A Plan for a
Government Training Directors' Course
as a part of a
Professional Development Program

by
Alfred H. Hausrath, Consultant

Michigan State University Group
U.S. Technical Assistance Mission to Vietnam

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Foreword

The following outline presents a tentative plan for a pilot course designed to develop selected personnel for the duties of training directors or members of training staffs in Vietnamese government Departments and agencies.

It will be observed that the outline differs widely in the degree of detail to which topics are expanded. Where available teaching and reference materials were not themselves organized in detail, the outline attempts to supply the details. The reader must not be misled by this variation in detail in the outline. The degree to which topics are broken down, and the space in the outline occupied by the topic is not related to the relative importance of the topics.

Course time devoted to the various topics must be adjusted to reflect the importance of each topic in the current Vietnamese situation. It is expected that the time distribution among topics, and the inclusion or omission of topics in 1957, will be quite different from that which will be most suitable in 1958, or 1959, or in subsequent years.

The course, when offered, will undoubtedly require modifications of several types, including:

1) Selection of topics for emphasis, others for cursory treatment, and deletion of still others. Such decisions probably would be influenced primarily by the current needs of the Vietnamese government and its readiness to engage in certain types of training activities. For example, if official policy calls for a drive on work simplification, then this topic will need to be stressed, and taught to develop the desired level of skill in this field.

2) Adjustment to the background, experience, and previous education or training of the trainees in the course. If trainees have had training and experience as teachers, they may need less time in study of the teaching methods with which they already are familiar.

3) Adjustment to the availability of adequate source material which can be used by trainees. Even an important topic - such as public relations, for

example - may be limited by the lack of printed reference material, or of experts who can lecture on the subject, in a language the trainees can understand.

4) Possible limitations in the breadth and depth of expertness of available instructors in certain fields of knowledge - as for example, in research and evaluation techniques.

It is anticipated that the course outlined herewith, and modifications thereof, will be reviewed in detail by the chief of the In-Service Training Division of the NIA, and also have the benefit of review and approval by the Inter-Departmental Council on In-Service Training.

The course is planned to require the full time of trainers for three months. Class meetings would be held at the National Institute of Administration, where classroom, training equipment, library services, and reference materials are available. The daily schedule would be broken into several sessions of approximately one to two hours each, somewhat on the following pattern:

7:30 - 8:10	Study period and individual and small group conference period for trainee groups.
8:15 - 9:15	First session
9:30 - 11:30	Second session
2:30 - 3:15	Third session
3:30 - 5:30	Fourth session

In general, the first and third sessions will be used for presentation of new material; the second and fourth sessions as "work" sessions in which conference-type and "workshop" type of training activities will be scheduled.

According to plan, a project manual is to be developed by each trainee, as an individual project or study. Its field of subject will be chosen with approval from the instructor and the trainees' superior in his own Department. The purpose of the project is twofold: (1) to plan and develop a program to meet one or more training needs in the trainee's department; and (2) to provide a learning and training exercise. The project is to be developed and reported in a written document,

a copy of which will be submitted for the permanent library collection of the In-Service Training Division, NIA. The project is to be worked out in full accord and frequent contacts with the trainee's superior in his own department. In general, the project will be planned as an action program with full participation of the department and agency personnel who will be involved and with initial approval and final review by the operating chief of the department. The latter is to authorize the project-manual subject in the early part of the course, with the intent of implementing and installing the program in the department as soon as possible after the completion of the training director's course.

Class meetings will be scheduled for a total of ten weeks. Two weeks will be set aside as a special period in which trainees may spend full time on conferences, visits, data collection, analysis and report writing on their project manuals. This "project break" will occur during the course, probably after the 6th week, rather than at the end of the course.

Satisfactory completion of the course will be appropriately recognized with a "graduation" ceremony and presentation of certificates. But completion of the course should be regarded only as the first phase of the training of a training director.

The second phase may be considered as a sort of training internship or "On-The-Job" Professional Development Program. It would cover a period of one year of informal but close and continuing on-the-job contacts between the individual training officer and the In-Service Training Division, NIA, through the course instructor and other staff members of the In-Service Training Division. The Chief of In-Service Training, NIA, will also hold periodic conferences with the Department Chief of each Training Director trainee, prior to selection of the trainee, during the course, and at intervals after the completion of the course with particularly close attention during the first year in which the newly trained or appointed training Director is establishing a training program in the Department.

It is to be recognized that some trainees, even though they be carefully selected and give promise of making effective training directors, will prove to be poorly adapted to the particular assignment as a training Director. As soon as such determinations are made the trainee or training director will be reassigned, within the Department, without prejudice to other duties.

A third phase in the development of the career of the

Departmental or Directorate training Director is the period
covering his first five years in this profession. Upon the
completion of this period of service, with an outstanding
record of achievement, the Director will be eligible to nomi-
nation, and possible election as a training Director Fellow.
This honor will be conferred only by election of a recognized
and organized group of his peers, preferably in the form of a
Society of Government Training Directors. (SGTD)

It is hoped that a professional SGTD will be formed as
soon as a sufficient number of eligibles have been trained, and
that this society will contribute to the active promotion of
the profession, hold meetings at least once a month in Saigon
and other centers, and an annual conference of approximately
one-week duration, at which papers will be presented. A pro-
fessional journal, with the co-sponsorship of the NIA and the
SGTD also should be published.

Alfred H. Hausrath, Consultant
In-Service Training Division
National Institute of Administra-
tion, and the Michigan State
University Group,
U.S. Technical Assistance Mission
to Vietnam.

TENTATIVE OUTLINE
GOVERNMENT TRAINING DIRECTORS' COURSE
In-Service Training Division - NIA
Republic of Vietnam

INTRODUCTION

Part I. General Overview of the Course

A. Objectives

1. To provide the trainees with knowledge, skills, and attitudes related to training duties so that they may assume leadership in popularizing and operating the training program of their respective agencies.

2. To introduce the trainees to some of the basic principles of training, management, supervision, and public administration.

3. To develop the ability to plan training programs, projects, and courses, based on the needs of their agencies and making full use of operating officials in conducting the training.

4. To instill greater awareness of human factors in relation to administration and management in the public service.

5. To induct trainees into the profession of training: to instill professional standards with an expanding knowledge of the practices, and literature, research, practitioners and professional societies; and to acquaint trainees with training leaders and with continuing sources of professional guidance and information such as the NIA.

6. To identify and select those personnel who have personal qualities and professional qualifications for training duties.

B. Nature and Methodology

C. Requirements of the Course

1. Regular attendance

      2. Active participation in all group activities
      3. Periodic examinations
      4. Readings
      5. Reports and special assignments
      6. Project Manual

D. Project Manual Assignments and Discussion

E. Library Usage and Familiarization

F. Formal Course (3 months, full time, including project manual development)

      1. Course Certificate Award upon satisfactory completion of 3-month's course

G. Training Internship - Supervised Follow-up (covers first year of training officer duty)

      1. Guidance and follow-up visits by course instructor
      2. Advice and assistance from In-Service Training Division and specialists from MSU and NIA.
      3. Training Officer Certificate Award upon satisfactory completion of the One-Year training Internship.

H. Training Fellows - Recognition Award for minimum of five-years of outstanding service and contributions as a training Director. (Recognition by Inter-Departmental Council on In-Service Training)

OPERATIONS

Note: This part of the course is included to familiarize the training director with basic concepts of management and supervision. Because training is most effective when directly tied-in with operations the training director must have a working knowledge of management, supervision, and training.

Part II. Fundamentals of Administrative Organization and Management

A. Aspects of Organization

      1. Unity of command
      2. Span of control

3. Delegation of authority
4. Homogeneous assignment

B. Bases of Organization

1. Objective or Mission
2. Function or Process
3. Group served
4. Geographic Areas

C. Structure of Organization

1. Bases of Organization: Mission, Function, Geographic Area, etc.
2. Line, staff, and auxiliary agencies
3. Formal and informal organizations
4. Mechanics of Chart-Making; Scalar Process

D. Functions of Management

1. Planning
2. Organizing
3. Staffing
4. Directing
5. Coordination and control
6. Reporting
7. Budgeting

E. Application to Vietnam

1. National administrative structure
2. Local government administration
3. Special Problems in Vietnam

   a. Transition from colonialism to independence
   b. Transition from authoritarianism to democratic processes
   c. Leadership
   d. Dynamic changes

Part III. How work is accomplished in an organization

A. Basic Concepts

1. The work of an organization is accomplished through the activities of people.
2. The supervisor as the director of people at work.

3. The trainer as staff support for line offi-
cials who are responsible for the work of
the organization.
4. Supervisors need training in their duties.
5. Supervisors need assistance in planning and
conducting training.

B. The Role, Authority and Responsibilities of the
Supervisor

1. What is supervision
2. Qualifications of a supervisor
3. Analysis and breakdown of supervisory duties
and responsibilities
4. Communication: a key responsibility in the
supervisor's job.

a. Directing and Instructing employees
b. Discussions with employees
c. Conducting informal meetings
d. Making reports to superiors

C. Organization and the Supervisor

1. The Role of the Supervisor in Organizing
(Review: Essentials, principles, bases and
structure of organization. Method: Case
study, conference style, on Problems of
Organization)

D. The Supervisor as a Manager

1. Planning
2. Directing and delegating work
3. Control and coordination

E. The Supervisor as a Leader

1. What is leadership
2. Significance of leadership
3. Qualities of leadership
4. Ways for the supervisor to improve himself
as a leader
5. Initiative Development

F. Methods Improvement through Work Simplification

1. An analytical attitude and what it has

accomplished
2. Organization for work simplification

    a. Role of Procedures and Equipment
    b. Role of Work Simplification Specialists
    c. The Supervisor as a methods analyst

3. Indications of the need for work simplification
4. Process of work simplification

    a. Aims at analysis and improvement of work procedures and problems
    b. Uses a Problem-solving technique

        (1) Define Problem
        (2) Gather pertinent data
        (3) Analyze data
        (4) Develop a solution
        (5) Test the solution and modify as needed to assure success and get "bugs" out.
        (6) Apply the solution
        (7) Evaluate results

    c. Employs Certain Organization and Methods Tools

        (1) Functional chart
        (2) Activity list
        (3) Task lists for individual employees
        (4) Task or job analysis with steps and key points
        (5) Work distribution chart
        (6) Floor layout chart
        (7) Flow process chart - multicolumn, symbols
        (8) Work Count
        (9) Time and Motion study

5. Applying Work Simplification Procedures

    a. Define each problem for work simplification as

        (1) One task or activity among the many performed in the unit (job analysis)
        (2) The work of the unit as a whole (Work Distribution Chart)

b. Gather pertinent data

    (1) All existing related charts and documents
    (2) Construct additional charts and lists as needed

c. Analyze data

    (1) To eliminate unnecessary operations
    (2) To eliminate unnecessary steps
    (3) To increase effectiveness of operation
    (4) To coordinate operations

d. Develop a solution

    (1) Prepare "before" and "after" layouts or charts
    (2) Prepare revised (simplified) forms and procedures
    (3) Prepare revised (simplified) organization charts
    (4) Develop a time and training schedule for installation
    (5) Check it with supervisors

e. Apply the solution to the work situation

    (1) Check it with employees to gain their acceptance
    (2) Train employees ih new procedures
    (3) Install procedure as regular operating procedure

f. Evaluate results

    (1) Evaluative criteria: production, quality, attitudes, etc.
    (2) Check with employees
    (3) Report to superiors

G. The Supervisor as a Manager of People: Human Relations

1. Basic principles of human relations
2. Techniques of human relations (recognition, opportunity, security, and belongingness)

3. The supervisor as a builder of morale

    a. What is morale
    b. Factors of morale
    c. Specific ways of developing morale

4. Employee relations

    a. Basic principles of employee relations

5. Job Relations training

6. Handling grievances

    a. Definition
    b. Causes of grievances
    c. Detection of grievances
    d. Requirement for action by supervisor
    e. How to handle grievances

7. Discipline

    a. Definition
    b. Employee conduct
    c. Policy in disciplinary actions (laws)

H. The Supervisor as a Trainer

1. Individual Instruction

    a. Job Instruction Method
    b. On-the-Job instruction

2. Group Instruction

    a. New policies, procedures
    b. Informal group conferences

3. Induction and Orientation of Employees

    a. Definition and objectives of induction
    b. Essential parts of a good induction program
    c. Techniques of inducting new employees
    d. Definition and objectives of orientation (new and transferred employees)
    e. Essentials part of an orientation program

        f. Techniques of orienting employees

I. Public Relations

    1. Definition and importance; action more important than words
    2. The different publics
    3. Public Relations a two-way street
    4. Various public relations media

        a. Informal contact; receptionists and workers
            (1) Importance of person-to-person contacts
            (2) Essential elements in good public relations
            (3) Information Desk; Building Directories and Room signs

        b. Formal contacts; receptionists and workers

            (1) Location of Receptionists
            (2) Appearance of Receptionists
            (3) Attitudes of receptionists and workers
            (4) Training in meeting the public
            (5) Telephone courtesy and technique

        c. Public speech
        d. Newspapers
        e. Radio
        f. Government publications, reports

    5. Improving public relations

J. Standards of Performance and Evaluation of Employees

    1. Standards of performance

        a. Purpose
        b. Principles
        c. Mechanics

    2. Personnel rating

        a. Employees, peers, superiors
        b. Purposes and uses
        c. Bases of ratings
        d. Successes and pitfalls in rating

TRAINING

Part IV.   The Training Job: To Facilitate the Work of the
Organization

A.   The Meaning of Training

  1.   Definition of training
  2.   Differences between training and education
  3.   Differences between training and Information
       Programs
  4.   Special meaning of In-Service Training

       a.   Difference from prior use of term for
            summer schooling for teachers

  5.   Recognition of In-Service training terms

B.   What training can do

  1.   Impart knowledge
  2.   Develop skills
  3.   Influence attitudes

C.   The Importance and Value of Training

Each trainee will be asked to make a special
study, including visits to one or more training
programs and conferences with training directors
of his own choice within one of the following
fields.   Selected studies will be reported in
class.

  1.   Case studies of training programs in the
       military
  2.   Case studies of training programs in quasi-
       military organizations

       a.   Police and Fire Departments
       b.   Security Forces
       c.   Railroads, Airlines, Postal Service,
            Utilities, etc.

  3.   Case studies of training programs in industry
  4.   Case studies of training programs in govern-
       ment

D.   The Place of Training in Management - Its Rela-
     tion to Operations

E. Organization for training in the government of
    Vietnam

    1. Brief History

        a. Policy of the President
        b. Inter-Departmental Council on In-Service
            Training
        c. National Institute of Administration
        d. In-Service Training Division, National
            Institute of Administration
        e. In-Service Training Division, Michigan
            State University

    2. Training Responsibilities

        a. Role of the Chief of In-Service Training,
            NIA
        b. Role of the Inter-Departmental Council
            on In-Service Training
        c. Role of the National Institute of Admi-
            nistration
        d. Role of the Individual Departments and
            Directorates
        e. Role of the Departmental Training
            Director

            (1) Qualifications
            (2) Duties and Responsibilities
            (3) Method of Operation - advise, ini-
                 tiate, organize, and guide

        f. Role of the Fonction Publique

    3. Types of Public Employees to be trained

        a. Executants
        b. Specialists
        c. Leaders

F. How to Start A Training Program

    1. Obtaining official support - and executive
        decree
    2. Selection and appointment of a training
        director
    3. Training of the training director and his
        staff
    4. Establishment of a training advisory com-
        mittee

5. Establishment of the departmental training policy and announcement of the training directors' appointment
6. Adoption of the departmental training program, official approval and distribution, and announcement of a target date by which to have initial training activities begin
7. Recognition that training is a responsibility of operating officials
8. Training integrated with operations
9. How the training director can get started

    a. Learning about the organization
    b. Getting to know operating personnel
    c. Finding out what training activities can facilitate the work of the organization
    d. Survey and evaluate operations and problems to itemize training needs
    e. Develop a plan for a training program with full participation of training committee and operating officials
    f. Use of a program planning guide and check list
    g. Getting trainee support and response

G. Determining Training Needs

1. What is a Training Need
2. Classification of Training Needs

    a. Training for new employees
    b. Training for old employees

        (1) To increase effectiveness in present position
        (2) To prepare for promotion
        (3) To retrain present employees (transferred, new duties, new equipment or procedures)
        (4) To develop organizational fitness

3. Priority of Needs

4. Approaches to the study of needs

    a. Generally, a matter of -

        (1) Collecting information,
        (2) Analyzing information, and

(3) Identifying training factors; that is, sorting out from among needs those which can be met through training

b. Survey approach for spotting needs in organizational units (Sources of Information, and techniques) Surveys under aegis of operating officials, training director as advisor

(1) Interview - employees, supervisor, higher officials
(2) Questionnaire - checklists
(3) Observation
(4) Records
(5) Group meetings and conferences
(6) Use of committees

c. Individual appraisal for spotting needs of an individual employee

(1) Job analysis
(2) Personnel records and/or interview
(3) Experience, Background, Education and previous training
(4) Observation of performance

H. Mechanics of the Training Program: Planning Specific Projects

1. Budget considerations
2. Training facilities and equipment
3. Recruiting and scheduling
4. Recognition of course completion
5. Selecting and training instructors
6. Use of a Program Planning Guide for Training

I. The Teaching and Learning Processes

1. Basic principles of learning

a. Laws of Learning

(1) "Classic" laws: Thorndike, et al
(2) Additional newer concepts

b. Motivation

2. Factors in Learning

a. The trainee

    (1) Individual differences
    (2) Effects of heredity and limitations imposed thereby
    (3) Effects of environment, earlier background, education, culture, etc.

b. The trainer

    (1) Qualifications
    (2) Developing skills as a trainer
    (3) The art of working with people

c. Training methods

    (1) Factors in the selection of appropriate methods

        (a) Objectives of training program
        (b) Qualifications of trainees
        (c) Nature of content

    (2) Lecture, examples, illustrations, anecdotes, graphic aids
    (3) Discussion: panel, symposium, forum
    (4) Field trips and inspection tours
    (5) Demonstration
    (6) Interview and Counselling
    (7) Conference Methods

        (a) Conference leadership

    (8) Building participation in conferences and other group learning activities

        (a) Through case studies, role-playing, etc.
        (b) Special techniques for getting participation in large groups (buzz groups, etc.)

    (9) Supervised Practice, exercises, actual work performance
    (10) On-the-job training

d. Subject matter: Developing course content

    (1) What is content building

(2) Sources of course content

    (a) Procedure Manuals
    (b) Technical books and references
    (c) Needs survey data
    (d) Subject matter specialists
    (e) Other training courses
    (f) Legislation

(3) Guiding considerations in building course content
(4) Course construction procedures and practice
(5) Lesson planning

  e. Development of Operations or Procedure Manuals and Guides

3. The Four-Step Method of Instruction

  a. Preparation
  b. Presentation
  c. Application
  d. Testing

4. Audio-visual Aids and their use

J. Evaluation of the Training Program

1. Need for Evaluation
2. What can be evaluated

  a. Skills
  b. Knowledge
  c. Attitudes
  d. Habits of thought and action

3. Evaluative Criteria

  a. Characteristics of a criterion
  b. Types of criteria - criterion measures

    (1) Based on quantity of production per unit of time (Units produced, tax reports processed, words typed, etc.)
    (2) Based on quality of production (Number of rejects), amount of spoiled work, waste and scrap, errors made,

satisfied and dissatisfied clients, etc.)

    (3) Based on training time and job skills (Time to reach standard job skill level, versatility and interchangability on job assignments, promotion potential, actual promotions, etc.)

    (4) Based on employee satisfaction (Morale, grievances, complaints to supervisors, requests, suggestions.

    (5) Based on lost time (Absenteeism, tardiness, illness, time away from work duty during working day - unauthorized "breaks," etc.)

    (6) Based on tenure and turnover (Resignations, involuntary terminations, discharges, length of service, etc.)

4. Evaluation techniques

  a. Measurement before and after training

    (1) Production records and other criterion measures
    (2) Pre-tests, post-tests
    (3) Attitude Scales, etc.
    (4) Supervisor's and other's ratings, etc.

  b. Control groups
  c. Explanation of technical terms used in evaluation

    (1) Objectivity, subjectivity
    (2) Realiability
    (3) Validity, criterion
    (4) Probability, sampling
    (5) Statistical significance

  d. Mention of Research Field and Literature
  e. Mention of "higher powered" statistical techniques used in evaluation and research

    (1) Multi-variate analysis
    (2) Small sample theory, etc.

5. Sources of Evaluative Data

    a. On-the-job performance
    b. Direct observation
    c. Questionnaires, checklist, interviews
    d. Trainee reports
    e. Records analysis - production, turnover, etc.
    f. Immediate supervisor reactions
    g. Reactions of fellow employees
    h. Customer reaction
    i. Inspection
    j. Tests
    k. Attendance

6. Evaluation of the Departmental or Agency Training Program

    a. Evaluation of the Training Officer

        (1) Based on training accomplishments
        (2) Evaluated by operating officials
        (3) Evaluated by In-Service training committee
        (4) Evaluated by Departmental inspectors, etc.
        (5) Evaluated by Boards of Visitors
        (6) Evaluated by In-Service Training Staff of NIA

    b. Evaluation of the Training Program

K. Training Records and Reports

1. Records for training office use by personnel and operating officials -- as on promotion panels

2. Reports to higher authorities
3. Reports to Central Personnel Office -- Fonction Publique
4. Reports to Central Training Agencies

    a. Director of In-service Training, NIA
    b. Inter-departmental committee on In-Service Training
    c. Deposit in In-Service Training Library (NIA) of reference copies of all training materials produced.

5. Suggested form for training activities

L. Follow-up

   1. Objectives
   2. Procedures
   3. Remedial measures

M. Training as a Profession

   1. Qualification and Selection

      a. Personal qualifications of training Directors and Officers
      b. Educational and Experience Requirements

   2. Sources of Training Officers
   3. Standards for Training Officers
   4. Supervision of Training Officers
   5. Training of Training Officers
   6. Continuation Education for Training Officers
   7. Professional Societies

      a. Government Training Officers Association
      b. Other associations of training officers

   8. Professional Literature for training Officer

      a. NIA - In-Service Training Library
      b. Depository of Reference copies of all training material produced in Vietnamese government agencies

   9. Training terminology - Glossary of training terms

      a. Standing committee to develop and publish periodic glossaries

TRAINING FOR SPECIAL PURPOSES

Part V. A. Purpose: Special training programs often have to be developed and conducted to implement policy decisions at the executive and departmental levels, and to meet needs common to a number of government departments. This section of the course will consist of training programs currently in need of special emphasis.

B. Special Training Courses

According to needs at the time, this part of the
course will be used (1) to train all trainees in
the subject matter and to develop or become fami-
liar with training materials in one or more spe-
cific courses, currently and widely needed; or
(2) to assist each trainee in developing a training
course for one need specific to his agency.

C. Special Training Courses offered at the NIA (Out-
lines and text materials prepared, courses taught)

1. Introduction to Public Administration
2. Comparative Public Administration
3. Aspects of Administrative Management
4. Budget and Fiscal Administration
5. Introduction to Economics
6. Money and Banking
7. Economic Problems
8. Economic Finance
9. Personnel Administration
10. Human Relations
11. Organization and Methods
12. Research Methods and Techniques
13. Introduction to Statistics

D. Special Training Courses prepared by the In-Ser-
vice Training Division, NIA

1. Management Course for Supervisors
2. Work Simplification
3. Conference Leadership
4. Government Training Directors Course
5. Human Relations
6. Job Instruction Training
7. Office Management
8. Vietnamese Shorthand
9. Beginning Typing (Vietnamese)
10. Intermediate typing (Vietnamese)
11. Typing Instructors Training
12. Shorthand Instructors Training

E. Special Training Courses Prepared and/or Offered
by Vietnamese Government Agencies

1. Filing and Library Classification - Depart-
    ment of Information and Youth
2. Direct and Indirect Tax Processing - Depart-
    ment of Finance

F. Special Training Courses Prepared and/or Offered
    by U.S. Government Groups in Vietnam

    1. Records Management - MSUG
    2. Tax Collectors Course - USOM
    3. Library Work - MSUG
    4. Budget Officers Course - MSUG

G. Special Training Courses Prepared and/or Offered
    by other Governments - in the language indicated.
    (Course Outlines on deposit with In-Service
    Training Division, NIA)

    1. Community Development (Republic of the Phi-
        lippines - in English)
    2. Customs Inspectors (Republic of the Philip-
        pines - in English)
    3. General Auditing (Republic of the Philippines -
        in English)
    4. Training Directors Course (Republic of the
        Philippines - in English) (Participants
        invited from Vietnam)
    5. Training for Municipal Supervisors (Republic
        of the Philippines - in English)
    6. Job Relations Training (U.S. Government -
        in English)
    7. Job Methods Training (U.S. Government - in
        English)
    8. Fundamentals of Supervision (New York State
        Government - in English)
    9. Management for Air Force Supervisors (U.S.
        Air Force - in English)
    10. Training Methods and Techniques (California
        State Government - in English)

A.H. Hausrath
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<u>REFERENCE MATERIAL FOR TRAINING DIRECTOR'S</u>

<u>COURSE</u>

<u>General References:</u>

    For the trainer: All selected references, but 1 A and 1 B in particular; and also 2; 3; 4; 5; 9; 10; 11.

    For the trainee: 1 B: 9 Accordian Folder, and 11 in particular.

<u>Course Outline</u>	<u>Training References</u>
I. General Overview of the Course	Course outline Course Instructor
II. Fundamentals of Administrative Organization and Management	
A. Aspects of Organization	1 A - Booklet 3, Topic 4; 3 - Session 2. (1B and 1 C are to be used with 1 A whenever 1 A is referenced)
B. Bases of Organization	1 A - Booklet 1, Topic 3; 3 - Session 2; 1 A - Booklet 3, Topics 2, 3.
C. Structure of Organization	1 A - Booklet 3, 3 - Session 2.
D. Functions of Management	1 A - Booklet 1, Topic 2; 1 A - Booklet 4 in part; 3 - Session 3, 4, 5.
E. Application to Vietnam	1 A - Booklet 25
III. How work is accomplished an Organization	
A. Basic Concepts	1 A - Booklet 1 in part.

B. The Role, Authority
    and Responsibilities
    of the Supervisor   1 A - Booklet 1 in part: 3 -
                                 Session 1.

C. Organization and the   1 A - Booklet 1.
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