

AN EXAMINATION OF COURSES CONDUCTED  
BY SOUTH BIRMINGHAM TECHNICAL COLLEGE  
FOR THE TRAINING OF TRAINING OFFICERS

A THESIS SUBMITTED

BY

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University of Aston in Birmingham

October, 1969.

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Summary of Thesis to be submitted to the University of Aston in Birmingham, October, 1969 for the degree of M.Sc. in the Department of Industrial Administration.

S U M M A R Y

The thesis examines the course for the training of training officers conducted by South Birmingham Technical College, as a result of the Industrial Training Act, 1964. It tries to show the kind of person firms appointed as training officers, how they reacted to different parts of the course, and what changes in training they were able to introduce on their return to the company.

From the information obtained it was shown:

- (i) that the training officer with little background of experience in training and with limited educational qualifications, was nevertheless able to obtain positive benefit from attending a course such as the one at South Birmingham. This seemed to be in contrast with the more highly qualified training officer who did not obtain as much from the course. The importance of what is perhaps an obvious point is that the Central Training Council advocates high educational standards for all training officers.
- (ii) that this training officer was able to make significant contributions to the firm's training



programmes and plans on his return to the company.

It is suggested from this that the information obtained could be of interest to management, particularly in a small company having to appoint a training officer for the first time, perhaps from personnel with little or no experience in training. The information may also be of relevance to colleges conducting courses for training officers as it indicates the type of course which can be of most benefit to training officers from similar situations as those who attended the South Birmingham course.

#### Method

The method employed was to interview 42 training officers approximately 12 months after they had completed the course and 5 of these a year later. The aim was to find out from them and when possible from management, what training developments had taken place in the organisation and how much of this could be linked with work on the course.



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I wish to extend a grateful acknowledgement to the many who have helped me with this work.

Particular thanks are due to Mr. J. Munro-Fraser of the University of Aston in Birmingham who acted as my tutor, to Principal B. C. Whitehouse of South Birmingham Technical College, and to the many firms whose hospitality I enjoyed.

To all the training officers who participated I owe a debt of gratitude, particularly to those two who have allowed me to use their projects as illustrations.

Alan Hayes

August, 1969.



## PREFACE

The thesis examines the course for the training of training officers conducted by South Birmingham Technical College, as a result of the Industrial Training Act, 1964. It tries to show what type of person firms appointed as training officers, how they reacted to the course, and what changes in training they were able to introduce on their return to the company.

From the information obtained it was shown: (1) that the training officer with little background of experience in training, and with limited educational qualifications was able to obtain positive benefit from attending a course such as the one at South Birmingham Technical College; this seemed to be in contrast to the more highly qualified training officer who did not obtain as much benefit from the course. The importance of what seems an obvious point is that the Central Training Council advocates high educational standards for all training officers,

(ii) that this training officer was able to make significant contributions to the firm's training programmes and plans on his return to the company.

It is suggested from this, that the information obtained could be of interest to management particularly in a small company, having to appoint a training officer



for the first time, perhaps from personnel with little or no experience in training. The information may also be of relevance to colleges conducting courses for training officers as it indicates the type of course which can be of most benefit to training officers from similar situations as those who attended the South Birmingham course.

The method employed was to interview forty-two training officers approximately twelve months after they had completed the course, and five of these training officers a year later. The aim was to find out from them and from management in the company, what training developments had taken place in the organisation, and how much of this could be linked with work on the course.

In addition, two project studies submitted by training officers as part of their course are discussed.



## I N T R O D U C T I O N

### THE METHODS AND PROBLEMS OF COLLECTING INFORMATION

Information was collected from visits to the training officer in his company, and by discussion with him. The length of the visits varied from an hour to a whole afternoon.

It was decided to use the general interview method rather than questionnaires for the following reasons:

1. it has been shown that much valuable information can be collected by this method under certain circumstances. (Stretch, 1967<sup>1</sup>) (Saunders, 1967<sup>2</sup>). Most of the information could not be obtained by a test or inventory, and it was also the purpose of the work to look closely at the training officer in the environment of his organisation.
2. there is considerable evidence that tests and questionnaires are of doubtful value in many situations, and it may be extremely easy to falsify answers. (Wiley<sup>3</sup>). In an investigation into attitudes towards such topics as Communist Russia, one found that straight forward discussions were more revealing than tests on depth orientated questionnaires. Even with open-ended questions the answers one obtains are to a greater or lesser extent determined by the questions asked. This straight jacket was avoided, and although a questionnaire has obvious statistical advantages, it was thought that the opportunity - cost of



missing significant variables far outweighed the easier task of quantifying the data'. (Saunders<sup>2</sup>)

3. the most difficult area of all to measure is that of social skills where the act of measuring would so seriously distort the nature of the interaction between the people concerned that the results would be valueless. Martin<sup>4</sup> argues that the translation of an opinion into a number does not of itself improve the objectivity of the basic observation, and that 'it is certainly dangerous to base calculations on numerical data derived from sources so thoroughly subjective that their value is questionable'. The interviewer need not run away from his material because he has difficulty in measuring it, while any test may omit material which does not fall easily into an objective mould (Parry<sup>5</sup>). The information in this study was obtained then by general, open discussions over a period of time with the training officers in their companies, and wherever and whenever possible the information was checked by discussion with representatives of the management in the company and by observation. Such sources of course are not infallible, but they are consistent with experience over the three years during which time this research took place.



CHAPTER 1THE IMPORTANCE OF THE TRAINING OFFICER AND HIS  
CLASSIFICATION

The importance of the Training Officer arises directly from the implementation of the provisions of the Industrial Training Act, 1964, as 'the function of the Company Training Officer is to provide a service of Knowledge, advice, skill and administration which will enable the company to fulfill its responsibility'.<sup>6</sup> John Wellens<sup>7</sup> had written in the year before the Act:

'without an efficient corps of specialist training officers, all our plans for reforming and expanding industrial and commercial training will fail; the training officers are the ground troops in the battle to come.'

The concern of the first Central Training Council report was with the training necessary for the potential and recently appointed training officers. It stated 'the courses are designed to give an insight into the basic elements of the training officer's duties' (ibid.p.1.) and "the aim of the courses must therefore be to provide an appreciation of the training function, setting in perspective the role of the training officer, not as it may have been interpreted in the past, but as it will be under the changing situation brought about by the Industrial Training Act." (ibid.p.2.)

The report later argues the importance of selection by the colleges of course members, and lays down a fairly rigorous standard for the qualities required from training



officers. "We think that the minimum requirements are (a) sufficient practical experience of industry or commerce to ensure active participation in the work of the training group, (b) an intellectual level capable of making an adequate synthesis of the theory and practice to be covered. We think the minimum level to be around H.N.C., but the lack of formal qualifications should by no means debar." (ibid.p.7.)

The second report of the Central Training Council on the training of Training Officers when dealing with the existing provision of external courses emphasises that "introductory courses are designed to give an insight into the basic elements of the training function."<sup>8</sup> The report then later develops a basis for the selection of the training officer on the Seven Point Scale<sup>9</sup>, and argues that essential educational attainments should not normally be lower than H.N.C. and graduate level would be desirable. While it is clearly desirable to aim for high standards in any activity, the problem with regard to training officer education is that little (if anything) has been done on the work of the training officer or on the best type of course needed for his training. Stretch<sup>1</sup> suggests that "there is a great need for job analysis of the skill and knowledge requirements of the job. The Central Training Council pamphlet The Training of Training Officers<sup>3</sup> by no means obviates this necessity", and again later Stretch



argues -<sup>6</sup>some attempt ought to be made to determine exactly what kind of person and what kind of qualifications are consistent with the responsibilities of the job.'

It is an attempt to meet part at least of the need as far as one college is concerned, that this thesis has been written. In this work, however, "the five fold grading system" of classifying (Munro-Fraser<sup>10</sup>) is used in the assessment of training officers instead of the seven point plan. There are only two basic differences between the systems: the plan uses seven qualities for assessment of individuals - physique, attainments, general intelligence, special aptitudes, interests, disposition and circumstances. Because this last division tends to include some matters which belong more naturally to the case history, it has consequently been combined with the 'attainments' heading into 'qualifications and expectations.' The general intelligence and special aptitudes division of the seven point plan have been classified under one heading that of 'abilities' or 'brains'.

The second difference between the systems concerns the use of scales in addition to headings in the grading system in the classification of human qualities. The pattern of the Five-Fold Grading as given in the text<sup>10</sup> is given below because this assessment is used for each of the training officers interviewed.



THE FIVE-FOLD GRADING

	E Grade (10% Very much below Average)	D Grade (20% Below Average)
First Impression and Physical Make-up	Unkempt and badly dressed. Rough in speech and manner.	Rather scruffy and untidy about details. Slovenly speech and awkward manner.
Qualifications and Expectations	Interrupted schooling. No vocational training. Labouring job.	Left school at normal age, but did badly. Some training for a few months. Semi-skilled job.
Brains and Abilities	Only able to tackle the simplest kind of work.	Able to cope with routine work under supervision.
Motivation	Disintegrated personality. Unable to set any goals at all.	Goals either below or unrealistically above capacity. Inconsistent and unpredictable unless carefully supervised.
Adjustment	Mental illness. Unable to cope with ordinary life.	Awkward and difficult. Has to have special consideration and careful handling.



THE FIVE-FOLD GRADING

C Grade (40% Average)	B Grade (20% Above Average)	A Grade (10% Very much above Average)
Reasonably neat and tidy, but undistinguished. Correct speech. Quite at ease on own ground.	Well turned out and carefully dressed. Well spoken with attractive friendly manner.	Perfectly turned out, distinguished appearance; very pleasant voice with charm of manner.
Left school at nor- age, having done well. 3-5 years apprenticeship. Skilled jobs.	Grammar School to 16-18. Indentured apprenticeship with 3-5 years part-time classes. Supervisory job.	University. Professional level of training. Managerial job.
Able to learn work which involves skill and day-to-day planning.	Able to plan the work of others within a framework of policy.	Able to assimilate and interpret detailed information and plan longterm developments.
Sets himself fair goals, and follows them up quite consistently. Could do better.	Goals high in relation to abilities and opportunities. Generally succeeds in what he sets out to do.	Aiming as high as possible, and never deviating from plan. Always achieves goals.
Fits in quite well with others, and can take fair responsibility, but with little powers of leadership.	Usually found in significant roles. Can take responsibility for others. Doesn't lose his head.	Always found in leadership positions. Takes great responsibility without strain.



CHAPTER 2SOUTH BIRMINGHAM TECHNICAL COLLEGE AND THE TRAINING  
OFFICERS' COURSE

By the time of the passing of the Industrial Training Act in 1964 the college was one of the two Area Technical Colleges in the Birmingham area. This meant that the main part of its work was at H.N.C. level and above and students would be transferred to it after completion of lower level work in local colleges in the city.

There are three main departments in the college that of Mechanical and Production Engineering, Electrical Engineering, and Civil Engineering. The management studies section which did the work in connection with the development of courses for training officers, came under the general control of the department of Mechanical and Production Engineering and its original function was to provide service courses in Industrial Administration for the H.N.C. and Diploma courses. However, the section soon developed courses for the Institute of Works Managers Certificate and Diploma examinations, City and Guilds Work Study groups and Supervisory studies. In addition it specialised in short courses; in particular, subjects as requested by Birmingham firms. Examples of this were courses in Industrial Pneumatics, Work Study, Exporting for Small Firms and Economic Planning. Consequently, the



course for training officers is to be seen as part of the normal work of the section in organising courses for industry, and the staff were able to use their experience gained in organising these courses in their work with training officers. This was a very necessary experience because as early as October, 1964 the Chief Further Education Officer for the city in a memorandum to the Principal had stated:

"...I think that if we offer courses for Training Officers in Birmingham I should wish to start them at South Birmingham."

Discussions then took place between the college and representatives from the Ministry of Labour, Youth Employment Service, Industrial Training Services and the Engineering Employers' Federation. As a result, eight hundred letters were sent to firms in the Midlands with details of a proposed course for the training of training officers. The date of the proposed course was fixed from May 3rd to June 14th, 1965 and a programme for the course was prepared by the college and approved by the West Midlands Advisory Council for Further Education. The course was to consist of four weeks full-time instruction in the college, organised in two periods each of a fortnight, separated by a month, during which the training officers would return to their firms for project work. The lecturers were to be drawn from the Management Section, but supplemented by specialists from industry, when necessary.



College staff were to act tutors to the training officers during the period spent back in the company. The initial effect of all this planning was, however, to no avail because the result of all the publicity resulted in only eight enrolments for the course. As it had been decided that the minimum number for the course was twelve, the course was postponed and renewed efforts were made to get increased enrolments by October. These efforts were successful and fifteen training officers attended at the college in October, 1965 for the first course in the West Midlands for the training of training officers. It was generally agreed at this time that it was the effect of the levy/grant provisions of the Industrial Training Act that had decided firms to send their training officers on courses. The experience of South Birmingham Technical College would seem to support this, as there had been little real response to all the efforts made to fill the first course. However, by the middle of 1965, by which time most firms would be aware of the levy and its consequences, they were ready to consider the need for a course for training officers.

There was no formal selection procedure used by the college in admitting training officers to the course - this must be already obvious from the foregoing account of the difficulty encountered initially in finding sufficient numbers to start the scheme - but a limit had to be placed later, on the numbers who could attend. If asked by the



company, advice was given about the educational standard expected from potential course members, although this could not be clearly described. In the original course booklet it was declared that the course was not for the training of instructors in the somewhat limited field of craft and process training, but was intended to give the wider concept of training from operative to middle management level. This was the college policy for all the training officer courses covered by this survey. The course was planned to appeal to firms irrespective of size, but it was anticipated that it would be of greatest use in assisting the training officer from the small company who might have little experience in dealing with training problems. The course aimed at equipping him with sufficient information relating to the subject, so that he would be able, on returning to his company after attending the college, to carry out training policies, the general form of which had been envisaged by the Industrial Training Act.

The methods adopted by the college in the presentation of the course were a variation of formal lectures, syndicates and discussion groups during four periods of  $1\frac{1}{2}$  hours each during the day. Two tutors, one administrative and one industrial, members of the college full-time staff were responsible for the course in addition to their other college work.



For the period covered by this survey it was the policy of the college to persuade training officers to carry out their project work in a company different from their own, to prevent their being 'absorbed' back into normal work during this time. The aim was to show the training officer how a company's training plan operated, and if possible to give him the chance to assist in its working. This scheme had to be changed when the 'host' company discovered that they were not entitled to any grant or other financial benefit from the training board for doing so. They naturally became reluctant to provide places for training officers 'under instruction'. The college then decided to require training officers to return to their own company for the project period and whenever possible to select a project which would be of direct benefit to the long term training plan of the company.

#### COMPARISON WITH OTHER COLLEGES (See Appendix I)

In the 1965/66 session when South Birmingham began its courses for the training of training officers there were nineteen other institutions (including two universities) in Britain which also carried out this course, and 367 training officers attended. In the following session (1966/67) the number of courses increased from 31 to 61; the number of colleges sponsoring such courses increased to 29 and the total number of student training officers increased to 810.



In the first of these periods South Birmingham had organised two courses which had been supported by 33 training officers, and in the second period the college had increased its courses to three and the number attending to 48.

The similarity of the course at South Birmingham with that of the ones in other colleges was confirmed by discussions which took place at the conference sponsored by the Department of Education and Science at the University of Loughborough in July 1968.<sup>11</sup> The courses had a common length of eight weeks, although there were some variations between different colleges in the time spent on project work. No college restricted membership to one industry, neither did any insist on a certain level of academic attainment, the point being made that the company initially selected the training officer and this the colleges had to accept.

The programmes of the courses in different colleges seemed to be broadly similar to each other, following the syllabus recommended by the Central Training Council as published in its first report (Introductory Courses for the Training of Training Officers) in May 1966.<sup>6</sup>

It seemed from the evidence of the conference that academic qualifications of training officers were of less importance to the colleges organising the courses than the fact that the person concerned would benefit from and



contribute to the course and had the potential of becoming a satisfactory training officer in his company.

In 1967 a Working Party of the Central Training Council's Committee on the Training of Training Officers agreed on a questionnaire which the Department of Education and Science circulated to colleges concerned with training officer's courses. The reason for the survey was to provide a background of information for the use of the Loughborough Conference, and the replies provide an interesting comment on the educational standards which colleges expected from training officers applying for their course. Of the 27 colleges questioned only eight stated the need for a certain minimum qualification, but these included comments such as "must be involved in training" and none were particularly stringent. One college insisted on 'Training Officers' rather than 'Instructors', another on H.N.C. for younger students, and one intimated that teacher training might be advantageous. South Birmingham then, in not laying down standards of entry for the training officers courses appeared to be following the normal practice.

Another interesting fact from the survey is that 22 of the colleges employed a full-time tutor, while 15 also employed an assistant, for work on the training officers course. South Birmingham was in the situation of the other colleges where the tutor for the course fitted this work in with his other duties in the management studies section of the college.



In the comparison made between the ways in which the different courses were organised, twenty-two colleges reported a sandwich pattern of college-industry-college. There were some variations, however, between the order of time spent in each, some colleges organising courses on a 2 : 4 : 2 basis, others on a 2 : 2 : 4, or a 3 : 4 : 1 type. South Birmingham with its pattern of 2 : 4 : 2 for the courses covered by this survey followed a normal type of course organisation. The method of project work in the course used by South Birmingham again followed the pattern adopted by most colleges running training officers courses. All colleges except one reported discussing the project with the employer and few projects were undertaken outside the parent company. (The experience of South Birmingham in this matter is reported on page 12). In all colleges the projects were discussed with all course members and the main sources of criticism of the project were made by the tutor, a senior executive of the company, outside experts and fellow course members. For the period of this survey South Birmingham's method of project assessment was a combination of these. A panel of experts consisting of a company representative, another training representative from a different company and the college tutor would interview the training officer about his project work, and from this an assessment would be made. Each project was also presented to the other course members as a formal



lecture and comment and criticism encouraged.

CONQUEROR  
III  
LONDON



CHAPTER 3AN EXAMINATION OF COURSES FROM OCTOBER 1965 TO JUNE 1967First Training Officers' Course

Dates of Course: October 10th - December 3rd, 1965.

Number Attending: Fifteen. Number Interviewed: Nine.

Industries Represented: Engineering, Construction,  
Printing and Pottery.

1A. The first training officer interviewed came from a large engineering company and he had been appointed Apprentice Training Officer before he attended the course. Prior to this, he had been an assistant to the Chief Inspector.

Before he joined the company he had obtained an H.N.C. in Mechanical Engineering and an endorsement in Industrial Administration. He believed that his training appointment and his being sent on the training officers' course stemmed from the appointment of a new Managing Director, and not from the effect of the Industrial Training Act.

He considered that the main benefit of the course to him, was the information given about the introduction of tests for selection procedures. This information he was able to use in the company (for apprentice selection) after the course. Since the introduction of this new method of selection in the school, there had been no subsequent failures. Another benefit he gained from the course was the knowledge



of job analysis. This had been of direct benefit to the training policy of the company and all jobs in the operating training school were now broken down in accordance with the Seymour<sup>12</sup> method. He considered that the course work on visual aids and the exercise on planning a training centre was most interesting although he had not been able to use the knowledge to any great extent on his return to the company.

His general impression of the course was that it was very worthwhile and the greatest value was in the meeting with other training officers and the informal contacts resulting from this.

An assessment on the Five Fold Grading plan of this training officer would be C. B. C. C. B.

The information was obtained at the company where every facility was given by the management for the interviews to take place.

1B. Another training officer on the first course came from a small engineering company. He had no background of training and was sent on the course by his company as a result of hearing about it through the Ministry of Labour (as it then was). He had found all parts of the course to be valuable to him although the job analysis work proved to be the most useful. On his return to the company, after the course, he had been able to introduce schemes of operative, apprenticeship and supervisory training within the organisation.



He was certain that the Industrial Training Act, 1964 had an important bearing on the decision of the firm to send him on the course.

On the Five Fold Grading Scale the assessment of this training officer would be C. C. C. B. B.

1C. He had been a chief draughtsman in a small motor engineering firm in the Midlands before his appointment as training officer prior to attending the course at South Birmingham. He had obtained an A.M.I.(Mech.)E. through a technical college, prior to his original appointment. He was sent on the course by the company to qualify him for his work as a part-time training officer and to enable him to prepare a training plan for the firm. He considered the course to have been 'well balanced, instructive and it more than met my needs', and he considered that all his training motivation came as a result of attending it. He had reorganised apprentice training in the company in accordance with instructions received on the course and his interviewing procedures, testing and selection methods were carried out according to plans discussed on the course.

He believed that the Industrial Training Act had been the most important influence on the decision of the company to send him on the course. There had been little or no training carried out in the company before the course.

His assessment on the Five Fold Grading Scale would be D. B. C. B. B.



1D. A large northern construction company sent a course member who held the position of Training Development Adviser which meant he had been concerned with training before he attended the South Birmingham course. His educational qualifications were five G.C.E. ordinary level subjects and professional building training. He had expected to obtain from the course an understanding of the broad principles of training and its techniques, and his evaluation of it was that one could not have expected more from a first course at any college. Because the course was, by its very nature and purpose, a general one, no particular part of it could be isolated as being of the greatest value to him as a training officer. He had, however, gained a general benefit by attending and considered that he had been able to develop the existing training in the company in greater detail after his return.

He considered that his company had been training conscious before the Industrial Training Act, although it must have had an accelerating effect on them. He had not made any changes as a result of his attendance at the course.

His assessment on the Five Fold Grading Scale was  
B. B. C. B. B.

1E. The fifth training officer came from a large company in the north, manufacturing telephone cables. He had no formal educational qualifications apart from those obtained in the Army where he had been a regular N.C.O. He had



been sent on the course by his firm, as it was to be his introduction to industrial training. From that particular point of view he regarded the course as "ideal", "beneficial" and "fitting for his entry into industry." He regarded the project work as the most valuable part of the course but subjects such as work study and selection tests could have been extended. He did not think that the Industrial Training Act had influenced the firm in deciding to send him on the course as the company had always appreciated the need for systematic and organised training; neither did he consider that the course had been responsible for any of the changes he had introduced in the company training apart from a scheme for operator development.

His assessment on the Five Fold Grading Scale would be C. (C-D.) C. C. C. C.

1F. A director and group training officer of a Birmingham building company proved to be an interesting course member. He had high academic qualifications (M.Sc.) compared with others but his approach to the course was somewhat different. He had an academic and personal interest in the subject of training and there was little connection between the Industrial Training Act and his attending the training officers' course at South Birmingham.

He was particularly interested in the academic lectures in the course but he could appreciate the value and benefit to be obtained by some of the training officers from job



analysis instruction. The course to him was of general interest as he wanted to organise training in his group and he was interested to study the way a course on training would be developed. His academic ability and position proved to be a considerable asset to the course but he was ready to learn from the other training officers when necessary.

On the Five Fold Grading Scale his assessment would be B. A. A. B. B.

1G. There was another senior training officer on the course who was academically well qualified (M.I.E.E., A.M.B.I.M.) His position was that of company training manager, which meant that he controlled the training and education policy for ten works of this electrical company. All he wanted from the course was to understand the general background of training after the Act. The course clarified his own ideas on training and he was most impressed by the academic type of lecture and the ones given by the specialist bodies concerned with training, such as the Ministry of Labour (as it then was) and the Youth Employment Service. He had gained little of direct value from the lectures on such topics as job analysis and instruction techniques and the course was of no direct benefit to the company. The Industrial Training Act had not influenced him or the company in the decision to attend the course. There was nothing in particular that he had gained from the course



that he was able to apply in the company on his return, but in a general sense he thought the course had been of real value to him and he would like to see developed a course for senior training officers at the college.

This training officer was in fact a senior executive in a large company, which meant that he had little in common with most of the other training officers on the course. Despite this, and the width of his experience and background he was prepared to co-operate fully with everything that was done on the course and was prepared to learn what he could from the other training officers with different experiences.

On the Five Fold Grading Scale he was assessed as  
B. B. B. B. A.

1H. The next training officer to be interviewed came from a large engineering company in the midlands. After a background of engineering training he had been appointed as training officer, and for two years prior to the course he had organised operator training in a branch factory of the company.

Before sending him to South Birmingham, his management had compared all the courses for training officers as listed by the Ministry of Labour. The Birmingham course had been chosen 'because it indicated the most professional approach.' This was to be one from a planned series of training courses his firm wanted him to attend.



He had expected from the course 'information about each of the subjects listed in the brochure advertising it.' He considered that selection testing, work study and the Youth Employment service lectures were important. He would have liked to have seen added to the course more theoretical and practical work in the college on 'the analysis of training needs' and 'the budgeting of training costs.'

He was critical of the balance between the time spent in college and that spent in a company on project work. He felt that insufficient tutorial guidance had been given by college tutors when he compared the South Birmingham course with that of one organised by a professional body of consultants which he attended later.

The Industrial Training Act had been of some importance in influencing the company to send him on the course, but it had not been the main factor. The training department in his company had been in existence several years before the Act and it had always been company policy to send personnel on courses. The grant element of the Act had not influenced the company in its decision.

Since attending the course at South Birmingham he had been on further training courses such as those arranged by the Industrial Training Service, the British Association for Commercial and Industrial Education and the one organised by the professional consultants. Perhaps because of this it



was difficult to assess how much he had been affected by the Birmingham course, but he thought it must have had a generally beneficial one. He suggested that future courses should have residential facilities.

His assessment on the Five Fold Scale was C. C. B. B. B. II. This course member was the head of a technical training school of a large engineering company in the south east and his educational standard was that of matriculation and a services special education certificate, while his industrial background had been that of textile engineering. He had heard about the course at South Birmingham from the Engineering Industry Training Board and had been asked to attend by the company. He did not consider that the Industrial Training Act had influenced the company in their decision.

In most ways the course came up to his expectations and he considered that the job analysis and work study lectures were of most value to him as a training officer. However, he did not consider that any changes in training which he had introduced in his company came as a result of his attending the course.

He was a senior member of the course and his position as the head of a training school placed him in a novel position on a training course. He was, however, anxious to co-operate in everything that was done on the course.

His assessment on the Five Fold Scale was B. A. B. C. B.



T.O.	INDUSTRY	COMPANY SIZE	QUALIFICATIONS	COMPANY TRAINING PRE-COURSE	IMPORTANT PART OF COURSE	I.T.A. IMPORTANT	5 SCALE ASSESSMENT	CONTRIBUTION TO COMPANY TRAINING AFTER COURSE
A	Engineering	Large	H.N.C. (Mech.) Ind. Admin.	Yes	Job Analysis Selection Visual Aids	No	C.B.C.C.B.	Introduction of Selection Tests in Training School. Job Analysis for Operator Training.
B	Engineering	Small	None	No	Job Analysis Apprentice	Yes	C.C.C.B.B.	Introduction of Operative Apprenticeship and Supervisory Training.
C	Engineering	Small	A.M.I.E.	No	Selection Apprenticeship	Yes	D.B.C.B.B.	Reorganised Apprenticeship Training, Selection and Interviewing Procedures.
D	Building	Large	Professional Building	Yes	General	No	B.B.C.B.B.	None.
E	Engineering	Large	None	Yes	Project Selection	No	C.C.C.C.C.	Operative Training Course was ideal introduction to his work.
F	Building	Medium	M.Sc.	Yes	Educational Psychology	No	B.A.A.B.B.	Organisation of Group Training.



T. O.	INDUSTRY	COMPANY SIZE	QUALIFICATIONS	COMPANY TRAINING PRE-COURSE	IMPORTANT PART OF COURSE	I.T.A. IMPORTANT	5 SCALE ASSESSMENT	CONTRIBUTION TO COMPANY TRAINING AFTER COURSE
G	ENGINEERING	Large	M. I. E. E. A. M. B. I. M.	Yes	Psychology Educational Min. of Lab.	No	B. B. B. B. A.	None
H	ENGINEERING	Large	None	Yes	Selection Youth Employment	Yes	C. C. B. B. B.	General beneficial influence on his training.
I	ENGINEERING	Large	Services	Yes	Job Analysis	No	B. A. B. C. B.	None



Second Training Officers' Course

Dates of Course: January 10th - March 10th, 1966.

Number Attending: Seventeen (17). Number Interviewed:  
Eleven (11).

Industries Represented: Engineering, Industrial Porcelain.

As with the previous course there was no formal selection of course members, but each, with one exception, was employed by his company as a training officer before coming on the course. The exception was a course member who paid the fees himself as he regarded it as a scheme of study for his own development.

2A. This training officer came from a medium size stamping company and had been employed in a commercial capacity before attending the course. His background, experience and qualifications, however, were engineering. He had obtained an H.N.C. in Production Engineering and had taken endorsements in management subjects. There had been little or no training carried on in his company before the Industrial Training Act and, as a direct consequence of this legislation, he was sent on the course to learn something about training prior to his being appointed as company training officer on his return. Because he had known nothing about training, he wanted a great deal of information from the course and it was a measure of its success that, as a result of it, he felt a confidence in his approach to his work afterwards. He had obtained great benefit from the



lectures on job analysis, apprentice training and the role and functions of the training officer. However, the lectures on selection testing, the broad concept of skills and programmed learning, he considered unsuitable and not relevant for an introductory course. He had some particular recommendations to make about future courses, the main ones being that there should be a specialist follow-up course of about three days duration on particular subjects such as management development, supervisory training and selection testing. During these follow-up courses, a greater and more relevant emphasis should be made on the actual training situation than was evident in the introductory course. More discussion opportunities should also be given to course members.

He had not been able to put into practice any specific part of the course, although he had benefitted in his own personal development as a result of the giving of lectures and demonstrations.

The course assessment of this training officer under the Five Fold Grading System was: B. B. B. B. B.

2B. Another course member with similar qualifications had been a project engineer in a small engineering company before being sent on the course. He had known nothing about training, so he expected to get from the course, sufficient theoretical and practical knowledge to form the foundation for his work as a training officer on his return.



He was certain that the Industrial Training Act had been the main influence on the company in its decision to send him on the course.

The Job Analysis lectures and the learning of the basic teaching techniques as applied to Operator Training were, in his opinion, the most valuable parts of the course. As a direct result of this, he had introduced to his company and put into practice, schemes of off-the-job-training for operators. In addition, he had also rearranged the company's programmes so that trainees moved around all the departments in the course of their work. He stated:

"All changes that had taken place, and those that would take place in future, largely stemmed from basic ideas obtained from the course."

He would have liked more information on commercial training and he thought that the period spent in industry on project work was insufficient. He made the particular point that training officers when they were sent on project work should have guidance from people qualified to advise and, if possible, the company concerned should have an established training centre. (At the time of this interview training officers were sent to firms apart from their own for the project period).

He had regarded the period since he attended the course as an extended project exercise without the benefit of a tutor. His assessment on the Five-Fold Grading system is:  
B. B. B. B. B.



2C. A Training Officer and Works Engineer in a small Midland engineering company attended the course. His qualifications were an H.N.C. in Mechanical Engineering and a Grad. M.I.M.E. He had been concerned with the Works Engineering side of the firm before being selected for the course by the Works Management. He knew nothing about training and consequently expected to get from the course an understanding of training techniques and philosophies and the way to apply these successfully. He considered that the course came up to his expectations and had opened many avenues for him to investigate further.

He thought that the techniques of job analysis, taught on the course, were important to his work as a training officer and in a general way he had learned the method of how to approach a problem. This had given him a broad base to start his work as a training officer when he returned to the company. He would, however, have liked to have had more information about the work of the Engineering Industry Training Board.

He believed that the Industrial Training Act was an all important influence on the decision of the company to send him on the course. As a consequence of it and with the full backing of the company, he had been able to introduce a new approach to training in the organisation. Whereas no training had been carried out in the company beforehand, he was able to introduce off-the-job-training for apprentices and to develop a programme of supervisory



training. His classification on the Five Fold Grading system was: B. B. B. B. B.

2D. This training officer had been trained and employed as a fitter and turner in a small engineering company in the North Midlands before he attended the course. The company had been told about the course by the Ministry of Labour (as it then was) and he had been sent by the company to find out what the duties of a training officer were.

He had no educational qualifications and knew nothing about training, so he had to rely a great deal on what the course information could give him. In every way, the course came up to his expectations and most parts he found interesting and valuable. Of particular value, were the job analysis lectures and the time he spent on project work in industry.

As a result of the course he had been able to introduce to the company, changes in its operators' training programmes and in its system of training records throughout the company. He was certain that the course had given his work as a training officer a note of authority and had greatly influenced the company's attitude to training as a result. The Industrial Training Act was initially of great importance in influencing the firm to send him on the course. Assessment on the Five Fold Grading system was: C. C. C. B. B.



2E. Another example of an untrained person being given the post of training officer as a direct result of the Industrial Training Act is seen here. Before being sent on the course he had been a drop stamper in a medium sized Birmingham forging and presswork company. He had no formal educational qualifications for his appointment as a training officer, so he expected to learn a great deal on the course. In fact, he gained a great benefit from attending South Birmingham, as the basic groundwork of training had been covered. He found the general contacts he was able to develop with other training officers on the course, most valuable and he had gained particular benefits from the lectures on job analysis, visual aids and the discussions on the layout of a training centre.

During the visit to the company for the purpose of the interview, it was clear that significant developments had occurred in the firm's training programmes. Little training had been carried out before the appointment of the training officer; now, however, there was a small training centre which had been established when he returned from the course. This consisted of two lecture rooms, demonstration bays and a wide selection of visual aids, one of which was an ingenious working model of a press which could be divided into sections for instructional purposes.

He was very enthusiastic about training and the firm was anxious to give him all the support he needed in his introduction and development of training programmes.



The Industrial Training Act had been the initial reason for his appointment as Training Officer and his attendance on the course.

Assessment on Five Fold Grading: C. C. C. B. B.

2F. This interview could be regarded as a repetition, at least in a general sense, of the last. Before the course, he had been a toolroom and press-shop foreman in a medium sized engineering company. After the course he became a Training and Personnel Officer. He had no specific educational qualifications for the post and, as with the previous training officer interviewed, he had expected from the course some general guidance on the principle of training: this he believed had been achieved. He was very satisfied with the course, although he would have preferred it if less time had been spent back in industry on the project. He believed the Industrial Training Act to have been a highly important influence on the company's decision to send him on the course. The general effect of the training received, had been to give him a background of knowledge which enabled him to make authoritative decisions. He was able, on his return to the company and on his appointment as training officer to assess the training needs of his company and to put forward suggested schemes for operative and apprentice training.

Assessment on Five Fold Grading: C. C. C. B. B.

2G. The Industrial Training Act was not the main influence on course attendance with every training officer. In the



present example his company - a large Birmingham manufacturing firm - had been training for many years, and he had developed the systems there before the course. He had no specific educational qualifications, but he had many years of experience in the company and was regarded as a senior member of the course.

He had decided to attend the course as he wanted to clarify his ideas on training. This he believed the course had succeeded in doing, particularly on operator training. However, the wider aspects of the course were very important also, such as the lectures given on educational psychology and training and trade unionism. He regretted that there had not been a lecture on employers' organisations. As stated, the Industrial Training Act was not the main influence on his attendance at the course and his work in the company afterwards was virtually the same as it had been before.

Assessment on Five Fold Classification: C. C. B. B. B.

2H. This training officer had, before attending the course, been concerned with personnel work in this medium sized metal producing company in Birmingham. He had no specific qualifications or experience of training, but the Managing Director had decided to send him on the course at South Birmingham - this was the first one available.

Because of his situation, he had wanted a great deal from the course and it had come up to his expectations and more. The most valuable part was the job analysis training



and the project work in industry. As a direct result of this, he had initiated in the company, a training scheme for operatives for which he had prepared a manual. Another consequence of the course was his introduction of a personnel assessment scheme for staff training.

He considered that the Industrial Training Act had been a very important influence on the firm's policy to send him on the course. Initially, he felt, the firm's interest in training had been entirely financial; now he believed that training was important to the company in its own right.

Assessment on Five Fold Classification: C. C. C. B. B.

21. Of the training officers' interviewed, this course member was the most critical of the course in retrospect. He had been, prior to attending the course, a personnel and training officer in a large Birmingham engineering company. His educational qualifications were G.C.E. 'A' levels and a management training qualification. He had been sent on the course by the company, and while he found it generally satisfactory he did not gain as much from it as he anticipated. He considered that more attention should have been paid to management and supervisory training. Hewas also disappointed that he had not gained as much training information from fellow course members as anticipated. Nevertheless, as a result of the course, he had introduced to the company, changes in operator training and he had provided a more detailed apprentice training syllabus.

Assessment on Five Fold Grading: C. B. B. C. C.



2J. This is the case of the course member who was not a training officer but paid for the course in order to get a qualification. He was a Pakistani who had been a student in management courses at the college and he considered that the course would be useful background to his other studies.

His work in a medium sized Birmingham engineering company was as a production checker and the firm would not sponsor his attendance on the course. Consequently, he left the company and paid his own fee.

He considered the course came up to his expectations of gaining knowledge for the work of a training officer. Its most interesting part was the period of industrial training when he considered the problem of training immigrant workers in a large Birmingham engineering company (this produced a first class report).

He had not been able to obtain a training position after the course, even though the college would have assessed him as being eminently capable of occupying that position. Assessment on Five Fold Grading: C. B. B. C. C.



SUMMARY OF INTERVIEWS

T.O.	Industry	Company Size	Qualifications	II		I.T.A. Important	5 Scale Assessment	Contribution to Company Training after Course
				Company Training Pre Course	Important Part of Course			
A	Engineering	Medium	H.N.C./Management	No	Job Analysis Apprentices	Yes	B.B.B.B.B.	-
B	Engineering	Small	H.N.C./Management	No	Job Analysis Apprentices	Yes	B.B.B.B.B.	Off the job training for operatives
C	Engineering	Small	H.N.C.	No	Job Analysis	Yes	B.B.B.B.B.	Apprentice training Supervisory
D	Engineering	Small	Nil	No	Job Analysis Project	Yes	C.C.C.B.B.	Operative, Organisation of records. Note of authority to training.
E	Engineering	Medium	Nil	No	Job Analysis, Visual Aids	Yes	C.C.C.B.B.	Development of Training Centre. Organisation of Records
F	Engineering	Small	Nil	No	General	Yes	C.C.C.B.B.	Operative, Apprentices Training.
G	Engineering	Large	Nil	Yes	Psychology Trade Unions	No	C.C.B.B.B.	-



T.O.	Industry	Company Size	Qualifications	Company Training Pre Course	Important Part of Course	I.T.A. Important	5 Scale Assessment	Contribution to Company Training after Course
H	Engineering	Medium	Nil	No	Job Analysis	Yes	C.C.C.B.B.	Preparation of Training Manual. Organisation of Records
I	Engineering	Large	Management	Yes		No	C.B.B.C.C.	Changes in Operator Training. Preparation of detailed apprentice training syllabus
J	-	-	-	He was the Pakistani Training Officer			-	-



THIRD TRAINING OFFICERS COURSE

Date of Course: October 10th - December 3rd 1966

Number attending: Seventeen (17)

Number interviewed: Nine (9)

Industries represented: Engineering

3A. This training officer had obtained an H.N.D. in Mechanical Engineering during his service career. He had joined this large Birmingham engineering firm in the Personnel Department where he had been concerned with training developments in the company. He had asked to attend the South Birmingham course as he wanted information on management, supervisory and clerical training. Because he had previously developed operator and apprentice training in the company he did not need this on the course, even though he realised that these subjects had to be covered.

The most valuable part of the course was the session on the design and layout of a training centre conducted by group participation method. The contact with other training officers was also very important.

The Industrial Training Act had little bearing on the decision of the company to send him on the course as the firm had been training conscious before the Act. The general information on training given by the college had been of direct benefit to him, in that he had returned to the company with several new ideas on training, particularly on apprentice selection. The changes he introduced in super-



visory and clerical training also were a direct consequence of the course. His general view of the course was that it was of good value, taking all things into consideration. Assessment on 5 fold grading: C. B. B. B. C.

3B. This training officer had also joined the company after a service career, when he had been an engineering officer in the Royal Air Force. His qualifications were an O.N.C. in Mechanical Engineering and he had not been concerned with training. Consequently, when he was appointed as training officer in a large Birmingham engineering company when he left the service, he had to get some guidance as the appointment was, to him, the start of a new career. In fact, he had been booked by the company to attend the course at South Birmingham on his taking up the appointment.

He wanted a great deal of information on training from the course and judged, on these grounds, that the course had achieved its aim. The particular value for him was the association with other training officers and not any specific part of the programme covered. In fact, he had some general criticisms to make, the main one being that there were so many training officers on the course of such widely differing backgrounds and experiences that it was very difficult to get sufficient common ground. He also considered that the programme of the course had attempted to cover too much material in the time allowed and that the allocation of the month in industry was too long a period in an eight week's course. His particular project, a skills analysis on a



machine operation in a large Birmingham engineering firm, had not been properly prepared by the college or by the company.

The Industrial Training Act had been a general influence on the training policy of the company but training had been carried out before this, and apprentices had been sent for off-the-job training to a local technical college. He had not introduced any particular change in training as a result of the course and in any event, the Engineering Industry's Training Board's proposals would influence the company more than any proposals he would put forward as a consequence of a course he had attended. Following from this point, he commented during the interview on his lack of status as a training officer; it was not really managerial. He could not, for example, use management dining facilities during his normal work, but only when he entertained visitors. He also had some critical comments on the lack of communication between top management and staff:

'It was far easier to get through to my commanding officer in the R.A.F. than to my present managing director.'

This might account for the air of disillusion about the company and there were frequent complaints about the waste resulting from the work of the training boards. These complaints were also made by the Personnel Manager who was seen before the interview finished.

Assessment on the Five Scale Grading: C. B. C. C. C.



3C. If the last interview had been characterised by pessimism this one produced a great deal of criticism of the South Birmingham course. He was a graduate in economics and obtained a management trainee position with a large engineering company. The training officer's course was regarded as being part of the training period in the organisation and he had been sent on it by the company. He had expected to gain from it some knowledge about the work of a training officer but he had been greatly disappointed. The course had not been specific enough and because the staff, in his view, lacked industrial experience, there was a lack of practical background. Because he had realised, early in the course, that it would be a waste of time for him, he had tried to withdraw at the end of the first fortnight but he had been ordered to return by the company.

The firm had clearly been training before the course at South Birmingham. The syllabus used for company training had been set down by the Engineering Industry Training Board and not from anything gained on the course.

He regarded the course as a very poor return for the company's investment of his time. It was bound to be a failure because the course members consisted of too great a range of abilities and aptitudes for a meaningful course to be developed. Also, it was too biased towards operator training.

Assessment on Five Fold Grading: C. A. A. B. C.

3D. This interview compared with the previous one illustrates the wide differences between course members. Here was a newly



appointed training officer from a small highly specialist electrical repair company in Birmingham, who had spent all his working life in the organisation, first as an apprentice and then on production training. He had no specific educational qualifications but he had asked to attend the course at South Birmingham as he wanted to learn about the work of the training boards and the clerical procedures necessary under the Industrial Training Act. The company had given him its full backing as it appreciated that while training had always been important, there was a need for it to be systematically organised.

In his assessment of the course, the job analysis work he regarded as valuable in that it provided a background for the work which he had to do. The supervisory training part of the course was also important.

He was uncertain about the effect the Industrial Training Act had on the company as the firm had trained its apprentices for some 40 years. He had, however, introduced and developed in the company off-the-shop-floor training, for apprentices, by sending them to a local technical college and office training for clerical staff. The direct results of the course were hard to assess, but it had given him an important background knowledge of training. The contacts he had made with other training officers on the course were also beneficial to him.

The two working directors of the company were appreciative of the help the college had given to their training officer,



and stressed it was the practical part of training that their company was interested in.

Assessment on Five Scale Grading: C. C. C. B. B.

3E. This training officer also came from a small Birmingham specialist engineering company. He had been employed in the company for three years as a training officer/instructor before he attended the course. His qualifications were a Final City and Guilds and an O.N.C. in Mechanical Engineering. Because of his own specialist training as a toolmaker, he was particularly concerned that company training, particularly that of the apprentices, should be of the highest quality and he had always followed carefully the stages of their progress.

Because the company had always been concerned with training, the Industrial Training Act had not been necessary as an impetus to it. However, he had been sent by the company to the South Birmingham course, and he had wanted to attend so that he could be better informed about the work of a training officer. This, we considered, was the result of his attending and he found the contacts he had made with other training officers on the course of particular value. The lectures on the administration of training programmes and those on commercial training were most important, but he had not gained a great deal from the skills analysis ones as the nature of the work of the company in the meeting of many specialist orders precluded the use of the Seymour method of training. <sup>12</sup>



Since returning from the course he had organised commercial training for the office girls in the company. He had also appointed an instructor to develop off-the-job-training within the company. He had not been able to develop supervisory training, mainly because of the smallness of the establishment.

He criticised the course, not because of the differences between members, but because it seemed to be directed at the large company, while in his view there was a strong case for more attention to be paid to the training needs of the small company.

A final comment to the interviewer seems to sum up the situation:

'Not only do I have to organise training here, I must also carry out my own recommendations.'

Assessment on Five Scale Grading: C. C. C. B. B.

3F. This training officer had been trained as a production engineer in a large Birmingham electrical engineering company and had obtained an O.N.C. He had been 'gradually absorbed into training', and had wanted to find out the details of the Industrial Training Act. The company had a tradition of training before 1964 but he was encouraged to attend the course at South Birmingham.

He had wanted to find out details of the administration of the Act and the way to develop courses for the training of commercial workers. In so far as the course had been concerned with training applicable to the engineering



industry, i.e. job analysis methods, he had not gained a great deal from it because he considered himself to be adequately experienced and had carried out similar training schemes before the course. The valuable parts of the course for him were the lectures on commercial training, meetings procedure and the demonstrations on the use of visual aids. His general comment was that the course had given a good background for his work as a training officer, even if specific results were difficult to enumerate. He had, since the course, introduced a scheme of commercial training in the company and he was also developing a scheme for supervisory training.

One of the later consequences of the attendance of this training officer on the course was the development of a lecture programme for supervisors and works council members, given in the company by a member of the South Birmingham staff.

Assessment on the Five Scale Grading: B. C. C. B. B.

3G. In this case the personnel manager of a small Birmingham engineering company attended the course to get information so that he would be able to 'brief' a training officer whom he anticipated would be appointed to the company to administer a group training scheme. In fact, no such appointment had been made up to the time of the interview so he had been concerned with training matters in addition to the normal work of a personnel manager.

He had not obtained any formal qualifications for his



position as a personnel manager, to which post he had been appointed after being a senior shop steward in the company for the previous five years. He worked then in the toolroom of the company, although he had not served any recognised apprenticeship.

He wanted to attend the course and expected to get information about the working of the Industrial Training Boards. He had been disappointed that the course had not covered this properly. Judged from the standpoint of the training officer's needs, he considered that the course was generally useful and as a result of the information gained, particularly on job analysis, he had developed more operation training in the company. He had also introduced a planned programme for their craft apprenticeship training and used, for the first time in the company, proper selection methods. There was no scheme for supervisory training, although he knew how to plan a programme as a result of the course.

He considered that the Industrial Training Act had been 95% responsible for the decision of the company to back his application to attend the course. The real consequence of the legislation was that the company had to make an objective assessment of its training needs. The course had prepared him for this work, even though too much had been crammed in the course in the time allowed and this had meant that assimilation of the material had been difficult at times. Assessment on Five Scale Grading: C. C. C. C. B.



3H. This member of the course was a design engineer as well as being training officer in a medium sized engineering company. He had been with the company for fourteen years, as apprentice, then in the drawing office, before becoming involved in training which had been a personal choice. He had obtained an H.N.C. both in Mechanical and Production engineering and management endorsements. His appointment was as part-time training officer together with safety and design work.

His Managing Director had obtained information about the course at South Birmingham, and had advised him to attend. Even though he had not considered the course in any detail beforehand, he had wanted to learn the method of organising a training programme and the ways of dealing with apprentice training. In many ways the course had covered these subjects and for him, the analysis of a training programme was the most valuable part of it. A general criticism he made of the course was that more time should have been allowed for discussion; he wanted more syndicate work and less direct lecturing. He also commented that there were too many age and experience differences within course members and this was bound to present inherent problems.

He believed that the Industrial Training Act had been 100% responsible for his being sent on the course. Prior to this, only 'lip service' had been paid to the idea of training in the company, even though some apprentice instruction had been carried out.



After the course, he introduced first year off-the-job training for craft apprentices, and having qualified as a T.W.I. instructor as well as a training officer, he conducted courses within the company on subjects such as job instruction.

As a result of the course, he had made contacts, and as such, he had been given a 'yard stick' of his methods of training. The course had given him a confidence in his approach to his work as a training officer and he had no hesitation in concluding that it had been worth while.

Assessment on Five Fold Grading: B. C. C. C. C.

3I. The final interview of the third course took place with an assistant training officer of a medium sized engineering company in Worcester. The Engineering Industry Training Board had advised the company to send a training officer on the course and he had been asked to attend. He had expected to get information about the working of training boards, details of supervisory training, and the methods of going about job descriptions. He had gained from the course a method of job analysis for his scheme for operator training, but apart from this, his general conclusion about the course was that he had not gained a great deal from it, although he did appreciate that because it was an introductory one the course content would necessarily be limited. Specific grounds of criticism were that there were too many speakers from outside the college dealing with topics which were not of great interest to him. He also considered that



the college had not provided good projects for them and more should have been done to motivate course members further. He would have liked to have seen a job analysis exercise followed through to its conclusion.

He had not introduced many changes in training because of the course, apart from a scheme for operator training and the development of short courses for some supervisory training, as there was no other form of training for management.

His assessment on the 5 gold grading scale would be:

B. C. C. C. B.

(Note: During the interview it emerged that because of the need to lay off men in the company, he had been declared redundant as from an unspecified future date. Because of this he had obtained another training post in a nearby firm. The industry in his new appointment would be a very different one.)



T.O.	Industry	Company Size	Qualifications	Company Training Pre Course	Important Part of Course	I.T.A. Important	5 Scale Assessment	Contribution to Company Training After Course
A	Engineering	Large	H.N.D. (Mech.)	Yes	Layout of Training Centre	No	C. B. B. B. C.	Changes in Supervisory and Clerical training.
B	Engineering	Large	O.N.C. (Mech.)	Yes	Association with Training Officers	General	C.B.C.C.C.	No specific contribution.
C	Engineering	Large	B.A. (Economics)	Yes	Nothing	No	C.A.A.B.C.	No contribution.
D	Engineering	Small	None	Yes	Job Analysis Supervisory	General	C.C.C.B.B.	'Off the job' apprentice training. Training for office staff.
E	Engineering	Small	City & Guilds O.N.C. (Mech.)	Yes	Administration of training	No	C.C.C.B.B.	'off the job' training. Training for office staff.
F	Engineering	Large	O.N.C. (Prod.)	Yes	Commercial training Visual Aids	No	B.C.C.B.B.	Supervisory training. Commercial training
G	Engineering	Small	None	No	Job Analysis	Yes	C.C.C.C.B.	Developed operator training, planned apprentice training



T.O.	Industry	Company Size	Qualifications	Company Training Pre Course	Important Part of Course	I.T.A. Important	5 Scale Assessment	Contribution to Company Training after Course
H	Engineering	Medium	H.N.C. (Mech.) (& Prod.) Management	Yes	Training Programme	Yes	B.C.C.C.C.	'Off the job' Apprenticeship training.
I	Engineering	Medium	None	No	Job Analysis	Yes	B.C.C.C.B.	Planned operator training.



FOURTH TRAINING OFFICERS COURSE

Dates of Course: January 16th - March 10th 1967.

Number Attending: Thirteen (13). Number Interviewed Seven(7)

Industries Represented: Engineering.

There were fewer follow up interviews on this course than on the others because firstly, two of the training officers concerned had left their companies by the time of the interviews and it would have been impracticable to have followed them up. Secondly, there were other training officers on the course from firms situated in places which would have involved the interviewer in considerable travelling time if a visit had been made.

4A. This training officer came from a small company in Birmingham which manufactured builder's hardware but the firm came under the Engineering Industry Training Board.

He had been many years in the company as a shop floor supervisor and he had been appointed as training officer without having had any direct experience in training beforehand. He had no specific educational qualifications and he had been worried about the course prior to attending in case he would find the work too difficult.

Because of his inexperience he had wanted from the course, knowledge of the essentials of training and to a great extent this had been achieved. Of particular value to him had been the lectures and practice of skills analysis and the methods of laying out a training centre. Some of



the lectures, however, had been somewhat academic and had not been of great value to him. He had been an enthusiastic course member and was most conscientious in his approach to the work. His opinion of the course was that it had been very worth while, and he was very pleased at the opportunity that it gave for developing contacts with other course members. His project work (see chapter 5), where he had introduced skills analysis techniques in the planning of operator training programmes, provided a base for company training plans and as a result, his own position and status in the firm had been improved. His training proposals had been adopted by the company without reservation. The Industrial Training Act had been the biggest influence on the decision of the company to send him on the course. There had been no training in the company before this, and it was the influence of the training board which encouraged the company to appoint a training officer and to send him on the course.

Assessment on Five Fold Grading: C.C.C.B.B.

4B. This was another training officer without formal educational qualifications, who had been appointed after having spent many years in this large engineering company in other capacities. He had been employed originally on clerical work, then as production planning officer and finally, a month before he attended the course he became a training officer under the control of the Personnel Manager.



He had been sent by the company to South Birmingham, to get some idea of the nature of the training function and this is what he had expected from the course. In many ways he had been satisfied although at times on the course, he felt that it might have been better to have attended the course after he had obtained some experience of training. The part of the course he considered was of most value to him as a training officer was the instruction in job analysis and the discussion on the aims of a training policy. The job analysis work had formed the basis of his work on the project which he carried out in his own company on operator training.

He was sure that the Industrial Training Act had been 'first and foremost' as the influence on the decision of the company to send him on the course. One of the results of it was his development of operator training courses in the company, although he considered that the courses of the Ministry of Labour (as it then was), which he also attended, had also helped him to do this. Other developments in training which he had initiated were courses for potential supervisors and computer appreciation courses for all sections in the company. His general comment on the course was that it had 'touched on lots of training topics' and had formed the basis for his future training plans. He had two main criticisms to make of the course: (i) that too much had been attempted in the time allocated, with the consequence that



at times certain exercises had been left unfinished, (ii) more information should have been given on the work of the Engineering Industry Training Board.

Assessment on the Five Fold Grading: C. C. C. C. B.

(At the end of this interview the manager of the section in which this training officer worked, expressed satisfaction at the nature of the South Birmingham course, and wanted to be informed of any follow up courses.)

4C. The first contrast between the types of training officer attending this course is illustrated here. This training officer had a service background as an engineering lieutenant in the Royal Navy and had attained the equivalent qualifications of H.N.C. with management endorsements.

His appointment with a medium sized engineering company was as Safety and Training Officer and before the course, he had been predominantly concerned with the safety aspects of his work. His training commitments before the course had been with craft apprentices.

He had wanted to attend the South Birmingham course, even though he had been sent by the company, as he had wanted a course to bring up, up to date information on the background of industrial training. In addition, he had expected to get from the course some new ideas on Apprentice Training. His conclusions were that the course had not quite come up to the standard and expectations he anticipated. It had not gone deeply enough into the Industrial Training



Act and its implications and its treatment and method of operator training could have been improved. He would also have liked more time spent on Supervisory Training and there was not enough practical work on Operative Instruction. He had gained from the use of the college methods of selection for his courses for craft technicians, and the background of operative training methods given by the college had been of direct use in the training programmes he had devised for the company. He considered there had been nothing really disadvantageous but some subjects had been superfluous, such as critical path analysis ('no real advantage unless you are setting up a big training centre') and linear programming. The Industrial Training Act had not been directly responsible for his attendance on the course, but he thought it had 'hurried up' the firm in its attitude towards industrial training.

Assessment on Five Fold Grading: B. B. C. C. C.

4D. This was another training officer who possessed educational qualifications which were above the average for the course. He came from a medium sized company under the Cotton and Allied Textiles Training Board in Birmingham and had asked to attend the course. He had taken a management diploma at university and also an intermediate qualification in cost and works accountancy. His industrial training had covered accountancy and general management and he had, before the course, the position in the company of Divisional Training Officer.



The course would, he hoped, give him approval as a recognised training officer from his training board and, in addition, he wanted confirmation that his concept and interpretation of training in his industry was a correct one. He thought that the course had satisfactorily met his expectations. Every part of the course had been valuable to him as all could be related to his particular training problem. He criticised the length of the project period and thought that three weeks would have been adequate.

The Industrial Training Act, he was sure, had been the prime mover on the company in backing his attendance on the course. He regarded his work on it as a means to a beginning, and it enabled him to be confident in his training proposals. As a result he had been able to introduce many and varied changes in training to the company, such as block release first year off-the-job apprentice training. The course had brought him into contact with other training officers and that in itself had proved invaluable over the time since the course.

Assessment on Five Fold Grading: B. B. B. C. C.

(Note: This training officer subsequently left for a post on the training board.)

4E. A similar educational background is seen with this training officer i.e. a university management qualification followed by industrial experience which, in his case, was in the field of public health. At the time of the course he



had been engaged entirely as a training officer in a small Birmingham engineering company. It had been suggested to him that he should attend the South Birmingham course. His opinion of it was that he would not have been as efficient a training officer if he had not attended. The lectures on the laying out of a training centre, the visual aids techniques and the law and the training officer were regarded as useful, but he suggested that lectures on fault analysis should be added. He also felt that the four weeks spent out of college on project work to be too long and that more contact with the college during this time was necessary.

He had introduced an operator training scheme in the company and the skills analysis he had learned on the course had been useful. He was also sending first year draughtsmen on a block release basis to the company's training centre. He thought that the course was certainly worth attending and he had derived a great deal from it but he had heard that other courses had been better. Particular criticisms related to lecture planning and to minor points of administration.

He thought that the Industrial Training Act had been the main influence motivating the company in sending him on the course and the main factor was the financial benefits which would accrue.

Assessment on Five Fold Grading: B. B. C. C. C.



4F. He was an untypical course member in that he was not a training officer in the traditional sense but was in charge of student apprentices in a very large engineering organisation. This post was but a stage in his own training and career in the company.

He had taken a degree in metallurgy and had worked on research for a short while before being appointed training officer. He was sent by the company on the course to get an introduction to training. He regarded it as having achieved its aim and he could not separate any part of it as being more important than any other. He could not comment on the question about any changes he had been able to introduce as his post since the course had been entirely administrative as an organiser of student apprentices.

His general comments on the course were that it had given him a general introduction and insight into the mechanics and methods of training. Also, he had the benefit and insight of working near the shop floor during his project month, and of meeting with experienced training officers.

Assessment on Five Fold Grading: C. B. B. C. C.

4G. 'I was drafted by the Production Director on to the course at South Birmingham' was a comment used during the interview with this training officer. He came from a small Birmingham engineering company where he had spent seventeen years since his apprenticeship. He had obtained an O.N.C.



in Mechanical Engineering and prior to the course he had been a production controller together with being concerned with some welfare and personnel work. He was also company training officer.

He had wanted to learn from the course about a system of training with a bias towards the recommendations of the Engineering Industry Training Board, and he had been highly satisfied with the reality. He had felt on the course that he was being trained because he was in an 'atmosphere of training' and the group discussions and syndicates were most stimulating. The part of the course he had found most useful and interesting was that of job analysis as a discipline of thinking which he had been able to use beneficially in his company. The course had been of general interest to him and he had been stimulated by the other training officers and had continued the contacts with many, afterwards.

The Industrial Training Act had been of absolute importance on the decision of the company to send him on the course. The company had not considered training at all before this time but this attitude changed gradually as the effects of the Act made themselves felt.

Assessment on Five Fold Grading: C. C. C. B. C.



SUMMARY OF INTERVIEWS

T.O.	Industry	Company Size	Qualifications	Company Training Pre Course	Important Part of Course	I.T.A. Important	5 Scale Assessment	Contribution to Company Training After Course
A	Engineering	Small	None	No	Job Analysis. Training Centre <i>lay out.</i>	Yes	C.C.C.B.B/A	Acted as a base for the reorganisation of company training initially. Planned Operator Training
B	Engineering	Large	None	No	Job Analysis	Yes	C.C.C.C.B.	Operator training (part)
C	Engineering	Medium	H.N.E. Management	Yes	Selection methods Job Analysis	No	B.B.C.C.C.	Selection methods for technicians. Operator training programmes.
D	Cotton and Allied Textiles	Medium	D.M.S. I. C.W.A. (inter.)	Yes	Every part	Yes	B.B.B.C.C.	Block release apprentice training
E	Engineering	Small	D.M.S.	Yes	Layout of training centre. Visual Aids	Yes	B.B.C.C.C.	Operator training scheme. Block release for draughtsmen
F	Engineering	Large	B.Sc.	Yes	General Introduction	No	C.B.B.C.C.	Not applicable. Post entirely administrative
G	Engineering	Small	O.N.C.	Yes	Job Analysis General Interest	Yes	C.C.C.B.C.	Operator Training



FIFTH TRAINING OFFICERS' COURSE

Dates of Course: May 1st - June 23rd, 1967.

Number Attending: Sixteen (16). Number Interviewed: Six (6).

Industries Represented: Hospital Board, Furniture, Ship-building, Engineering and Catering.

5A. The first person interviewed on this course was a woman training officer not representing industry but a Regional Hospital Board. She had no specific qualifications, and had been engaged by the Board initially as a secretarial assistant and then had been transferred to the training section where she obtained a considerable amount of initial training information. The Board had sent her on the course but she had also been anxious to attend.

She had expected the course to have given her a greater insight into training, and on this she had been disappointed. If she had not had the experience in the Board's training department before the course she might have gained a great deal from it but as it was, she had gained little, and the course seemed to lack the sophistication she had expected.

The course had been of general interest to her and the period in industry on project work she had found worthwhile, while meeting other training officers had also been important.

Since returning to the organisation she had developed clerical training for the Board's staff and general training for manual workers, but this was not as a consequence of the course as she had been doing this before she attended South Birmingham. The Industrial Training Act had influenced the



Board to send her on the course but it was not easy to be specific about this.

Assessment on Five Fold Grading: B. C. B. B. B.

5B. If the first training officer to be interviewed had been somewhat critical in her appraisal of the course this one was very enthusiastic about the advantages he had gained from attending.

He was employed by a large catering group and had been trained as a chef. Consequent on the setting up of the Catering Industry Training Board in 1967 he had been sent on the South Birmingham course. Because of his lack of training knowledge and experience, he had little idea of what to expect from the course, but having attended it, he considered that it had been of immense benefit to him and the company. His project, which concerned the setting up of training standards, had been accepted by the organisation and was now standard practice throughout the region.

He found it difficult to fault any part of the course, but probably the skills analysis part of the work had been of the greatest interest and value to him. As a result of the course he had been able to organise training throughout the area, and he had been promoted to a senior training position which involved him in travelling around supervising other training officers.

Without any doubt, he considered that the Industrial Training Act had been of paramount importance as the major influence on the firm in sending him on the course. All the



changes he had introduced were as a direct result of his attending the course.

Assessment on Five Fold Grading: C. B. C. B. B.

5C. The first representative of the engineering industry to be interviewed came from a medium sized company in the Midlands. He had served an electrical apprenticeship in the company and obtained City and Guilds qualifications, but he had no academic qualifications. He had been told to attend the course as a preliminary to his being appointed as training officer on his return to the company.

He knew nothing about training and had wanted information from the course. The job analysis work and instructor training had been valuable for him and he had gained a lot personally by the exercises in public speaking through the lecturettes. He had not introduced many changes in the company's training policy since his return, mainly because of management hostility to the work of a training officer in anything but as a 'grant retriever'. This was the reason he felt for his attendance on the course. His main work since his return has been the completion of the training board forms. He felt the course could have done more to assist the training officer by getting representatives from the different boards to explain in detail how the forms should be completed.

His general comment on the course was that it had been very beneficial for him, particularly in the way he had met



other training officers.

Assessment on Five Scale Grading: C. C. C. C. C.

5D. The only graduate on the course was interviewed next. He had taken a degree in electrical engineering and had spent four years after this as a trainee with the National Coal Board. He had joined the company, a medium sized manufacturing company, which came under the Engineering Industry Training Board as a Technical Assistant to Production and some four months before the course at South Birmingham he had 'drifted into training'. After the course he had been appointed as training officer in the company.

He had attended T.W.I.<sup>13</sup> courses and had heard about the South Birmingham course then and from information given by the E.I.T.B. He had wanted to attend but the company had also wanted him to. He had expected to find out what training was all about and to discover particular details about forms and procedures. Some of this had been achieved but at the time it was the job analysis part of the course that he thought most important.

He had established a training department in his company and the course had given him the basic knowledge of how to do this. In addition, the first year of apprentice training was spent off-the-job, in a local technical college. He comments that he had a training problem in the company in that a variety of jobs had to be carried out and personnel found it difficult to set time to attend outside courses.



He was uncertain about the importance of the Industrial Training Act and his attendance on the course. The company had always been training minded and were probably not directly influenced by it. He certainly felt he had benefited by attending, but he had been conscious of the problem on the course presented by the differences in background and experience between members.

Assessment on Five Scale Grading: B. A. A. B. B.

5E. This was the second critical appraisal of the course obtained on these interviews. This training officer's educational background was that of H.N.C. in Production Engineering after serving a five year apprenticeship. He had been told by the company to attend the course at South Birmingham, at the end of which, he had been appointed Assistant Training Officer in charge of all apprentice Training in a large Birmingham car components factory.

He had expected to get from the course a general grounding in training, particularly that of apprentices, but he felt that the course did not come up to his expectations in that it did not go into sufficient detail and the general contents of the course left much to be desired. The project period of four weeks was too long, but his view on this was probably influenced by the fact that his project, which was carried out in a different company from his own, had caused some difficulty.

Since his return from the course, he had been working on a standardisation of training in the company, and he was in



the process of setting up a training centre for commercial employees. He admitted that, despite the criticisms, he could relate the work he had done on the course to his training function in the company.

The Industrial Training Act had not been a big influence on the company as it had always been interested in training and had sent its apprentices for off-the-job instruction at local technical colleges.

Assessment on Five Scale Grading: C. B. B. C. C.

5F. One of the largest Midland car companies sent one of its training officers on this course. His qualifications were an H.N.C. in Mechanical and in Production Engineering and Industrial Administration endorsements, and his position in the company was as Training Officer for Operatives. He had wanted to attend the course as he wanted to get information for this particular function.

The course had come up to his expectations in scope, syllabus and in the techniques of instruction. The Job Analysis part, he thought, was the most important and he admitted that he felt resentful at any deviation in the course from 'operator training topics' for the benefit of non-industrial training officers. He thought that probably the course had covered too wide a range of subjects in the time allowed, and certainly nothing else should be added to it. Another criticism he made was that course members represented too wide a range of abilities and experiences.



He had not introduced any specific training change as a result of the course, but he considered that he was able to carry out his work as an operative training officer more efficiently as a result. He had been able to influence attitudes among shopfloor and management personnel about training, and had clarified and crystallised his thinking about the subject. He was sure that the Industrial Training Act had influenced the company in sending him on the course.

Assessment on Five Scale Grading: C. B. B. C. C.



SUMMARY OF INTERVIEWS

T.O.	Industry	Company Size	Qualifications	Company Training Pre Course	Important Part of Course	I.T.A. Important	5 Scale Assessment	Contribution to Company Training After Course.
A	Regional Hospital Board	Large	None	Yes	General Interest	Indirectly	B. C. B. B. B.	-
B	Catering	Large	Professional Catering	No	All, Particularly job Analysis	Yes	C. B. C. B. B.	Organisation of Regional Training
C	Engineering	Medium	None	No	Job Analysis. Public Speaking	Yes	C. C. C. C. C.	Completion of Training Forms
D	Engineering	Medium	B.Sc.	Yes	Job Analysis	No	B. A. A. B. B.	Established Training Department
E	Engineering	Large	H. N. C. (Prod.)	Yes	Nothing Specific	No	C. B. B. C. C.	Established Training Centre for Commercial Employees
F	Engineering	Large	H. N. C. (Mech. Prod.,)	Yes	Job Analysis	Yes	C. B. B. C. C.	Influence in attitudes of shop floor and management personnel.



CHAPTER IVTHE SECOND INTERVIEW

It was decided to interview certain of the training officers a second time, after an interval of approximately two years since the course. It was considered this would have allowed sufficient time for changes in the training situation to have made themselves apparent.

The interviews were carried out in the company, as with the earlier meetings and, with one exception, a second opinion of training developments was obtained from a representative of management.

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Second Interview with 1C.

He was now a full-time training officer in a small engineering company in the Midlands. At the time of the course in South Birmingham his position in the company had been that of Chief Draughtsman and part-time Training Officer. The change in his position indicates perhaps, the development in training which had occurred.

His work now covers the whole field of training with operative training being carried out within the company. Apprentices were trained off-the-job at a training centre as part of a group training scheme which the company belonged to and supervisors were being trained as instructors. The number of apprentices in the company had increased from five at the time of the training officers course to the present



total of fifteen. Management training was carried out by attendance at a Midlands management centre where managers from within the group attended for short courses. Part of his work as training officer was to organise the attendance on these courses.

He was very satisfied with his role as training officer in the company, and his only problem was how to cope with the increasing demand for training in the firm. He hoped, however, in the near future to have an assistant training officer to deal with part of the instructional work.

He referred back frequently during the interview, to the South Birmingham course. To him, it had been the foundation of everything he had been able to achieve in his training work, and he was anxious to maintain his association with the college and with other training officers who had been on the course. To this end, he was most interested in the Training Officers' Association and would attend its meetings whenever he could, even though it involved a considerable amount of travelling.

#### A Second View of Company Training Developments

A manager in 10's company agreed with his report of training developments in the organisation. The grant/levy system was perhaps the main motivation behind the company's attitude to training, but he also spoke of the enthusiasm of the training officer. He commented on the personal development he had noticed as interest in training had expanded. The company would certainly be prepared to give its full backing to his plans.



## Second Interview with 3A

Since the first interview his personal position in the company had altered from that of Training Officer, as he was on the first meeting, to his recent appointment which was that of Education and Training Manager. He now has an Assistant Training Officer working for him, to whom he delegates the operative instruction work.

His position as an Executive in the Management structure of the company is now well established and he reports to a director who is his immediate superior. Particular training Developments in the company had been made in Management, Supervisory and Apprentice training:

### 1. Management Training

From early in 1967 the company had developed a five year plan for the training of executives, and as training officer he was concerned with the administration of the scheme. There was first the crash course at the university for day release study and this involved an additional three residential weekends. Eleven company executives were on this course which extended over one academic year. Particular attention was paid on the course to management mathematical techniques. In addition, the company sent five managers on a university course aimed at the development of management potential.

As training officer, he had been invited to comment on the suitability of candidates for these courses and he acted



as an intermediary between the company and the university concerned. He had also been concerned with arranging short courses for executives such as one entitled Management by Objectives. About forty managers had attended these in the company.

## 2. Supervisory Training

This was the first area of training to receive his attention after the course and his first task had been to carry out a survey of supervisory training needs. His training plans were for two classes of supervisors:

- (a) production foremen and supervisors. These formed a small group for 'in-plant' training by a local technical college for three hours per day for three days per week. The course which extended for twelve months, dealt with industrial relations and costing and 39 supervisors attended.
- (b) office supervisors. These included progress managers, cost clerks, wages supervisors and drawing office supervisors. These attended a similar type of course to the first group of supervisors but at different times, and there was a greater emphasis given to costing and office organisation.

## 3. Apprentice Training

There had been formal training in this field since 1958 when a school for craft apprentice training had been established in the company. In the school, about 30 apprentices had been given a 12 - 14 week course under the supervision of a company foreman. In 1963 it was decided to enlarge



apprentice training schemes and the Industrial Training Act a year later laid the foundation of further expansion. At the time of the interview there were 107 apprentices (graduate, student, H.N.C.) and some 35 engineering technicians under training. He was responsible for the whole of the recruitment and selection procedure for apprentices. There was annual recruitment of between 23 and 29.

The general impression of this company's training was one of progress and development with the training officer giving enthusiastic leadership and encouragement.

#### A Second View of the Company's Training Development

A production director of this company was interviewed for his views on company training developments. The training officer was not present during this discussion. The director agreed and confirmed that the company had progressed in its training activities particularly because of the training officer's work. He made special mention of the developments in supervisory training in the company and praised the work of the training officer in this respect.

However, he had some general reservations to make about the working of the Industrial Training Act, as he wondered if there was the danger of training being 'oversold' particularly in the small company. The larger company, he thought, had always been interested in training. In a sense the Act had been designed to persuade the small company of the advantages of training and this it had done. The danger now, was that



some of the small firms had reached the limit of their resources and because of this, the future of their training programmes could be in question.



### Second Interview with 3B.

This account is included in the thesis as a contrast to the generally optimistic picture of training developments as given by other training officers.

This was the second interview carried out with the training officer of a large Midlands engineering company. There was no difficulty in arranging the interview, although he indicated over the telephone at this time, of an atmosphere of disillusion about training in the company.

The general impression given on arrival at the training centre was one of discontent at the lack of progress since the first interview and this was allied to a broad suspicion of the motives of the training boards. There were two factors according to the training officer which explained the situation. First, was the fact that the company's training needs were particular, because of the wide variety of skills used. This meant that they did not fit into a pattern for a large scale training programme. Secondly, and in his view, far more important, was the apparent indifference of management to training unless it showed a financial return, in terms of grant/levy.

The only training development which had occurred since the previous interview was the introduction of first year off-the-job training for apprentices at a local technical college. A training centre had been planned in the factory and part of a workshop had been allocated for this, but the



plan had been shelved to wait a company reorganisation.

Despite a picture of training gloom, students from the firm were attending local and area technical colleges for courses ranging from craft to H.N.D. but there was no optimism about future progress.

(No second view of training in this company was obtained).



## Second Interview with 4A.

At the time of the second interview he was well established as a training and personnel officer and had an instructor to whom he delegated a considerable part of the routine instructional work in the company. He was still sharing an office with a secretary as he was during his first interview but there was now a small training room which he had established near the office. The room was well equipped with visual aids, and completed manuals for use in company training lined the walls. Particular developments in operative, supervisory, and apprentice training were:

### 1. Operative Training

This was carried out in the training centre on the firm's premises and, by the date of the interview, 28 training manuals had been prepared, based on normal job analysis methods as had been taught on the course at South Birmingham. The inspection carried out by the Engineering Industry Training Board during that year had resulted in very favourable comments by the board's officers. In fact, grant from the Board had shown an annual increase over a period of three years. In addition, turnover of operatives had been reduced by 50% over the previous year. This, the training officer maintained was the result of better selection procedures and more effective training.

### 2. Supervisory Training

No formal system of training had been established, but



he had developed a series of lunch-time lectures for supervisors, given by outside speakers. This scheme had just begun and was well appreciated. The attitude of management towards this idea is shown by the fact that the director's dining room had been offered as a place for the meeting because of the supervisors' complaint about noise in the canteen where the first meeting had been held. It was expected that supervisory training in the company would develop from this beginning.

### 3. Apprentice Training

He had continued to send apprentices for off-the-job training at a local technical college. He had, however, developed a new record system for checking their progress.

The overall impression of the training situation in the company is one of progress and this is due to the enthusiasm of this training officer. The company has recognised this and his status and salary had improved greatly since the first interview.

It is an interesting comment on the enthusiasm of this training officer that he is an active committee member of the Training Officers' Association and maintains a close connection with members of his course.

### A Second View of the Company's Training Development

The Managing Director of this company granted an interview and asked for the training officer to be present at the same time as the interview. He was pleased to be able



to support the work of the training officer and to confirm the progress that had been made. He was particularly pleased with the way in which training manuals had been prepared and with the development of selection techniques for operatives and apprentices.

He explained that his company was a small one producing a product which required careful training in his staff and he believed that this training was now being carried correctly and purposively. He fully supported the work of the training officer and his plans for operative, apprentice and supervisory staff would have his complete backing at all times.



## Second Interview with 5D.

He was still only concerned with operative and apprentice training which was carried out in the company's training centre which he had established. (see first interview report) He was very satisfied with the progress being made there although he had lost the help of an instructor.

A new development since the first interview was a Cost and Works Accountants Trainee Training Programme which he helped to organise and had to supervise. It was a five year practical training programme to be undertaken in conjunction with day release facilities, to attend a college to pursue a course in preparation for the Institute of Cost and Works Accountants examinations, Parts I - V.

The size and various specialisms of product in the company made training difficult to organise although he was generally optimistic about future developments.

He had made many training contacts as a result of the South Birmingham course and he considered that the work of the Association would be valuable to all training officers.

## A Second View of Company Training Developments

A personnel manager in the company discussed the training progress made and agreed with the views of the training officer. He also emphasised the training problems which were inevitable in such a large specialist company as theirs. Because of this, it was difficult to generalise about training needs, and how they were to be met. He was pleased, however,



with the training which was taking place and what had been planned for the future.

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CHAPTER 5Project Work

The project work of two of the training officers, details of which are given in the following pages, was examined and related to the training developments in their companies. One was 2E and his contribution to company training is given in the report of his interview. His assessment on the Five-Fold Grading system was C. C. C. B. B. The other training officer was 4A, details of whose training achievements are given in the report of two interviews at the company. His assessment on the Five-Fold Grading system was C. C. C. B. B.

(The project work carried out by 4A was assisted by another training officer on the course.)

These projects are quoted in some detail because they indicate the quality of work which these training officers carried out during the month project period while they were attending the South Birmingham course. The work was carried out in their own company and the recommendations were put into effect during the year subsequent to the course. This was established during the interview which took place twelve months after the course, details of which are given in the first part of this report.

It is noteworthy that these two training officers did not possess any recognised educational qualification but they were keenly interested in their work and their plans for training development in their company.were enthusiastically supported by their management.



Summary of Project Work by Training Officer

2E

This project was the production of a training manual for drop stampers in a large Midlands company.

At the beginning of the project he develops the argument for training in his organisation:

" The Purpose of Systematic Training

Companies are continually engaging new personnel to replace wastage, to cope with retirements or meet requirements of increased activity, and it should be the aim of good Management to help workers attain a good standard of proficiency in the shortest possible time.

The purpose of this training is therefore, four fold:-

1. To provide a standard method of training the Drop Forger.
2. To shorten the time it takes a Trainee to reach an experienced worker's efficiency.
3. To assist in the reduction of the costly problem of labour turnover.
4. To assist the grave recruitment problem that prevails in many areas.

Advantages to be gained from Systematic Training

Systematic training will produce benefits for Employers and Employee alike, which can be of far reaching effect.



Among those benefits are:-

1. The training time required to bring a new recruit to the standard of the experienced worker will be reduced considerably compared with the traditional method of exposure.
  2. There will be a consequent increase in production for this shorter learning period.
  3. There will be an improvement in safety standards and the quality of the work done.
  4. Since new Drop Stampers will learn the job more quickly, they will appreciate their progress more and tend to stay in employment longer thus cutting down labour turnover.
  5. When it becomes generally known that a Company gives good training, making possible the attainment of full earnings in a short time, the firm can expect to receive a boost in recruitment in terms of both numbers and quality of those seeking jobs. "
-



He then presents a Job Specification of a Drop Stamper:

CHARACTERISTICS	ESSENTIAL	DESIRABLE
Physical Requirements	Age 18 - 35 years. Good Eyesight. Sound in wind and limb.	Excellent health. 18 - 30 years. Good eyesight.
Attainments	Must understand basic English. Have ability to learn.	To be able to read and write. The knowledge of measurements.
General	The ability to perform heavy repetitive tasks under hot, dirty and noisy conditions.	Previous experience incorporating these conditions.
Special Aptitudes	Capacity for carrying heavy loads for considerable time incorporating good movement.	Previous experience of lifting and carrying hot metal. Dextorous hand/eye/foot co-ordination.
Disposition	Must not be frightened by surroundings. Good timekeeper.	Steady and reliable, able to accept responsibility and make necessary decisions.
Circumstances	Must allow for overtime as required.	Willingness to work shifts.



The Recruitment and Selection Procedure is then detailed as follows:

## RECRUITMENT AND SELECTION

### The Organisation of Selection

It is essential that a sound recruitment policy is established.

### Sources of Recruitment

#### 1) Application Forms

Youth employment, Press, Personnel introduction, etc. (Never allow casual callers).

#### 2) One Day entirely devoted to Selection

- a) Preliminary introduction.
- b) Start of tests. Individual, group or number of groups.
- c) Adequate retreat places while tests are being conducted.
- d) Adequate refreshment periods - properly organised.
- e) Marking of Tests.
- f) Final gathering of results. (Must be available for the interview).
- g) The Interview.

Pleasant surroundings, no interruptions. Initially a pattern of questions should be available as necessary.

Limit the number for interviews to 3 or 4. Arrange questions so that applicant does most of the talking.



Board for Selection

To comprise of three or more.

Selection by Agreement

Dept. Manager or Foreman. Training Officer. Personnel Manager, etc. (Devise series of questions each).

The interview is the most important part of the selection. Maximum number of interviews per day - 6. Remember that every set of tests must be made to suit the situation.

Try to interview without parents as the attitude of Trainee may be swayed by parental control. (This rule only applies to apprentices).

Remember that it is essential that the right conditions exist for the recruitment of labour.

Good Labour Policy.

Good Firm to work for.

Education and Training Schemes.

Promotion, etc.

---

All these points will help to promote a good labour turnover.

---



A training programme for drop stampers is then outlined for a three week period, consisting of exercises, talks, visits and fault analyses, as follows:

Training Programme for Drop Stampers

1st Week

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
	T 1	EX.3	T 5	T 7
	EX.1	EX.4	V	EX.10
		.....Break.....		
	EX.1	T 3	EX.7	T 8
	T 2	V	EX.8	EX.11
As Described	EX.2	EX.5	F/A.4	EX.11
		.....Lunch.....		
	EX.2	EX.6	EX.8	EX.12
	V	T 4	T 6	T 9
	F/A.1	F/A.3	EX.9	V
		.....Break.....		
	F/A.2	EX.6	EX.9	EX.12
	R	R	R	R

Reference E; Exercise - T; Talk - V; Visit - F/A; Fault  
Analysis - R; Revision.

Break times during these sessions are only suggested and will be altered according to need.



2nd Week

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
T.10	EX.15	EX.20	EX.24	F/A.12
F/A.5	F/A.8	T.14	T.15	EX.28
.....Break.....				
EX.13	EX.16	EX.21	EX.25	F/A.13
EX.11	F/A.9	F/A.11	EX.26	EX.29
EX.14	EX.17	EX.22	T.16	EX.30
.....Lunch.....				
F/A.6	EX.18	EX.23	EX.27	F/A.14
EX.14	F/A.10	EX.100	EX.100	EX.31
F/A.7	EX.19	EX.100	EX.100	EX.31
.....Break.....				
T.12	T.13	EX.100	EX.100	EX.31
R	R	R	R	R

3rd Week Onwards

Trainees make the actual forging.

---



An example of the talks he suggests should be given to trainees are given in the project, such as 'What is a Forging' and 'The Steps involved in Making a Forging'.

### WHAT IS A "FORGING"

Explanation of how and why forgings are made - compare forgings with castings.

Emphasising the strength factor. Give examples which illustrate:-

e.g. Spanners - Hooks. Lifting Chains etc.

(Can be demonstrated by shattering a casting with hammer.)

### MAKING A FORGING

#### STEPS INVOLVED

#### 1. Furnace

- a) Loading or charging.
- b) Correct temperature.
- c) Length of heat.
- d) Time in fire.

#### 2. Operation

- |                   |   |                                  |
|-------------------|---|----------------------------------|
| a) Breaking down. | } | Depending on pattern and design. |
| b) Moulding.      |   |                                  |
| c) Finishing.     |   |                                  |

#### 3. Press

- a) Trimming.
- b) Cutting Flash.
- c) Clearing forging. (where necessary.)



He gives many examples of exercises which trainees should complete, such as the practice of judging correct temperature, placing bars in position, and then a sequence of fault analyses.

He then completes the project by planning the training for the third week, which is for the trainee to make the forging and he gives details of the different operations, the methods to be used and the key points.

Examples are:

Job: -Drop Forging & Stamping	Materials & Equipment Required	
Lifting & Carrying Steel Bars. Operation No. Exercise 1.	Two Pallets. Steel Bars as Described in Exercise 1.	
	Target	Secs.

Stage No.	Method	Key Points
1	Grasp end of bar with L/H.	
2	Reach forward about 2 ft. to grasp bar with R/H.	
3	Lift bar and turn to the left.	
4	Carry bar to 2nd pallet turning into position as you go.	Care to avoid sharp bar ends and pinched fingers.  Timing starts with 1st grasp and ends with final release grasp.
5	Place bar neatly in position.	
6	Release grasp.	
7	Return for next bar until all 12 bars in the set have been transported.	



Job:- Drop Forging	Materials and equipment Regd. Furnace Tongs
Extracting Steel from Furnace. Operation No. 4	Protective Clothing
Exercise 26.	Target                      Secs.

Stage No.	Method	Key Points
	<u>NOT REQUIRING THE USE OF TONGS.</u>	Bars do not get too hot to hold.
1.	Select appropriate bar from set.	
2.	Grasp bar with L/H.	
3.	Pull bar towards the body and hold at R/H at the ready.	
4.	Grasp bar with R/H as	Position of this grasp is governed by the weight of the bar and by the temperature which the hand can withstand.
5.	Glance at bar heat to check temperature.	
6.	Pull bar from furnace using both hands.	Weight to be taken mainly on the R/H arm and shoulder with L/H supporting.
7.	De-scale end of bar if necessary by using a to and fro action on scrapper.	Bars do not always require descaling.
8.	Turn towards hammer.	

Trainees to work to target in pairs.



SUMMARY OF PROJECT WORK BY TRAINING OFFICER 4A.

The project was the evaluation of a company's training needs and in particular the analysis of skills in operator training. The company was a small firm manufacturing builder's hardware and little formal training had been undertaken up to the appointment of a training officer. In the project he sets his objective at the outset by discussing the training aims of the company:

Training Aims of the Company

The aim of the Company is that, where desirable, proper training shall be given to employees. This shall be accomplished as follows.

Basic Training

All new employees shall be given an induction talk which will include a short history of the Company, its growth and its products. Safety, Company rules and any other information that will help them to settle in.

It will be intended to:-

- 1) make the newcomer feel at home and interested in the work to be done.
- 2) explain the principles of safety.
- 3) explain discipline, factory rules.
- 4) encourage initiative, co-operation and self reliance.

Training in Skills

Training will be provided to enable employees to carry out efficiently the tasks to which they are assigned.

It will include

- 1) Apprentice training.
- 2) Supervisor training.
- 3) Operator training.



Training will be achieved by means of internal and external courses, in-plant training by the Company's own instructors, and Further Education through day release, according to requirements.

Correct training will produce in the future, experienced and reliable workers who have brought about within themselves:-

- 1) an inclination for factory work
- 2) resistance to fatigue under working conditions
- 3) knowledge of the Company and factory life  
(background knowledge)
- 4) knowledge of materials, tools, machines and products. (job knowledge)

In this way, and with the co-operation of all concerned, the Company aims to increase its efficiency and productivity.



He begins his training plan by a clear statement of company induction procedure:

Basic Training - Induction Procedure

Informal Introduction by Training Officer to new Employees.

Concerning:-

- 1) The Company, its history, growth and products.
- 2) Company rules.
- 3) Safety Aspects within the factory.
- 4) Accident procedure, First Aid, Surgery, introduction to Nurse.
- 5) Methodical tour of Works, showing trainee where he/she will work, where his/her work comes from and what happens to it afterwards.
- 6) Location of wash places, toilets.
- 7) Canteen facilities.
- 8) Method of clocking on and off.
- 9) Introduction to immediate supervisors: their names and position of authority.
- 10) Introduction to actual work section, or place where internal training will begin.



He then analyses the three broad divisions of training needs in the company:-

- a) Apprentice training
- b) Supervisor Training
- c) Operator Training

He realises that it would be impracticable to establish a company based training scheme for apprentices because of the small numbers involved. To overcome this difficulty use would be made of the Engineering Industry Group Apprenticeship scheme. Apprentices would work to an agreed programme of tuition on the firm's premises, and would, in addition, attend courses at a local college on a day release basis.

With supervisor training, he planned as a first step, to draw up job descriptions following interviews with each supervisor, to find out what the training needs were. This he considered would emphasise the deficiencies in their knowledge of the skill required.

It is in the plan for Operator Training that the biggest changes were recommended by the project. Before this, operators had been trained in the company by 'exposure to the job' under the direction of skilled workers and supervisors. He decided to introduce planned training based on an analysis of a standard series of operations. He considered that by using this method it would be possible to programme the instruction of trainee operators. The project in this section then, contained an analysis of a standard series of



operations in a particular part of the company, the finished warehouse section. In fact he carried out a skills analysis of four operations; i) the stitching of boxes,

- ii) the assembly of components,
- iii) viewing and putting fittings into boxes,
- iv) wrapping and boxing.

An example of the first of these analyses is given below:

### Job Descriptions

<u>Operation</u>	Making up and stitching boxes.
<u>Machine</u>	Vickers Armstrong wire stapler driven by a $\frac{1}{4}$ H.P. 1425 R.P.M. electric motor. Control-On/Off push button switch mounted centrally on right hand side of machine. Foot operated by treadle lever. Loading - Wire coil is pre-loaded onto machine spool as required.
<u>Materials</u>	<ol style="list-style-type: none"> <li>1) 22 gauge round wire as supplied in coils by manufacturer (on machine).</li> <li>2) Cardboard box base blanks No. 305.</li> <li>3) Cardboard box lid blanks No. 305.</li> <li>4) Descriptive finish tape (self adhesive)</li> </ol>
<u>Equipment</u>	<p>Date Stamp          Ink Pad          Tape Machine          Working Bench.</p>



METHOD

The operator receives instruction from the Forewoman as to the quantity of furniture to be assembled. She, the operator, then calculates the number of boxes required to accommodate the order which, in the case of the 1180 lock furniture, is one quarter of the total quantity of sets to be assembled, i.e. the furniture is packed at the rate of four sets per box. Acting under instructions from the stitching operator, the service labourer supplies the requisite number of box blanks for the purpose. The operator then isolates the box lid blanks and proceeds to fix colour-finish tape to each, in a position to the right of the pre-printed label on an end panel. She then stamps the production date on the side of the box (top corner right panel as descriptive label on end faces towards operator). The blanks are then made up into boxes and lids by folding and stapling, to be subsequently fed to the conveyor track.



## JOB ANALYSIS - OPERATIONAL BREAKDOWN

OPERATION STITCHING BOXES		DEPARTMENT. FINISHED WAREHOUSE(95)	DATE FEBRUARY, 1967.
LEFT HAND	RIGHT HAND	ATTENTION POINTS	
		Feet. Vision, Senses, Etc.	
		Machine switched on. Operator standing in front of machine, weight on left foot and right heel. Ball of right foot resting on treadle lever. Comfortable. Quantity of box blanks on bench under back plate of machine with slits facing back and front.	
Using F.2.3.4. of both hands, fingers fairly straight, select and pick up box blank by two sides, with 1st fingers placed on each far corner flap and thumbs extended upwards. Holding blank before body in vertical position with exterior of box blank facing chest, exert pressure inwards with fingers and wrists so as to bend the two precreased edges forwards and inwards to form the sides of the box.		Eyes following hand operation. Sense of touch aids selection. Vision and K sense assist this operation.	
First fingers of each hand depress two top corner flaps.		- do -	
Place thumbs on top centre flap and depress to form lid of box, removing first fingers from corner flap at sametime.		- do -	
Grasping box by top of two sides between Fs. 1.2.3.4. thumbs close to 1st fingers, holding end flap in position, exterior of box towards body, transport		- do -	

continued . . . . .



## JOB ANALYSIS - OPERATIONAL BREAKDOWN

OPERATION. STITCHING BOXES		DEPARTMENT	FINISHED WAREHOUSE(95)	FEBRUARY, 1967.
LEFT HAND	RIGHT HAND	ATTENTION POINTS		
		Feet. Vision. Senses. Etc.		
box to position with folded end between wireguard and back plate (using upward and forward movement of arms) to a depth of approx. 1" left corner.		SAFETY POINT ensure F.l. and T of L/H is clear of stitching area.		
Hold in position with both hands.		Ball of R/F depress treadle lever to operate m/c once.		
Continuing same grasp with both hands move box to left so that top right corner is held over B/Plate in same manner.		Vision on position of box in stitching area. SAFETY POINT ensure F.l and T of R/H is clear of stitching area.		
Hold in position with both hands.		Ball of R/F depress treadle lever to operate m/c once.		
Remove box from B/Plate by backward movement of both hands and arms. Rotate counter clockwise through 180"(Clockwise permissible for L/Handed operators)		Eyes follow all movements of box. Vision, touch and kinaesthetic sense assist all fingers in manipulating box.		
1st finger of each hand depress corner flaps.		Vision and feel assist manipulation of flap.		
Place thumbs on centre top flap and depress to form end of box at same time removing 1st fingers from corner flaps.		Check by sight and feel that all flaps are square and correctly overlapped.		
		continued . . . . .		



## JOB ANALYSIS

## - OPERATIONAL BREAKDOWN

OPERATION. STITCHING BOXES.		DEPARTMENT. FINISHED WAREHOUSE.	FEBRUARY, 1967
LEFT HAND	RIGHT HAND	ATTENTION POINTS	
		Feet. Vision. Senses. Etc.	
Grasping box by top of two sides, between Fs. 1.2.3.4. thumbs close to 1st fingers, holding end flap in position, exterior of box towards body, transport box to position with folded (unstitched) end between wire guard and B/Plate to a depth of approx 1" from left corner.		Operation assisted by vision. Positioning of fingers assisted by touch and K sense. <u>SAFETY POINT</u> ensure F.1 of L/H is clear of stitching area.	
Hold in position with both hands.		Ball of R/F depress treadle lever to operate m/c once.	
Continuing same grasp move box to left so that top right corner is held over B/Plate in same manner.		Vision on position of box in stitching area. <u>SAFETY POINT</u> ensure F.1 and T of R/H is clear of stitching area.	
Hold in position with both hands.		Ball of R/F depress treadle lever to operate M/c once.	
Remove box from B/Plate by backward movement of hand and arm. Place box on track or left of table as required, interior facing upwards, and prepare to grasp next blank.	Relinquish hold and prepare to grasp next blank.	Eyes follow all movements of box.	
		<u>SAFETY POINT</u> When machine is not in use switch off motor. A.P. procedure is identical for both box base blanks and box lid blanks.	



This analysis served as a practical start to the introduction of planned training for operators. On the basis of this work training programmes were drawn up and the skills which had been analysed, were correctly taught.

(The results of the work of this training officer are discussed in the report of the second interview and in the section on the Training Officers' Association.)



C H A P T E R 6Analysis of Tables

The information which has been obtained in this survey provides a revealing account about an introductory course for training officers as provided by one college and about the training officers who attended.

The argument of this thesis is that most benefit from attending this type of course seemed to have been gained by training officers with limited educational qualifications as a contrast to the more highly qualified training officer who did not obtain as much benefit. The interesting fact is that the Central Training Council advocates H.N.C. and graduate status for all training officers.

The thesis indicates that in the 5 courses investigated 15 (36%) of the 42 training officers interviewed did not possess any educational qualifications at all, yet they were able to gain considerable benefit from attending the course and as a result their firm's training development was helped considerably.

The table given on p.109A lists the training officers who belonged to this category and also the total contributions which they made to company training developments on their return to the firm at the end of the course. These contributions cover the whole field of training from operative, apprenticeship, and supervisory development and in more general terms the development of enthusiasm for training.



While all this group had benefitted from attending the course, the achievements of some were quite outstanding. There was 1C who had the task of developing training in a small engineering company and his achievements in doing this had given him an impressive enthusiasm for training. Then there are the examples of 2E and 4A whose project examples are contained in this thesis and show work of the highest quality. Both of these training officers had been appointed even though they lacked qualifications, but they had enthusiasm for the work and they had the complete backing of their management.

The attitude of this group as individuals on the course at South Birmingham is in itself interesting. They were most enthusiastic about the course and speak of 'the sound background of training it had given' (1H) 'clearly prepared me for the work of assessing training needs' (3G) 'everything I have achieved resulted from the course'. Their interest in training is evident also by their enthusiasm for the activities of the Training Officer Association at the college (see post-script). Clearly on a grading scheme for assessment of personal qualities they would have a high position for enthusiasm and motivation. It is interesting to note that in Annex 4 of the Central Training Council's report by the Committee on the Training of Training Officers<sup>8</sup> the Seven Point Plan is put forward as a basis for the selection of a training officer.



On the basis of the Five Fold Grading System of J. Munro-Fraser<sup>10</sup> which is used in this thesis, the following is the Council's pattern of requirements for a training officer:

1. First Impressions and Physical Make-Up  
     Essential : B  
     Desirable : B/A
2. Qualifications and Expectations  
     Essential : B  
     Desirable : A
3. Brains and Abilities  
     Essential : B  
     Desirable : A
4. Motivation  
     Essential : B  
     Desirable : A
5. Adjustment  
     Essential : B/A  
     Desirable : A

From this then, the training officer's assessment should, if possible, be: B/A. A. A. A. A. but if this were unattainable, it was essential that the assessment should be B. B. B. B. B/A. Also, Taylor in her booklet on 'Selecting and Training the Training Officer'<sup>19</sup> gives in the personal specification for a training officer concerned only with the training of supervisors and hourly paid personnel, as an essential educational standard the H.S.C. while a degree in social sciences would be desirable.



Now an examination of the assessments of the training officers who attended the five introductory courses at South Birmingham Technical College indicates how varied was the range of assessments of course members. The fifteen training officers under particular discussion in this thesis (see Table A) could be graded as C for qualifications, but they invariably compensated for this by being above average in the assessment of their motivation and adjustment and perhaps because of this, they were able to develop training in the way they did. Certainly it may be suggested that they gained a great deal from the introductory course, and it could be argued that such a course should be tailored to suit their particular needs.

As a contrast, when the attitudes of the more highly qualified training officers on the course were investigated they, perhaps not suprisingly, were able to be more critical of the work covered by the college and seemed to obtain less from attending than did the first group.

In the 5 courses of this survey there were 2 university qualified training officers on the first one and one each on the 3rd, 4th and 5th courses. There were 9 interviewed who possessed H.N.C. qualifications. In fact these 14 were the only training officers who were of the educational standard as suggested for training officers!



Some typical comments about the course were those of 1G 'gained little from the course and that overall the course was of no direct benefit to the company, as there was nothing he was able to apply in his company on his return to it'. Then 3C an economics graduate from a large Midlands engineering company regarded the course as 'a complete waste of time and had tried to withdraw from it' - he had been 'greatly disappointed'.

While it may be dangerous to draw too broad a conclusion from these particular interviews it certainly can be argued that an introductory course cannot by its very nature possess a content of sufficiently high intellectual calibre to stimulate this type of training officer. It would seem that a company which has appointed a training officer with high academic qualifications should consider whether an introductory course of the type dealt with in this thesis is the best way of meeting his needs and those of the company. As suggested later such a training officer could be expected to absorb the necessary introductory information within his company and at a later stage if necessary, he could attend specialist courses in particular aspects of training for example in programmed learning, aspects of psychology and sociology with special reference to motivation, or management training. By using courses of this kind for the more highly qualified training officer when necessary, firms could ensure that they are using the available facilities for training in the most effective manner.



It is realised that assessment of training courses in 'the area of social skills' (Martin<sup>3</sup>) such as training officer development is most difficult, and the evidence of published validity studies bears witness to this. These concern the effects of human relations training for supervisors. (Hariton, 1951<sup>14</sup>), (Castle, 1957<sup>15</sup>).

Perhaps more specifically with training development in an organisation, it is inevitable that there could have been many influences in the firm, as well as the training officer which could have influenced the development of training: no training change takes place in isolation. Above all, little could have been achieved without the support and backing from the management. Fleishman<sup>16</sup> showed that the effects of training were intimately related to the culture or climate of the organisation concerned, and that these influences had as much effect on the trainee as did the training. Fleishman studied various groups of foreman at various times following the training and compared them with a control group which had received no training. The only foremen who were more considerate following the training period were those who worked under bosses who were themselves considerate.

Having taken this into consideration, however, it may be of interest to report that apparently significant contributions had been made to the firm's training developments by these particular training officers, and this may be of use to the management of a company when they are appointing a training officer.



It is not, of course, an argument against aiming at high educational standards for training officers when this is possible. It is suggested, however, that it need not be necessary to limit the appointment of training officers to those who possessed a certain level of educational attainment. If he has the enthusiasm for the work and has the real backing of his organisation he may achieve worthwhile training results after attending a certain type of introductory course. The key question about the course is whether it had given him 'a learning experience which would enable him to acquire an attitude to, and knowledge and skill in training', which he could use to advantage on his return to the company. (Fryer, 1951<sup>17</sup>), (Martin, 1968<sup>18</sup>).



### Conclusions

With the information which is given in this survey can any conclusions be drawn about the type of introductory course which can best meet the needs of industry?

What is, perhaps, most important is that the company sponsoring the training officer should be fully aware of the course programme before it begins and the college, in addition to having the usual details of the qualifications and experience of the training officer, should be aware of the environment in which he will apply "the knowledge or techniques" Taylor<sup>19</sup> and she continues:

'Only in this way can his special needs be catered for during the course. To this end a member of the tutorial staff should visit the student's company before the course to ensure that the nominated person appears to be the kind of individual who will benefit from it, and to learn something of the company's training problems.'

Earlier in her section entitled 'Criteria for Choosing External Courses' Taylor had suggested that no course was likely to satisfy exactly the needs of a particular individual as these were personal and particular to himself and his company and:

'The syllabus will cover not only the things he wishes to learn but also aspects which while perhaps of marginal importance to him will be vital to the needs of others.'



Accepting this argument, there is still, however, the problem which arises when a training officer possessing comparatively high academic qualifications attends an introductory course. While there may be advantages in having a mixture of abilities among course members, it is vital when structuring a course to keep the needs of the student paramount. Much could be achieved through the pre-course visit to explain the demands of the course and perhaps to indicate the most suitable one to attend. Perhaps the 'highly educated' training officer should not be sent on an introductory course but could be expected to absorb the necessary information on training as given on such a course, as part of the company and industry induction programme, after which he could, if required, proceed directly to specialist training, as for example in management development. If, however, he does attend the course, colleges might be advised to use him in a kind of tutorial capacity in that he could be cast at least initially in the course as syndicate/group discussion leader, and every opportunity taken to use his background and experience whenever possible. In this way perhaps such a training officer who has to attend an introductory course will find that a profitable use has been made of his time.



The central training problem, however, is not that of finding suitable courses for qualified training officers, but of satisfying the need for basic courses which will arise consequent on the future needs of industry for training officers Wellens<sup>20</sup>. Based on a calculation of 1 per 500 of the working population, (as suggested at the University of Loughborough conference) 50,000 training officers could be needed. Clearly the requirement will be courses which will deal with the essentials of training knowledge and what is also certain is that many of the training officers appointed will come from small companies and will not be graduates or possess recognised educational qualifications. What this thesis suggests is that such a training officer may obtain many advantages from attending an introductory course of a certain type if he has the full support of his firm. Consequently, training officers may be drawn from a larger group of people than perhaps had been originally considered suitable for such work.

What should be studied on such a course? The recommended content was outlined originally in the first report of the Central Training Councils on the Training of Training Officers, where it states in paragraph 3:

'The courses are designed to give an insight into the basic elements of the training officer's duties (as described in the Industrial Training Council's publication 'The Training Specialist in Industry') in a time which will be acceptable to employing companies.'



The basic course is then an introduction to the framework of the training function, which means it must include the following broad areas:

- (1) identification of training needs,
- (2) the analysis of jobs in terms of skill and knowledge requirements,
- (3) the preparation of training programmes derived from such analysis,
- (4) the assessment of training effectiveness including the use of records and methods of costing training.

These topics must be the basis of the general introductory course for training officers, and depending on the level of emphasis and presentation they could be followed by all in the company who are concerned with training. In the organisation of courses the important areas of the course could be weighted according to the individual needs of training officers. These needs would have been established by preliminary course visits, and as a result of 'feedback' from earlier courses. It seems, however, that students with the greatest needs on the introductory courses, i.e. those appointed to training with little preparation, derive most value from practical work on training needs analysis, skills and knowledge analysis, preparation of training programmes and instructional techniques. This is the 'stuff' of the introductory course and peripheral and possibly more academic subjects should not be allocated disproportionate periods in the time-table.



A syndicate minority report at the Loughborough conference suggested that colleges could best meet the needs of industry by organising courses of one or two weeks in one area of skill, e.g. 'Job Analysis' or 'Assessment of Training Needs', to be followed by a series of modules in other skill areas as required by the company.

Since the survey was conducted South Birmingham Technical College has developed follow up courses based on this Loughborough idea. The courses which normally lasted a week were on specialist topics, such as operator training, instructor training and selection procedures. It is of interest that these courses have been of particular benefit to the training officers who have the main concern of these thesis'.

If then a wide range of training officers can receive their fundamental training knowledge in this way other training officers will need instruction in specialist skills as discussed in the second report of the Central Training Council. Courses are needed which cover specific aspects of the training function in depth, and it is suggested that colleges and training boards should pay particular attention to assessing the need for such courses, to play their part in providing them and in encouraging companies to make use of them. Other developments in the provision of courses for training officers possessing academic qualifications could be post-graduate courses as described in paragraphs 53, 54 and 55 of the report.



There could also be room for endorsement courses in the D.M.S. on training topics but in this, as there is in all training subjects, there is need for a great deal of further research.

The academically well qualified training officer had then many opportunities to find courses which will suit his needs. What has been argued in this thesis is that the basic introductory course has obviously a different function to perform, and everyone concerned with training should be aware what benefits can be obtained from it and more particularly by whom. This need not in any way conflict with the Central Training Council's recommendation of the establishment of standards:

'Such standards are necessary to help the training officer and his employer to make an objective measurement of his attainments in preparing for his job.'

All that is hoped from this work is that companies and all concerned with training will be better able to judge the benefits an introductory course may bring to them and to the person they intend to appoint and develop as a training officer.



APPENDIX 1Introductory Courses for Training OfficersComparison (by colleges) of Attendance during the Academic  
Years 1965/66, 1966/67Summary

	1965/66		1966/67	
	Courses	Students	Courses	Students
Birkenhead	2	16	1	7
Blackburn	1	9	2	27
Brighton				
College for Dis- tributive trades			2	42
Glamorgan			1	12
Hendon	2	25	3	41
Huddersfield	1	14	4	65
Ipswich			1	15
John Dalton	1	6	3	37
Kingston upon Hull			1	6
Kingston upon Thames			1	17
Leeds	1	16	1	20
Leicester			2	16
Liverpool	1	7	1	9
Luton	1	13	1	13
Napier			1	17
North Staffs.			2	21
N.W. Polytech- nic.			2	21
Nottingham	1	8	2	22
Polytechnic, Regent Street.	2	21	4	51
Portsmouth	1	18	3	38
Sheffield			2	22
Slough	1	12	3	36
South Birmingham	2	33	3	48
Sunderland	2	16	2	16
University of Bath	4	49	3	57
University of Strathclyde	3	38	3	41
Wigan	1	13	2	13
Wolverhampton	2	36	3	53
Wollwich	1	6	2	27
(East Ham)	1	11		
Totals	31	367	61	810

Source: Dept. of Employment and Productivity.



APPENDIX 2Industries supporting Training Officers' CoursesatSouth Birmingham Technical CollegeAcademic Year 1965/66

Number of Courses : 2

Number of Students : 33

Industries Represented

Ceramics : 4

Construction: 1

Engineering : 23

Iron and  
Steel : 4

Printing : 1

Academic Year 1966/67

Number of courses : 3

Number of Students : 48

Industries Represented

Construction: 2

Engineering : 37

Furniture : 1

Hotel and  
Catering : 1Iron and  
Steel : 3Man-made  
Fibres : 1

Rubber : 2

Ship-  
building ; 1



The following tables suggest links between the educational qualifications of training officers and the training facilities in their company, the attitude to the Industrial Training Act and the size of the organisation concerned.

Table A

Educational Qualifications of Training Officers

	City & Guilds	G.C.E. (O. & A.)	O.N.C.	H.N.C.	Grad-uate	Other	None
Course 1.		1		1	2	2	3
Course 2.		1		3		2	5
Course 3.			3	2	1		3
Course 4.			1	1	1	2	2
Course 5.	1			2	1		2
<b>Total :</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>9</b>	<b>5</b>	<b>6</b>	<b>15</b>

Table B

Qualifications of Training Officers appointed in with no training facilities before the course.

	City & Guilds	G.C.E. (O.&A.)	O.N.C.	H.N.C.	Grad-uate	Other	None
Course 1.							2
Course 2.		1					6
Course 3.							3
Course 4.			1				2
Course 5.							2
<b>Total :</b>		<b>1</b>	<b>1</b>				<b>15</b>



TABLE C

Qualifications of Training Officers in companies which were directly influenced by the Industrial Training Act.

	City & Guilds	G.C.E. (O.&A.)	O.N.C.	H.N.C.	Grad-uate	Other	None
Course 1						2	1
Course 2				3			4
Course 3			1	1			3
Course 4						2	2
Course 5				1		1	1
<b>Total:</b>			1	5		5	11

TABLE D

Qualifications of Training Officers related to the size of the company.

	City & Guilds	G.C.E. (O.&A.)	O.N.C.	H.N.C.	Grad-uate	Other	None
Course 1		1(L)		1(L)	1(M) 1(L)	1(S) 1(L)	1(S) 2(L)
Course 2		1(M)		2(S) 1(M)		2(L)	2(S) 1(L) 2(M)
Course 3			2(L) 1(S)	1(M) 1(L)	1(L)		2(S) 1(M)
Course 4				1(M)	1(L)	1(S) 1(M)	1(S) 1(L)
Course 5				2(L)	1(M)	1(L)	1(M) 1(L)



Totals:	Course 1	2(S)	1(M)	5(L)
	Course 2	4(S)	4(M)	3(L)
	Course 3	3(S)	2(M)	4(L)
	Course 4	2(S)	3(M)	2(L)
	Course 5	1(S)	2(M)	4(L)
		<hr/>		
		12	12	18
		<hr/> <hr/>		

Key:

Firms: L(Large) : 1000 employees and over.  
M(Medium) : 300 - 999.  
S(Small) : 101 - 299.



SOUTH BIRMINGHAM TECHNICAL COLLEGETRAINING OFFICERS COURSE T02/66PROGRAMME 16th JANUARY to 20th JANUARY, 1967.

9.0 a.m.

10.30 10.45

12.30 p.m.

1.30 p.m. 3.30 3.45 p.m.

5.0 p.m.

MONDAY JAN. 16th	RECEPTION AND REGISTRA- TION	ADDRESS OF WELCOME Chairman F.E. Sub- Committee		ORGANISATION STRUCTURE AND TRAINING		SYNDICATES ON THE ROLE OF THE TRAINING OFFICER		REPORTING BACK AND SUMMARY
TUESDAY JAN.17th		ASSESSMENT OF A COMPANY'S TRAINING NEEDS	B R E A K	PRACTICAL EXERCISE ON ASSESSMENT	B R E A K	PRACTICAL EXER- CISE CONTINUED		PUBLIC SPEAKING
WEDNESDAY JAN.18th		SPREAD OF ABILITIES AND APTITUDES	B R E A K	WORK OF THE YOUTH EMPLOY- MENT SERVICE	B R E A K	THE BROAD CON- CEPT OF SKILL	B R E A K	JOB ANALYSIS
THURSDAY JAN.19th		RECORDING TECHNIQUES	C O F F E	PRACTICAL EXERCISE	L U N C H	LEARNING THEORY	B R E A K	COMPLETION OF PRACTICAL EXERCISE AND LIBRARY PERIOD
FRIDAY JAN. 20th		BASIC INSTRUCTION TECHNIQUES		THE PRACTICAL LESSON		PREPARATION OF INSTRUCTION SHEETS		PREPARATION OF INSTRUCTION SHEETS (cont.)



SOUTH BIRMINGHAM TECHNICAL COLLEGE  
TRAINING OFFICERS COURSE T02/66  
PROGRAMME 23<sup>rd</sup> JANUARY to 27th JANUARY, 1967.

9.0 a.m.

10.30 10.45

12.30p.m. 1.30

3.45p.m.

5.0pm

MONDAY JAN. 23 <sup>rd</sup>	DIRECTIONS	PRACTICAL PROJECTS		PRACTICAL PROJECTS		COMPILATION OF INSTRUCTION MANUAL		PRACTICAL INSTRUCTION BY COURSE MEMBERS
TUESDAY JAN. 24 <sup>th</sup>	15 MINUTE LECTURETTES BY COURSE MEMBERS		B R E A K	SOURCES OF RECRUIT- MENT OF TRAINEES	B R E A K	SELECTION OF TRAINEES METHODS	B R E A K	SELECTION OF TRAINEES
WEDNESDAY JAN. 25 <sup>th</sup>	BUDGETARY CONTROL AND THE TRAINING OFFICER		B R E E K	PLANNING METHODS	B R E E K	THE DESIGN AND LAYOUT OF A TRAINING CENTRE	B R E E K	THE DESIGN AND LAYOUT OF A TRAINING CENTRE (con.)
THURSDAY JAN. 26 <sup>th</sup>	TRAINING FOR THE OFFICE WORKER		C O F F E E	LIBRARY PERIOD BIBLIOGRAPHY OF TRAINING EXAMINAT- ION OF PREVIOUS COURSE WORK	L U N C H	TECHNIQUES OF ILLUSTRATION AND USE OF VISUAL AIDS	T E A B R E A K	TECHNIQUES OF ILLUSTRATION AND USE OF VISUAL AID (cont.)
FRIDAY JAN. 27 <sup>th</sup>	SYNDICATES AND CASE STUDY			REPORTING BACK		BRIEFING FOR INDUSTRY		BRIEFING FOR INDUSTRY



SOUTH BIRMINGHAM TECHNICAL COLLEGE  
TRAINING OFFICERS COURSE T02/66  
PROGRAMME 27th FEBRUARY to 3rd MARCH, 1967

9.0 a.m.

10.30 10.45 a.m.

12.30

1.30 p.m.

3.30 3.45 p.m.

MONDAY 27th Feb.	PERSONNEL SELECTION EXERCISE		PERSONNEL SELECTION EXERCISE		LIBRARY AND TUTORIAL PERIOD		THE EDUCATION SYSTEM
TUESDAY 28th Feb.	CONDUCT OF MEETINGS DISCUSSION LEADING	B R E A K	MANAGEMENT TRAINING TECHNIQUES (C.P.A. & LINEAR PROGRAMMING)	B R E A K	CASE STUDY ON TRAINING FOR HIGHER MANAGEMENT	B R E A K	REPORTING BACK AND REVIEW OF MANAGEMENT TECHNIQUES
WEDNESDAY 1st March	THE LEVY AND GRANT SYSTEM OF THE ENG. TRAINING BOARD	B R E E K	VALUE ANALYSIS AND THE TRAINING OFFICER	B R E E K	TEACHING MACHINES AND PROGRAMMED LEARNING	B R E E K	PRACTICAL SESSION ON TEACHING MACHINES
THURSDAY 2nd March	COMMERCIAL TRAINING	C O F F E	EMPLOYMENT SERVICES OF THE MINISTRY OF LABOUR	L U N C H	TRAINING AIDS AND DEMONSTRATION	C O F F E	EXPLANATION AND EXHIBITION OF COURSE MEMBERS VISUAL AIDS
FRIDAY 3rd March	ROLE PLAYING, CASE STUDIES AND TRAINING GAMES		COURSE MEMBERS LECTURE ON PROJECTS		COURSE MEMBERS LECTURE ON PROJECTS		CONTINUED



SOUTH BIRMINGHAM TECHNICAL COLLEGE  
TRAINING OFFICERS COURSE T02/66  
PROGRAMME 6th MARCH to 10th MARCH, 1967.

9.0 a.m.

10.30 10.45 a.m.

12.30 1.30 p.m. 3.30 3.45p.m.

5.0pm.

MONDAY 6th March.	COURSE MEMBERS PROJECTS		COURSE MEMBERS PROJECTS		LIBRARY SESSION		CLIMBING TWO LADDERS SIMULTANEOUSLY
TUESDAY 7th March	LEGAL ASPECTS OF THE INDUSTRIAL TRAINING ACT. DEVELOPMENTS IN INDUSTRIAL LAW	B R E A K	COURSE MEMBERS PROJECTS	B R E A K	GROUP TRAINING FOR CRAFT APPRENTICES		LIBRARY SESSION OR COURSE MEMBERS PROJECTS
WEDNESDAY 8th March	SUPERVISORY TRAINING AND EVALUATION	B R E E K	SUPERVISORY TRAINING AND EVALUATION(cont.)	L U N C H	ATTITUDE OF TRADE UNIONS TOWARDS TRAINING	B R E A K	PREPARATION
THURSDAY 9th March	TRAINING SERVICES OF THE MINISTRY OF LABOUR	C O F F E	COURSE MEMBERS PROJECTS	L U N C H	COURSE MEMBERS PROJECTS	T E A	TRAINING THE OLDER WORKER
FRIDAY 10th March	THE SETTING OF PERFORMANCE STANDARDS FOR THE SUPERVISORS		COURSE MEMBERS PROJECTS		COMPLETION OF OUTSTANDING COURSE INFORMATION		END OF COURSE



P O S T - S C R I P T

THE TRAINING OFFICERS' ASSOCIATION

In October, 1968 it was decided to form an Association of those training officers who had attended the course at the college. The aims of such a group would be 'to arrange lectures by authoritative speakers on training and education, and to develop social contacts between members'.

The need for such an association had been mentioned in a general way by some of the training officers whilst on the course, but the first official meeting was not held until November, 1968. At first it had been assumed that associations such as the British Institute of Training Officers would provide sufficient opportunities for contact between training officers, but it became apparent that there was a need for a local association based on the college where the officers had attended the introductory course and where social contacts had been made.

A letter was sent to all the training officers calling a general meeting and at this meeting it was decided to form an association based on the college and a committee was elected to prepare a programme of activities. On this committee were four of the training officers who were interviewed for this survey. Two of these had taken an active part in the preliminary work necessary prior to the formation of the association and were subsequently elected to the posts of secretary and treasurer. It is of interest that



initially, when they had been appointed as training officer by their firms, they had been concerned with the difficulties that could arise, as they lacked formal training experience and did not possess any formal qualifications for the post. By the time of the association meetings, however, they had become established training officers in their companies and were very enthusiastic about developing contact with other training personnel.

The Association has at the time of this survey a membership of over 80 and three lecture meetings have been held with an average attendance of 25. Subjects discussed have been:

1. The Grant and Levy System.
2. Supervisory Training.
3. The work of a group Training Officer.

Future lectures planned include ones on metrication and the social implications of training. The Association has also decided to form working parties for the study of particular training problems, for eventual report to the full meeting. Subjects to be dealt with in this way will be Management Training and the future of Training Officer courses.

The advantages of the Association have become apparent not only in the informal contacts which have been developed, but also in more specific ways. For example, each member has stated in a list, which has been circulated, his particular training specialism. Members then know who to contact if a particular training problem should occur.



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