

12. TRAINING - REFERENCES

12.1

ASTD OD DIVISION **Bibliography of Sources and Applications**

American Society for Training and
Development

Madison, Wis.

(USA)

1979

A reference book to identify OD sources. A trainer can locate OD literature developed for professional awareness and growth, definitions on what OD is, now development, new concepts, OD methods and their approaches. There is also a comprehensive selection of case studies.

12.2

COMMONWEALTH
SECRETARIAT

**Training in Public Administration: A
Directory of Commonwealth Resources**

Commonwealth Secretariat

London

(UK)

1978

pp.372

The directory compiled and edited by the Commonwealth Programme for Applied Studies in Government provides summary descriptions of the training, research, consultancy and publication activity of more than two hundred national, regional and international organizations relating to the resources of nearly forty Commonwealth countries. A selected number of international and regional organisations are listed. There are separate chapters on the role and resources of the Secretariat and the Fund for Technical Cooperation. The directory concludes with a fifteen page general index apart from an index of periodicals sponsored by the various institutions.

12.3

CRAIG ROBERT L. & **Training and Development Handbook**
BITTEL LESTER R.
(eds)

McGraw-Hill

London

(UK)

1979

pp.866

The handbook - a comprehensive collection in the field of personnel training and development - provides a broad reference source for those responsible for developing human resources in any organisation. The compilation contains thirty-two articles on various aspects including training needs, learning process, evaluation, training methods and trainer education and training. The training techniques covered are coaching, the lecture, conference methods, case methods, role playing, programmed

instruction, laboratory training and management games. There is also coverage of budgeting and controlling of training costs and maintenance of training records. The levels of training covered range from apprentices to top executives. Also included is advanced material for managers of large training staff apart from fundamentals of training for the beginner or part-time trainer. The new edition encompasses the important advances in applications of behavioural science, modern instructional technology and changes in the training function.

12.4

DE PHILLIPS
FRANK A. et al

Management of Training Programs

Richard D. Irwin Homewood, Ill.
(USA) 1960 pp.469

The book is in four units: Unit I on 'Management Functions and Training Problems', Unit II on Training-Learning Procedures, Unit III on 'The Organisation and Administration of Training Programs', and Unit IV on 'Training Evaluation and Research.' The major themes in the book include interdependence of management and training, interpersonal and human relations problems in conducting training, integration of training methodology and learning theory, managerial aspects of organising training programmes, types of training, importance of research and evaluation in training, and consideration of the future of training as a profession. Through the use of case studies, problems and illustrative material, the authors have tried to answer several important questions about training e.g., why and how to train most effectively.

12.5

DUGAN LAIRD

Approaches to Training and Development

Addison-Wesley Reading, Ma.
(USA) 1977 pp.303

The book provides trainees with a comprehensive and practical framework of Options for producing and maintaining effective employee performance. Different facets of the field are examined: what training to do, if any; what methods to use; and how to evaluate the results. The author also discusses the often ignored subject of how to handle performance problems which are difficult to solve through training. Many ideas for trainers along with examples are suggested.

12.6

GOODNOW HENRY
FRANK

**A Study of Selected Training Institutions
in Pakistan, India and Nepal**

Asian Centre for Development
Administration

Kuala Lumpur

(Malaysia)

1974

pp.37

The author has made a study of six selected training institutions. The report is presented in three parts. First, an attempt is made to briefly describe a few selected aspects of the national setting which seem relevant to a comprehension of the nations training institutions. Second, the training institutions are described, and a brief analysis of the problems faced and conclusions arrived at is given. This is followed by a general set of conclusions based on the entire study. The conclusions refer to the training methods employed, status of research in training and problems of evaluation of training.

12.7

INAYATULLAH C.
(ed)

**Management Training for Development:
The Asian Experience**

Asian Centre for Development
Administration

Kuala Lumpur

(Malaysia)

1975

pp.300

It is a compilation of eight papers discussed at a meeting of heads of some Asian training and research institutions working in the field of public administration. The first four papers relate to the functioning and role of particular training institutions in the process of administration development. The remaining papers analyse specific issues e.g. identification of training needs, strategies for evaluating training institutions and the relevance of the Western doctrine of administrative development for Asian societies.

12.8

JONES GARTH N.
et al

**Planning, Development and Change: A Bibliography
on Development Administration**

East-West Center Press

Honolulu

(USA)

1971

pp.180

The volume lists over 1500 titles of books and articles on development administration grouped under four headings: planning, development, change and bibliographies and supplementary items. Some entries are annotated.

12.9

KIRKPATRICK
DONALD L.

**A practical Guide for Supervisory Training
and Development**

Addison-Wesley

Reading, Mass.

(USA)

1971

pp.182

The book is organised in four sections: Preparing to train, Training Methods and Evaluation, Case examples of effective programs and Selecting and Training potential Supervisors. The use of graphics, visuals, simulations and testing is explained. The emphasis in several sections is on the contributory role of the trainer.

12.10

LEE HAHN-BEEN

**A Handbook of Development Administration
Curriculum**

Internatinal Institute of Administrative
Sciences

Brussels

(Belgium)

1970

pp.54

The purpose of this handbook is to lay down a procedure for preparing a curriculum of development administration. It includes approach to a curriculum, a model syllabus, and an illustrative curriculum.

12.11

LUBIN BERNARD
et al (eds)

Organisational Change Sourcebooks I & II

University Associates

San Diego, Ca.

(USA)

1979

pp.236

The volume is designed to be used as a teaching learning tool, both in formal settings, in workshops and seminars. Nine case studies provide special insights in the process of planned change.

12.12

LYNTON ROLF P. & **Training for Development**
PAREEK UDAI

Richard D. Irwin

Homewood, Ill.

(USA)

1967

pp.408

The training and development themes overlap and intertwine throughout the book which has five parts. Part I differentiates training from other instructional activities and then traces the contribution to the training process of two partners in it: the participants and the organisations in which they work and are to use their training. In Parts II, III, and IV - the authors look at the training process from the point of view of the third partner, the trainer at work on a program in a training institution. The parts deal in turn with the three major phases in training: pre-training, training, and post-training. Part III deals with the training phase: the transactions between trainers and participants, among participants themselves. Part IV, on the post-training phase, examines the contact trainers maintain with participants and their organisation after the programme is over. Part V deals with the training institutions, as a whole and the development of training as a profession-through research and action. Each part includes selected text readings from standard sources.

12.13

McCURDY HOWARD E. **Public Administration: A Bibliography**

The American University

Washington, D.C.

(USA)

1972

pp.156

The volume identifies a thousand books which are frequently cited by scholars in public administration. Each entry is rated according to how frequently it is cited by a sample of over forty scholars in the discipline. The books are arranged in thirty three sections including general administration, organisation theory, comparative administration, management science and public policy. About one fifth of the entries are annotated.

12.17

NATIONAL BOOK
LEAGUE

Books for Training Officers

B.A.C.I.E.

London

(UK)

1970

pp.76

A new edition of an earlier bibliography includes 285 publications. Areas covered include: manpower, planning, training practice, retraining, supervisory and management training, training aids, training techniques, programmed instruction, human relations and group dynamics.

12.18

OTTO CALVIN P. &
GLASER ROLLIN O.

**The Management of Training: A Handbook for
Training and Development Personnel**

Addison-Wesley

Reading, Mass.

(USA)

1970

pp.410

The book in four parts attempts a how-to-do-it approach, to explain how training personnel can create and administer effective training programmes while working within the limits of time, staff, and budget. Part I presents a detailed look at the training director's major responsibilities in any enterprises. The basic teaching/learning activities focussed are ones which the head of a training function must give considerable attention to before he can effectively plan, develop, or administer his programs. Part II is devoted to an identification of some of the basic conceptual skills needed by training personnel in their day-to-day work. These skills range from a knowledge of learning theory to an understanding of the techniques used to evaluate the diverse and complex outcomes of training programs. Part III describes some of the basic training media and the techniques for producing them at the lowest cost. Part IV finally describes some basic training applications on the basis of some of the principles covered in the earlier parts.

12.19

PETERSON
RICHARD B., TRACY
LANE & CABELLY
ALAN (eds)

**Readings in Systematic Management of
Human Resources**

Addison-Wesley

Reading, Mass.

(USA)

1979

pp.259

A discussion of the current situation in the personnel/human resource management field is provided through a collection of over forty readings. The readings focus on the following topics: the framework for viewing human resources, supervisory styles, technology and job design, **training**, evaluation, integration of human resource management, perspectives of human resource management and future directions.

12.20

PATTEN THOMAS H. **Manpower Planning and the Development
of Human Resources**

Wiley-Interscience

New York

(USA)

1971

pp.737

The coverage includes discussion of training needs analysis, training techniques, evaluation and techniques of executive development. The concept of training, on-the-job is discussed. Techniques are analysed as involving human interaction which provides the background for laborating training. The relationship between manpower planning and training is established. The process is conceived as human resources development with the trainer occupying a key role.

12.21

TAYLOR B. &
LIPPIT G.L. (eds) **Management Development and Training
Handbook**

McGraw Hill

Berkshire

(UK)

1975

pp.650

The book - a standard work of reference - consists of original articles specially commissioned from over forty contributions from a dozen countries. The five major parts of the book include Management development, Management training methods, Management training programmes, Organisation development and Planning and organisation. Several articles emphasise the role of a trainer and the continuing need for training the trainers.

