  make attendance strictly voluntary." Questions and answers, pp. 117-119.

House, Robert J.
  T-group training: good or bad?   Business horizons, vol. 12, no. 6,
  December 1969, pp. 69-77.
    "This article summarizes the results of acceptable studies. In the
  light of the evidence, the author feels top management should answer seven
  questions before deciding whether this kind of training is appropriate for
  members of the organization. Four of the questions concern effective use
  and three concern ethical issues. The author also makes recommendations
  intended to minimize the risk and maximize the benefits."
    Revised version of paper entitled: "T-Group Education and Leadership
  Effectiveness; a Review of the Empiric Literature and a Critical Evaluation"
  (Personnel Psychology, vol. 20, no. 1, Spring 1967, pp. 1-32).

Ingleshy, Leo C.
  Shakespeare on sensitivity training. Training and development journal,
  vol. 22, no. 12, December 1968, pp. 24-27.
    Denunciation of T-Group training as seen in a seldom printed
  epilogue to Hamlet.

Is sensitivity training a valuable tool or a risk?   Modern manufacturing,
  vol. 3, no. 4, April 1970, pp. 14-15.
    Brief comments by Frank R. Smith, Northrop Corp.; Eugene S. Cramer,
  Aerojet-General Corp.; George Odiorne, College of Business, Univer-
  sity of Utah; and William Gomberg, Wharton School of Finance and
  Commerce, University of Pennsylvania.

Isgar, Tom.
  A maximum input model using delayed discussion.   Human relations
  training news, vol. 13, no. 1, 1969, pp. 5-7.
    Detailed description of laboratory training program conducted for
  15 college students and five poor people (Interns), aimed at develop-
  ing training skills for poverty programs and a model for training
  college students.

Joure, Sylvia A.
   Influence of trainer style and participant personality on T-Group change.
   Ann Arbor, Mich., University Microfilms, Inc., 1971. 244 pp.
      Doctoral dissertation, Memphis State University, 1970. Abstracted in
   <u>Dissertation Abstracts International</u>, vol. 31, no. 10, April 1971,
   p. 6315-B.

Kingsbury, Sherman.
   Profiting from interpersonal laboratory training. <u>In</u> Executive
   Study Conference, Cleveland, Ohio, April 20 and 21, 1965. Research
   and technical personnel in management; selection, motivation, develop-
   ment. Proceedings ...   Princeton, N. J., Educational Testing Service,
   1968, pp. 109-123.
      Notes the kinds of learning which T-groups work on and their re-
   lationship to making commitments that take place in a company creating
   and marketing new products. Includes questions and answers from discus-
   sion period.

Kolb, David A., and others.
   Self-directed change: two studies. Journal of applied behavioral
   science, vol. 4, no. 4, October-November-December 1968, pp. 453-471.
      Reports two experiments in which members of laboratory training
   groups (graduate students in industrial management) "undertook individ-
   ual self-directed change projects to obtain personal goals relevant
   to their behavior in the T Group. These experiments assess the
   effectiveness of the self-directed change method in this setting and
   investigate which aspects of the method are important in producing
   change."

Lakin, Martin.
   Some ethical issues in sensitivity training.   American psychologist,
   vol. 24, no. 10, October 1969, pp. 923-928.
      Explores various ethical issues connected with sensitivity training--
   pregroup, training group, learning and experiential focuses and post
   training. Comments on the worth of sensitivity training while cautioning
   against its abuses. Recommends creating a commission of the American
   Psychological Association to investigate training practices and standards
   of training preparation and to recommend a code of ethics for accredited
   trainers.

Lantz, Albert W.
   Relationship of sensitivity training to change in attitudes held by
   student teachers.   Ann Arbor, Mich., University Microfilms, Inc.,
   1969. 149 pp.
      Doctoral dissertation, United States International University,
   1969.   Abstracted in <u>Dissertation Abstracts International</u>, vol. 30,
   no. 6, December 1969, pp. 2402-A-2403-A.

Leavitt, Harold J., and Robert Daktor.
   Personal growth, laboratory training, science, and all that: a shot
   at a cognitive clarification.   Journal of applied behavioral
   science, vol. 6, no. 2, April-June 1970, pp. 173-179.
      "... Two psychologists react to Chris Argyris' 'On the Future of
   Laboratory Education' (JABS, Vol. 3, No. 2, 1967) by distilling and
   blending the modes of learning elaborated by Bruner (Bruner, Olver,
   and Greenfield, 1966)... There is room for both the enactive and the
   symbolic in the future of laboratory education, say the authors, as
   long as the hierarchy is understood and maintained."

Llinas, Jose J.
    Side effects and possible dangers of sensitivity training. Industrial
    medicine and surgery, vol. 39, no. 2, Febraury 1970, pp. 74-75.
        Points out possible dangers in sensitivity training and reports two
    cases of severe reactions. Outlines guidelines to provide minimal pro-
    tection from effects of the T-group experience as set up by two psychia-
    trists from Harvard Medical School.

Lubin, Bernard and Marvin Zuckerman.
    Level of emotional arousal in laboratory training. Journal of applied
    behavioral science, vol. 5, no. 4, October-November-December 1969,
    pp. 483-490.
        Reports an investigation to provide objective data regarding the
    question of stress during laboratory training. The subjects were 43 males
    on the managerial level.

McCullough, Richard C., and Bernard Lubin.
    Sensitivity training for training officers in the Federal government.
    Human relations training news, vol. 12, no. 4, 1968, pp. 3-5.
        Description and evaluation of three one-week sensitivity training
    seminars conducted for the training officers of a large Federal agency.
    The participants felt they learned "a great deal more about themselves
    and about groups than they did factual information."

McLennan, Roy.
    Exploring group behavior. Personnel and training management (Gt.
    Brit.), March 1969, pp. 24-27.
        A participant in the Leicester course in group dynamics of the
    Tavistock Institute describes its objectives and methods for improving
    the job performance of managers and comments on its value.

Mann, Edward K.
    Sensitivity training: should we use it? Training and development
    journal, vol. 24, no. 3, March 1970, pp. 44-46, 48.
        While generally arguing against the use of sensitivity training,
    Mann suggests guidelines for determining the conditions under which
    sensitivity training might be considered.

Mann, John.
    Encounter; a weekend with intimate strangers. New York, Grossman,
    Publishers, 1970.   235 pp.
        Description of an actual encounter week-end. In the chapter "An
    interlude with the author," general tactics that were used are explained
    and several major considerations regarding their use in industrial and
    work situations are pointed out.
Mill, Cyril and Miriam Ritvo.
    Potentialities and pitfalls of nonverbal techniques. Human relations
    training news, vol. 13, no. 1, 1969, pp. 1-3.
        Nonverbal techniques are often used in laboratory training. Article
    cautions that they are best used when conducted by a professional
    trainer with special knowledge of human behavior.

Mitchell, Rie R.
    An evaluation of the relative effectiveness of spaced, massed, and
    combined sensitivity training groups in promoting positive behavior
    change.   Ann Arbor, Mich., University Microfilms, Inc., 1970.
    141 pp.
        Doctoral dissertation, University of California, Los Angeles, 1969.
    Abstracted in Dissertation Abstracts International, vol. 30, no. 11,
    May 1970, p. 4834-A.

Moustakas, Clark.
    Individuality and encounter; a brief journey into loneliness and
    sensitivity groups.   Cambridge, Mass., Howard A. Doyle Pub. Co.,
    1968.   116 pp.
    Explores self-discovery, man's relationship to his fellow man, and
    group relationships. Describes experiences in encounter groups and
    outlines dimensions of bureaucratic research that enable an individual
    to do further research by himself.

Myers, Gail E., and others.
    Effect of feedback on interpersonal sensitivity in laboratory train-
    ing groups.   Journal of applied behavioral science, vol. 5, no. 2,
    April-May-June 1969, pp. 175-185.
        "The results can be interpreted as supporting the assumption that
    members of a T Group who receive feedback from others in their group
    will become more sensitive to interpersonal relationships and social
    interaction."

NTL's new Maine training center, a retreat but no sanctuary.   Training
    in business and industry, vol. 6, no. 5, May 1969, pp. 47-49.
        Describes the NTL Institute for Applied Behavior Science's sensi-
    tivity training center at Bethel, Maine and discusses the types of
    people who join their T-groups.

Newman, Lawrence E. and J. Leonard Steinberg.
    Consulting with police on human relations training.   American journal
    of psychiatry, vol. 126, no 10, April 1970, pp. 1421-1429.
        Human relations training in the Los Angeles Police Department for
    new recruits and for officers taking in-service training is described.
    Special attention is given to relationships with minority groups and
    to dealing with personal stress.

Oberg, Winston.
    Sensitivity training and management.   MSU (Michigan State University)
    business topics, vol. 17, no. 4, Autumn 1969, pp. 30-41.
        "This article traces the development of the movement, examines the re-
    sults of sensitivity training programs in the development of managers,
    looks briefly at what happens in a sensitivity training laboratory, and
    suggests how T-groups and laboratory training can best be used in the
    development of executives."

Oregon. University. Center for the Advanced Study of Educational
    Administration.
    The effects of human relation training on diagnosing skills and
    planning for change, by Leonard Lansky and others.   Eugene, 1969.
    1 v.
        Reports on research which measured differential effects of training
    vs. no training among a group of Oregon educators over a one year time
    span.   Conclusion was that a one-shot laboratory training experience
    conducted outside the context of participants' organizational system
    was not a very effective tool for initiating behavioral change.

O'Rourke, Paul.
    Should laboratory training be elective?   Training and development
    journal, vol. 22, no. 12, December 1968, pp. 38-39.
        Since sensitivity training is controversial, author suggests an ex-
    planatory discussion session for prospective candidates, followed by
    a letter to be signed by them either agreeing to participate or
    electing not to enroll.

Patten, Thomas H., Jr.
    Collective bargaining and consensus: the potential of a labora-
    tory training input.   Management of personnel quarterly,
    vol. 10, no. 1, Spring 1970, pp. 29-36.
        Author suggests that "there are some normative patterns
    applicable to T-group functioning that are also applicable
    to moving collective bargaining from arm's-length temporal
    conflict-accommodation to open, authentic, trusting relations
    which make decision-making by consensus possible." In light
    of growing activity in government unions as well as industry,
    Patten points out, such possibilities take on new importance.

Pollock, Ross.
    Laboratory training techniques for organizations.   New Delhi? Indian
    Institute of Public Administration, 1969.   12 pp.
        Explanation of how T-group methods can be applied in training situations,
    the role of the trainer, and various techniques which can be developed.

Rawls, James R., Donna J. Rawls, and Roland L. Frye.
    Membership satisfaction as it is related to certain dimensions of inter-
    action in a T-group.   Journal of social psychology, vol. 78, second
    half, August 1969, pp. 243-248.
        Findings of this study support the hypothesis that T-Group membership
    satisfaction can be estimated by measuring a member's performance along
    certain behavioral dimensions.

Schrank, Robert and Susan Stein.
    Sensitivity training uses and abuses.   Manpower, vol. 2, no. 7,
    July 1970, pp. 2-7.
        The various techniques which make up sensitivity training can provide
    useful constructive experiences or damaging ones. Some of the neces-
    sary precautions are suggested, especially in dealing with the employ-
    ment problems of the disadvantaged.

Schroeder, Marjan.
    Development of human relations training in the Netherlands.   Human
    relations training news, vol. 12, no. 4, 1968, pp. 5-7.
        Report on 20 years of experience in human relations training in
    Holland, with notes on future expectations.

Schuster, Louis J.
    Needed: more sensitivity, less training.   Personnel journal, vol. 48,
    no. 8, August 1969, pp. 612-616.
        Sketches the development of training from the Training-Within-Industry
    programs of World War II through sensitivity training and its variations.
    Recommends a new direction which emphasizes participant learning and
    stresses promoting interrelational sensitivity among individuals and
    groups.

Shilling, Louis E., Jr.
    The differential effect of two small-group training procedures upon the
    acquisition of interpersonal communication skills and the extinction of
    interpersonal anxiety.   Ann Arbor, Mich., University Microfilms, Inc.,
    1971.   150 pp.
        In this study to assess the feasibility of a short-term training
    program for disadvantaged, relatively uneducated blacks and to com-
    pare the merits of two methods of training lay helpers, the systematic
    facilitation training program was found to be superior to the T-group
    in inculcating communication skills in this population.
        Doctoral dissertation, University of Georgia, 1970.   Abstracted in
    <u>Dissertation Abstracts International</u>, vol. 31, no. 8, February 1971,
    pp. 4977-B-4978-B.

Singer, Henry A.
    Experience compression laboratory.   Training in business and industry,
    vol. 6, no. 8, August 1969, pp. 43-46.
        a 75-hour mixture of psychodrama, group interaction, management
    development and sensitivity training was conducted by the Jerome
    Barnum Associates. This Experience Compression Laboratory (ECL) was
    typical of the training laboratories Barum conducts for high-level
    executives throughout the world. Basically his approach is a structured
    one, based on tasks familiar to those in the business world.

Smallegan, Marian J.
    A study of the responses of individuals with different interpersonal needs with
    respect to variant forms of training in group and interpersonal relations.
    Ann Arbor, Mich., University Microfilms, Inc., 1970.   114 pp.
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  of the American Society for Public Administration and designed to supple-
  ment the academic curriculum of college juniors.   The report includes
  data on interns' academic pursuits, occupational choices, civic participa-
  tion, and reactions to the program.

Harris, Cynthia A.
  Navy--number one in cooperative education.   Journal of Navy civilian
  manpower management, vol. 4, no. 3, Fall 1970, pp. 15-17.
     Among advantages of a work-study program, cites fact that students
  can apply theoretical classroom knowledge to work problems, that both
  employee and employer have time to assess each other, and that students
  can develop a feel for the workings of the organization.

Industrial Relations News.
  Student co-ops; industry's farm system.   Stamford, Conn., Industrial
  Relations Newsletter, 1967.   4 pp.   (IRN special report)
     Reports findings of survey Of a circularization of 270 firms, 56% had
  co-op programs in operation. Other findings relate to hiring philosophy,
  offers of permanent employment, factors attracting students to a specific
  company, and benefits provided.

Lupton, D. Keith.
  The co-op way for the disadvantaged attending college.   Journal of
  cooperative education, vol. 7, no. 1, November 1970, pp. 26-31.
     Lists ways in which a cooperative education program aids the disadvan-
  taged student in overcoming his fears, timidity, or hostility. Also
  suggests means for cooperative education officials to use in recruiting
  among the disadvantaged.

Lupton, D. Keith.
  The employer role in cooperative education.   Journal of cooperative
  education, vol. 6, no. 1, November 1969, pp. 51-56.
     Identifies the employer's role in cooperative education in the follow-
  ing areas: planning the programs, the employment process, student orienta-
  tion, student supervision, student evaluation, extra-curricular assistance
  to student, and professional affiliation.

Markley, Roena.
  Cooperative education.   Washington, 1969.   7 pp.
     Describes the cooperative education program at the U. S. Office of
  Education.
     Paper prepared for Personnel Management for Personnel Specialists
  Course, U. S. Civil Service Commission, March 1969.

Michelson, G. G.
  New dimensions for co-ops in non-engineering areas.   Journal
  of cooperative education, vol. 6, no. 2, May 1970, pp. 17-22.
     Cooperative education programs available to the students of
  the Borough of Manhattan Community College are described. Of
  the 3,500 day students in the college, about 1,000 participate
  in the program. Some of their personal success stories are given.

Mustafa, Husain and Kenneth A. Johnson.
  The Cleveland summer internship program.   Public personnel review,
  vol. 31, no. 1, January 1970, pp. 40-44.
     A report on the operation of the Cleveland internship program
  for the period 1963-67. Participants were college juniors; place-
  ments were made at all levels of government; administration was
  handled by a private nonprofit organization. The program was con-
  sidered a great success.

Peterson, Orville C., Terry L. Novak and Don Maher.
   The management internship program. Minnesota municipalities, vol. 54, no.9,
   September 1969, pp. 280-281, 301.
      An educator, a city manager, and an intern view internships in municipal
   government. All emphasize the value of combining relevant, practical ex-
   perience with academic training in public administration.

Pickering, Robert E.
   A study of the administrative internship program in the State of
   Washington.   Ann Arbor, Mich., University Microfilms, Inc., 1969.
   488 pp.
      Doctoral dissertation, Washington State University, 1969.
   Abstracted in Dissertation Abstracts International, vol. 30, no. 3,
   September 1969. pp. 964-A-965-A.

President's Commission on White House Fellows.
   The White House fellows.   Washington, U.S. Govt. Print. Off., 1970.
   26 pp.
      This illustrated brochure explains the purpose of the White House
   Fellows Program. It presents a picture of its operations, tells how
   Fellows are selected and describes their activities.
      Previous eds: 1964, 1966, 1968, 1969.

Reitman, Annabelle.
   The college work study program at Long Island University, Brooklyn
   Center: description, evaluation and plans for the future.
   Ann Arbor, Mich., University Microfilms, Inc., 1969.   150 pp.
      Doctoral dissertation, Columbia University, 1969. Abstracted in
   Dissertation Abstracts International, vol. 30, no. 9, March 1970,
   p. 3737-A.

Reitman, Annabelle.
   Students talk about intern experience.   Journal of college
   placement, vol. 30, no. 4, April-May 1970, pp. 79-80.
      Students from the Accounting Department of the Brooklyn
   Center of Long Island University talk about the summer intern-
   ship program under which they worked for CPA firms.

Rosenthal, Albert H.
   Preparing the science administrators of tomorrow: an evaluation of
   the NASA Manned Spacecraft Center Management Intern Program. Public
   personnel review, vol. 30, no. 2, April 1969, pp. 70-75.

Rowe, Patricia M.
   Motivation and job satisfaction on the work term of cooperative students.
   Journal of cooperative education, vol. 7, no. 1, November 1970, pp. 13-23.
      Research results indicate the relevance of Maslow's need hierarchy to
   the work experience of the cooperative student. Implications for the
   faculty coordinator are enumerated in areas of selecting jobs, placing
   students and counseling.

Sansome, Robert.
  A young businessman's firsthand view of the White House Fellows Program.
  NAM reports, vol. 14, no. 50, December 15, 1969, pp. 30-31.

Seaverns, Charles F., Jr.
  A manual for coordinators of cooperative education. Boston, North-
  eastern University, Center for Cooperative Education, 1970.   120 pp.
    Suggests techniques for the coordinator in areas as interviewing,
  use of psychological tests, disseminating occupational information,
  locating and soliciting cooperative assignments, planning and conducting
  follow-up placement activities, handling student problems.

Six-year review of the Cleveland area summer internship program in
  public administration. Governmental facts (Governmental Research
  Institute), no. 167, January 14, 1969, 4 pp.
    Thirty-nine Federal, county and local governmental agencies in
  the Cleveland area have, over a six-year period, provided 170 college
  juniors with ten-week administrative internships. Report shows major
  field of participants, schools attended and employing agency.

Snyder, Henry A.
  The relationship of selected interpersonal and professional characteris-
  tics of administrative interns and their supervisors to the satisfac-
  tion of the internship experience. Ann Arbor, Mich., University
  Microfilms, Inc., 1969.   132 pp.
    Doctoral dissertation, University of Minnesota, 1969. Abstracted in
  Dissertation Abstracts International, vol. 30, no. 10, April 1970,
  pp. 4204-A-4205-A.

U. S. Civil Service Commission.
  Survey of management interns appointed during 1965 and 1966. Summary
  report. Prepared by Bureau of Recruiting and Examining, Manpower Sources
  Division, Office of College Relations and Recruitment. Washington, 1967?
  7 pp.
    Tables summarize the results of this survey of 608 interns hired during
  1965 and 1966. Information given concerns employment situation of appli-
  cant, education, grade level at appointment, positions held, grade attain-
  ed by September 1967, and reasons for leaving Federal employment.

U.S. Department of Housing and Urban Development.
  Urban intern program guide. Prepared by Office of Personnel, Em-
  ployee Development and Training Division. Washington, 1968.   16 pp.
    General guidelines and operating procedures.

U.S. General Services Administration.
  ...Management Intern Program. Washington, 1966.   1 v.   (A GSA hand-
  book, OAD P3830.1)
    Information on the Program and guidelines for implementing it.

Vandegrift, Frank.
  Student evaluation of training and job offers. Journal of cooperative
  education, vol. 5, no. 1, November 1968, pp. 36-37.
    A survey by Auburn University of 166 graduating co-op students
  reveals that 63% of co-ops did not return to their employers. Question-
  naire answers reveal reasons and suggest that employers had more to
  offer than was communicated to the students.

White House Fellows. National business woman, vol. 49, no. 10,
    November 1968, BPW action (insert), pp. 8-13-8-14.
        A description of the White House Fellows Program and of the steps
    in the selection of Fellows.

Wilson, James W.
    Compensation of cooperative education students.   Journal of cooperative
    education, vol. 6, no. 1, November 1969, pp. 28-32.
        Survey provides data on salaries earned by cooperative students in
    firms in nine geographical regions of the United States. Figures reflect
    differences by region, type of firm, size of cooperative program and type
    of work in which student is engaged. Survey also provides data on bene-
    fits provided and indicates a similarity among regions in this respect.

GAMES--SIMULATION TECHNIQUES

Alpander, Guvenc.
    The decision game: a method of identifying and selecting potential manage-
    ment talent from first and second line supervisors.   Management of person-
    nel quarterly, vol. 9, no. 3, Fall 1970, pp. 15-17.
        The selection technique described is notable for its use of an uncom-
    plicated management decision-making game which requires participants to
    make several decisions. The game and its use are reported.

Ashford, William F.
    A comparative performance of decision making by education and
    business administration subjects on a modified in-basket test.
    Ann Arbor, Mich., University Microfilms, Inc., 1970. 123 pp.
        Doctoral dissertation, Ohio University, 1970. Abstracted in
    <u>Dissertation Abstracts International</u>, vol. 31, no. 5, November 1970,
    p. 1937-A.

Barton, Richard F.
    A primer on simulation and gaming.   Englewood Cliffs, N.J., Prentice-
    Hall, 1970.   239 pp.
        Diverse methods and applications are brought together in this in-
    troduction to simulation and gaming. Aims to equip the reader, versed
    in theory and practice of his own field, to organize his own computer
    or noncomputer man-model simulations or gaming exercises. Illustrates
    techniques; presents models.

Boardman, Gerald R.
    A computer-based model for the analysis and feedback of an administrative in-
    basket simulation exercise.   Ann Arbor, Mich., University Microfilms, Inc.,
    1970.   343 pp.
        Doctoral dissertation, University of Wisconsin, 1969. Abstracted in <u>Disser-</u>
    <u>tation Abstracts International</u>, vol. 31, no. 2, August 1970, p. 574-A.

Calvert, Donald E.
   Management games as teaching devices.   Training and development journal,
   vol. 24, no. 2, February 1970, pp. 16-18.
      A discussion of the dimensions of simulation in management education
   concludes that its effectiveness is greatly dependent on ingenuity and
   and initiative of the administrator. Calvert makes suggestions on
   elements in the training situation which increase usefulness of this
   technique.

Carlson, Elliot.
   Learning through games; a new approach to problems solving.   Wash-
   ington, Public Affairs Press, 1969.   183 pp.
      Applications of gaming techniques to various situations: business,
   politics, classroom. Describes in some detail a political game in a
   secondary school and the Nova experiments on integrating academic
   games into the curriculum (Nova High school, Fort Lauderdale, Fla.).
Cuthbert, Norman H.
   Decision-making simulation; an in-tray exercise in human and organiza-
   tional problems.   London, T. Nelson Ltd., 1966.   27 pp.   (Bradford
   exercises in management.
      A 90-minute in-basket exercise requiring action on 23 papers by a
   newly appointed works manager. Includes some personnel as well as
   management problems.

Darden, Bill R. and William H. Lucas.
   The decision making game; an integrated operations management simulation.
   New York, Appleton-Century-Crofts, 1969.   165 pp.
      "Focuses on Operations Management within the firm and is especially
   useful in providing insights into the use of linear programming, simula-
   tion, inventory models, and present value analysis."
      The student, through competition with his classmates, is forced to look
   at the firm's entire operations and sees the effects of his decisions at
   all levels. This business game is designed to be used in executive develop-
   ment courses.

Fleming, John E.
   Behavioral insights and management gaming; using a questionnaire for
   behavioral feedback in management gaming.   Training and development
   journal, vol. 23, no. 2, February 1969, pp. 14-21.
      A questionnaire entitled Analysis of Small Group Behavior was
   administered in a graduate university class which had participated
   in a series of related decision sessions. The first section ex-
   plored group effectiveness; the second, interpersonal relationships.
   "This method of exploring the small-group behavioral aspects of
   management gaming appeared to be effective." Copy of questionnaire
   included.
Graham, Robert G. and Clifford F. Gray.
   Business games handbook.   New York, American Management Association,
   Inc., 1969.   480 pp.
      Organized listing of business games and their sources, with suffi-
   cient data to help training personnel select games for a particular
   purpose. Part one contains readings covering methodology and appli-
   cations. Also includes extensive bibliography.

Jacobs, David L.G.
   The NASA Game; exploring dynamics of group activities. Training and
   development journal, vol. 23, no. 3, March 1969, pp. 26-27.
      A technique similar to role playing, the NASA Game, provides a
   setting for discussion of the decision-making process. A group is
   presumed to have crash-landed on the moon with only 15 items undamaged.
   Each member must rate the items in order of importance and then all
   must attempt to reach an agreement.

Jaffee, Cabot L.
   Problems in supervision; an in-basket training exercise.   Reading,
   Mass., Addison-Wesley, 1968.   235 pp.
      A workbook for students or supervisory personnel up to the middle
   management level that simulates actual supervisory situations and calls
   upon the reader to make his own decisions. Instructor tests, self-
   scoring-tests, and questions for group discussion are provided.

Keys, Joe B.
   An investigation of the types of managerial behavior elicited by
   business games by use of the critical incident method. Ann Arbor,
   Mich., University Microfilms, Inc., 1970.   138 pp.
      Doctoral dissertation, University of Oklahoma, 1970. Abstracted in
   Dissertation Abstracts International, vol. 31, no. 6, December 1970,
   p. 2552-A.

Khan, Abdul and Paul Levasseur.
   The use of "gaming" as a technique for training educational planners.
   OECD observer, no. 39, April 1969, pp. 31-35.
      Computerized-gaming as a training method is described using the
   model for educational planners as the example. There is a brief
   evaluation of the good and bad points of this training technique.

Lewin, Arie Y. and Wesley L. Weber.
   Management game teams in education and organization research: an
   experiment on risk taking. Academy of Management journal, vol. 12,
   no. 1, March 1969, pp. 49-58.
      "This paper describes an experiment on changes in individual and
   group risk taking tendencies recurring during a semester play of the
   Carnegie management game. The data clearly indicated that the manage-
   ment teams studied changed in their risk taking attitudes during the
   course of the game. At the end of game play the teams showed a greater
   preference for risk taking than when they were first formed. This was
   true both for individuals and for teams as groups."

Life Office Management Association.
   The LOMA in-basket; a realistic training technique.   New York, 1967.
   39 pp.   (Personnel administration report no. 31)
      Details procedures and use of a relatively easy-to-prepare train-
   ing technique, in which a manager-trainee must make decisions on the
   varieties of paperwork conceivably found on his desk. A time limit
   is set and feedback is provided.

Limerick, D. C.
    Decision and development.   Management today (Gt. Brit.), March 1969,
    pp. 33-34, 36, 42.
        The effectiveness of T-group training is limited in the area of teaching
    managers relationships between people who are in the process of getting a
    job done. A promising evolving technique is called Decision Dynamics
    Training. Based on the recognition of different complementary leadership
    roles in decision-making groups, it has two distinguishing features: the
    use of videotape recordings and the use of full-fledged decision situations.
Massey, James O.
    An approach to more effective training for executive careers.   Ann
    Arbor, Mich., University Microfilms, Inc., 1968.   202 pp.
        "This study reports an examination of the usefulness of more
    realistic simulation models in the academic study of business, and
    an analysis of resources necessary to implement the development and
    use of such models."
        Doctoral dissertation, University of Southern California, 1967.
    Abstracted in Dissertation Abstracts, vol. 28, no. 8, February 1968,
    p. 2833-A.

Meier, Robert C., William T. Newell and Harold L. Pazer.
    Simulation in business and economics.   Englewood Cliffs, N. J.,
    Prentice-Hall, 1969.   369 pp.
        "It presents the basic concepts involved in simulation, describes
    applications of simulation to business and economic analysis, and dis-
    cusses technical problems associated with the use of simulation."
        Provides exercises at the end of each chapter.
        Partial contents: Basic concepts in simulation; Simulation in business;
    Industrial dynamics and large system simulation; Simulation in economic
    analysis; Heuristic methods; Games and gaming; Computer programs and
    languages for simulation; Concepts in model construction; Operation of
    a simulation model, etc.

Meyer, Herbert H.
    The validity of the in-basket test as a measure of managerial performance.
    Personnel psychology, vol. 23, no. 3, Autumn 1970, pp. 297-307.
        Reports on a study designed to test the degree of correspondence between
    performance on an in-basket test and actual managerial job performance.
    Middle managers at General Electric Company were the subjects of the study.
    Results did show a correlation between the test and managerial ability or
    aptitude.

Mize, Joe H and J. Grady Cox.
    Essentials of simulation.   Englewood Cliffs, N. J., Prentice-Hall,
    1968.   234 pp.
        An introduction to the "concept of simulation methodology" as it is
    applied to the analysis and design of systems. Presupposes some back-
    ground in the area.
        Contents: Simulation--a perspective; Probability and statistical
    concepts; Population and sampling distributions; Sampling; Use of
    digital computers in simulated sampling; Combining distributions;
    Estimation; The practice of simulation; Applications of simulation.

Raser, John R.
    Simulation and society; an exploration of scientific gaming.   Boston,
    Allyn and Bacon, Inc., 1969.   180; pp.
        Introduces simulation and traces history of simulation-gaming in
    the social sciences. Examines its methodology and surveys its uses.

Smith, Wilfred N., Elmer E. Estey a.d Ellsworth F. Vines.
    Integrated simulation; an interactive general business simulation
    designed for flexible application in management education.   Cincinnati,
    Ohio, Southwestern Publishing Co., 1968.   70 pp.
        Business game which evolved over a period of three years from
    studies and classes at Clarkson College of Technology.

Spencer, Donald D.
    Game playing with computers.   New York, Spartan Books, 1968.   441 pp.
        "... Most computer professionals agree that information gained
    while programming computers to play games is d:rectly transferable to
    other areas of scientific and business programming."
        Contents: Pt. 1, Game-playing programs; Pt. 2, Games proposed for
    computer solution; Pt. 3, Game playing topics.

Stanford University. Graduate School of Business.
    Stanford business logistics game, by D. Clay Whybark and Henry A. McKinnell,
    Jr.   Stanford, Calif., 1967.   19 pp.
        Modified version of the game, for use with the IBM 360/67. Model
    involves directing the entire logistics functions of a large manufacturing
    firm.

Zif, Jay J. and Robert E. Otlewski.
    Contract negotiations; player's manual.   New York, Macmillan,
    1970.   55 pp.   (A creative studies simulation)
        A simulation designed to give players an opportunity to learn
    about conditions and issues which face union and management nego-
    tiating teams and to develop their skills in bargaining strategy
    and techniques.

Zif, Jay J., Arthur H. Walker and William T. Archey.
    Managing the worker; player's manual.   New York, Macmillan, 1970.
    52 pp.   (A creative studies simulation)
        "Managing the Worker is a simulation game designed to give the
    player an opportunity to explore the various approaches to the
    management of people in an industrial situation." A machine shop
    in a toy company provides the setting for the game.

Zif, Jay J., Arthur H. Walker, and Eliezer Orbach.
    The personnel department; player's manual.   New York, Macmillan,
    1970.   55 pp.   (A creative studies simulation)
        "<u>The Personnel Department</u> is a simulation designed to give you an
    opportunity to learn in an unconventional way about the functions of
    personnel departments and the issues involved in personnel management."
    Participants are assigned roles in which they attempt to reach decisions
    on a detailed budget proposal.

Zif, Jay and others.
   Reorganization; players's manual.   New York, Macmillan, 1970.   70 pp.
   (A creative studies simulation)
      "Reorganization is a management game designed to provide you with the
   opportunity to learn some aspects of organizational theory in a new and
   stimulating way." The user is asked to assume the role of an executive
   in a small plumbing manufacturing company and to decide, on the basis
   of data and interacting with other players, in what ways the organiza-
   tion should be changed.

PROGRAMMED INSTRUCTION

Arizona. State University.
   Experimental explorations in programmed instruction and objective test-
   ing measures, by Mark I. Berman, Department of Psychology.   Bethesda,
   Md., Educational Resources Information Center, 1966.   43 pp.
   (Variables influencing behavior project, paper no. 2)
      Research on use of programmed instruction in teaching basic arith-
   methic and English to Yaqui Indian and Mexican men in Arizona.

Borwick, Irving.
   Faster results through programmed communication.   Management review,
   vol. 58, no. 9, September 1969, pp. 60-64.
      Programmed communication is a compressed form of programmed in-
   struction--written more quickly and without the testing and revision
   phases. One of the developers was a Canadian company that had
   recently negotiated a new contract with the union and wanted to
   quickly inform the supervisors of its provisions. Article describes
   the technique in some detail.

Buckenmyer, James A.
   The applicability and potential of programed instruction in the curriculum of
   collegiate schools of business.   Ann Arbor, Mich., University Microfilms, Inc.,
   1970.   264 pp.
      Doctoral dissertation, Washington University, 1970.   Abstracted in Disserta-
   tion Abstracts International, vol. 30, no. 2. August 1970. p. 511-A.

Burke, Thomas E.
   A systems approach to the planning and formulation of technology
   augmented programs for management education.   Ann Arbor, Mich.,
   University Microfilms, Inc., 1970.   203 pp.
      Doctoral dissertation, University of Texas at Austin, 1969.
   Abstracted in Dissertation Abstracts International, vol. 30, no. 7,
   January 1970, p. 2668-A.

Cahoon, D.D., Lars P. Peterson and Charles G. Watson.
   Relative effectiveness of programmed text and teaching machine as a
   function of measured interest. Journal of applied psychology, vol.
   52, no. 6, pt. 1, December 1968, pp. 454-456.
      The results "... suggest that training programs for groups with
   high mechanical interests ... might best be structured for machine
   presentation while those designed for persons with stronger literary
   interests ... are probably best presented as programmed texts."

Calvin, Allen D., ed.
  Programmed instruction; bold new venture.   Bloomington, Indiana
  University Press, 1969.   250 pp.
    Collection of 11 essays written by specialists covers in detail
  the use of programmed instruction in reading, spelling, social sciences,
  etc. chap. 9. Programmed learning in Job Corps, by Milton S. Katz;
  chap. 10. On beyond zebra': the use of programmed instruction in adult
  education, by William R. Hathaway; chap. 11. Programmed learning and
  university instructional services, by James .. Gilbert.

Hickey, Albert E.
  Sources of programed instruction.   Training in business and industry,
  vol. 6, no. 4, April 1969, pp. 54-56, 70.
    Suggests sources of information for locating programs and points
  in evaluating them. Recommends using a consultant in developing pro-
  grams and provides a bibliography of classics for the training director.

Illinois. University. Department of Psychology.
  Social reinforcement, personality and learning performance in cross-
  cultural programmed instruction, by John D. Symonds.   Urbana, 1969.
  33 pp.   (Communication, cooperation, and negotiation in culturally
  heterogeneous groups. Technical report no. 73 (69-2).

Johnson, Lowell R.
  Programed AV pays its way.   Training in business and industry, vol. 7,
  no. 1, January 1970, pp. 36-39.
    Technical job training for engineers, draftsmen and supervisors at
  the Kohler Company has been streamlined through the use of programmed
  instruction.

Kazmier, Leonard J.
  Principles of management; a program for self-insturction. 2d ed.   New
  York, McGraw-Hill, 1969.   382 pp.
    Programmed learning format for self-instruction in management skills.
  Emphasis is on behavioral science applications, quantitative methods,
  and systems theory. New edition contains units on organizational
  objectives and planning premises, motivating people at work, effective
  supervision, and the systems approach to management.

Krag, Edith and Robert E. Van Brunt.
  Training clerical help.   Training and development journal, vol. 24,
  no. 7, July 1970, pp. 38-39.
    Describes a combination of a systems approach and programmed audio
  visual instruction with tutorial support to train typists. The
  approach helped overcome entry and upgrading typing shortages at
  Consolidated Insurance Company and should be equally effective in
  other clerical disciplines.

National Society for the Study of Education.
  Programmed instruction, ed. by Phil C. Lange.   Chicago, University
  of Chicago Press, 1969. 340 pp.   (The sixty-sixth yearbook of the Society,
  pt. 2)
    Partial contents: Foundations for instructional programing; The pro-
  cess of instructional programing; Behavioral analysis and instructional
  sequencing; Empirical testing of programs; Practical problems in program
  production. Learning from teaching machines.

Northeastern University. Instructional Technology Information Center.
   Programmed instruction guide. 2d ed.   Newburyport, Mass., Entelek Inc.,
   1968.   1 v.
      The guide, compiled through data processing techniques, lists pro-
   grams and gives an indication of quality and relevance to given in-
   structional requirements. For each program, data on availability of
   a teacher's manual, teaching device, source, cost, etc. is given.

Ofiesh, Gabriel D. and Wesley C. Meierhenry, eds.
   Trends in programmed instruction; papers from the first annual conven-
   tion of the National Society for Programmed Instruction.   Washington,
   National Society for Programmed Instruction and the National Education
   Association of the United States, Department of Audiovisual Instruction,
   1964.   289 pp.
      Considers its development and application to the educational system,
   teachers,exceptional students, industry, government, etc.

Plants, Helen L.
   Make programmed learning work for you. Professional engineer, vol. 38,
   no. 12, December 1968, pp. 26-30.
      Suggests programmed learning as an effective tool for the engineer's
   continuing education. Explains its design and validation, makes
   suggestions for selecting a program and points out advantages of this
   type of learning technique.

Roberts, Kenneth.
   Programmed learning's progress. Personnel and training management
   (Gt. Brit.), November 1968, pp. 36-38.
      Discusses advances made in programmed learning techniques and
   cites their growing use in industry. Includes discussion of new appli-
   cations and top ten advantages as reported in a 1967 survey conducted
   by the Programmed Instruction Centre at Britain's Enfield College
   of Technology.

Shull, Howard I.
   Programed instruction: a comparison of learning and retention of information
   learned through the use of small step (linear) programed instruction and large
   step (branching) programed instruction.   288 pp.
      Doctoral dissertation, University of Maryland, 1969. Abstracted in Disser-
   tation Abstracts International, vol. 30, no. 12, June 1970, p. 5266-A.

Stuart, William L.
   Programmed instruction in the plant.   Training and development journal
   vol. 23, no. 8, August 1969, pp. 42-47.
      Describes use of the AutoTutor at American·Can Company. It has been
   accepted by the labor unions and its use expanded from the initial
   Shop Math and Blueprint Reading Course into   other training programs.

Teaching machine offers instant feedback on trainees.   Modern manu-
   facturing, vol. 3, no. 2,February 1970, pp. 100-101.
      The EDEX multimedia response system combines programmed learning
   and audio-visual methods with electronic assistance. At the Raytheon
   Company the system has made it possible to reduce lecture time in
   training courses by 80%.

Tydings, Kenneth S.
    Programing without proofreading.   Training in business and industry,
    vol. 6, no. 7, July 1969, pp. 36-39.
        An account of the use of programed audio tapes for trairing by
    Metropolitan Life Insurance. The company found that tapes had several
    advantages over written forms: more speedy production with lower
    costs and greater ease of correction and change.

U. S. Civil Service Commission.
    Programmed instruction; a brief of its development and current
    status. Prepared by Bureau of Training, Training Systems and
    Technology Division. Washington, U. S. Govt. Print. Off., 1970.
    52 pp. (Training systems and technology series no. 3, Pamphlet T-12)

U. S. Department of the Navy.   ا
    Programmed instruction in technical training, by G. Douglas Mayo,
    Bureau of Naval Personnel, Navy Training Research Laboratory, Naval
    Personnel Research Activity.   Springfield, Va., Clearinghouse for
    Federal Scientific and Technical Information, 1969.   26 pp.
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    various training methods to teach management concepts. Films used in
    the training sessions are stopped at critical moments, and students are
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    action, a "branching technique" in filming allows students to view possible
    results of their decisions. The film concludes with a segment showing
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   categories of materials and to the skills needed to carry out the
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    vision, programmed instruction, supporting equipment, and non-projected
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   ology, to measure the effect on learning caused by self-confrontation
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      "This directory is intended to aid individuals and organizations
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   165 pp.
      Annotated list arranged by broad subject areas.

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CASE STUDY METHOD

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    of action. Intended as supplementary training material for general
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   structure, role conflict, and attitude change.   Concludes with a
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