

UNIVERSITY OF MANITOBA

PERCEPTIONS OF MUNICIPAL GOVERNMENT EMPLOYEES
TOWARDS METHODS OF TEACHING MANAGEMENT TRAINING

A MAJOR THESIS

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PERCEPTIONS OF MUNICIPAL GOVERNMENT EMPLOYEES
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BY

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Abstract

The contents of this document report on the problem, procedure, results and conclusions of a study conducted through the City of Winnipeg, Personnel Department in the 1976-77 term.

The Problem

The problem of the study was to determine the perceptions of two groups of municipal government employees towards the methods of training used in a program entitled 'Management Training I'.

The Procedure

In the study 90 line and staff personnel and 150 police personnel were asked to evaluate both participative and non-participative teaching methods used in the training program through the use of a questionnaire.

The Results

Although it had been assumed that there would be a wide diversity in the responses of the two groups, the hypothesis tested showed no significant differences in the responses of the two groups in all but one instance.

The Conclusions

Based on the data of the study, it was concluded that:

- 1) A variety of teaching methods both participative and non-participative be used in the design of further Management

Training Programs.

- 2) When non-participative methods were used such as lecture, films, filmstrips, programmed instruction and readings, they should be varied.
- 3) Participative methods such as role play, games, simulations, case studies and problem solving activities should not be avoided due to perceived discomfort of the learner since there was no indication of such discomfort from those surveyed.
- 4) Participative methods should not be avoided due to perceptions that they will distract from learning since there was no indication that they would distract and there was some support that they would, in fact, enhance learning.
- 5) A mix in levels of superiority and subordination should not be avoided due to perceived discomfort since it was not apparent in the results of the study.
- 6) Further study should be made on the needs and skill requirements of managers in the civic service before any changes in the program were made or any additional programs designed.

CHAPTER I

INTRODUCTION

Overview

The research reported in this paper was conducted through the City of Winnipeg, Personnel Department during the winter and spring of 1976-77. The personnel who participated in the study were involved in the Management Training Program designed and offered by the City of Winnipeg training branch and were comprised of two distinct groups--Line and Staff and Police personnel.

Purposes of the Study

The primary purpose of the study was to determine participants perceptions of the effectiveness of the teaching methods used in Management Training. In meeting this overall purpose, several subpurposes were also determined:

- 1) The preferences of participants for various participative and non-participative teaching methods.
- 2) The feelings of comfort or discomfort in using participative and non-participative methods.
- 3) The perceptions of participants towards learning from various methods.
- 4) The perceived effects of a mix in classification levels.
- 5) The perceived application of course material to the job.

Background of the Problem

Within the past few years, considerable research has been conducted in order to determine which educational methods are most effective in given situations and with given groups of people. One researcher's conclusions have been:

"...the teacher must make the learning experience much more real and fitting to the learner in order for a useful change to take place." (Zoll, 1969, p.v.)

One of the keys to learning, then, is to choose a methodology which will stimulate the learners interest and motivate him.

"I find the key to learner interest is in his active--not passive--participation in the learning process. As the learners state their attitudes or their actions--and as their reasons for these--then and only then can they be helped to see their present habits and attitudes and do something about them if they wish." (Ibid., p.vii)

In teaching adults, the educator is faced with a great variety of learning patterns and because of this should experiment and adjust instruction in order to recognize individual learning differences.

"With such a variety of learning patterns for different kinds of adults, the adult educator has a real challenge. Because adults learn in a variety of patterns there is a chance to adjust instruction to reach adults who approach learning from a variety of stances." (Kreitow, 1972, p.100)

Because of this variety of learning patterns, the "lecture" method may not always be the best means of instruction.

"Teaching by talking is a good method, but other methods have been developed which are more appropriate at particular times than talking. When members of the group (trainees) function as active rather than passive participants, the learning process is enhanced. The more active an individual is in the training, the more willing and able he is to change his behavior." (Crane, 1972, p.26)

In a recent survey conducted by the American Society for Training and Development, its members were asked to state specific training methods used within their organizations. Of the 200 members, 81 replied saying that 85% used role play, 81% used case study, 40% used simulations and business games and 98% used group discussions and/or conferences while 62% used other participative methods such as programmed learning and in-baskets. (Crane, 1972, p.27)

Similar responses to those of the ASTD have been demonstrated in other educational institutions. One survey conducted using a select group of university and college schools of business showed that:

"...of 90 leading collegiate schools of business responding... 64 reported that business games were being used in 1962, 6 were planning to use games in 1963, and 12 indicated that they would like to use games if resources permitted. Only 8 of the 90 responding colleges were unconvinced of the value of gaming." (Dale and Klasson, 1964, p.6)

One possible advantage of using more active methods is that it permits greater feedback to the teacher. Thus, teachers are better able to adapt the materials being used to student needs.

"The choice of the educational method tends to determine the amount of feedback a teacher will receive. The teacher's skill will determine the quality of the feedback. As we move from traditional methods of education (authority centered) to more modern types of educational methods such as role playing (student-centered), more feedback becomes available to both the teacher and the student." (Wohlking, 1975, p.-)

'Feedback' is an important factor in determining the effectiveness of any training or educational program. This feedback may be obtained through tests of learning or surveys of reactions to a program.

"Analysing the 75 replies to a survey of training directors... 91 per cent reported attempting to evaluate training. Improved knowledge or performance was the most often stated

purpose for evaluation followed by new knowledge, trainee satisfaction and changed behavior.

The most common evaluation method was trainee reaction questionnaires, indicated by 40 per cent of the respondents... Success on the job was measured by 11 per cent of the respondents while one per cent used follow-up tests." (Raphael & Wagner, 1972, p.297)

Although the trainee reaction method of evaluation was one of the most commonly used methods, it was not necessarily the most valid. In order for this method to be made valid, it should be compared with learning results either through some formal test of learning or through on-the-job application. One study of reaction questionnaires when compared with actual learning results revealed:

"...the relationship between the perceptions and the evidence was essentially zero." (Blumenfield & Crane, 1973, p.301)

In order to evaluate effectively, then, several methods of accumulating data should be used. One instrument should test perceptions towards the effectiveness of the program, still another should determine whether the desired behavior as stated in the behavioral objectives was achieved and another instrument should test the value of the program to the organization. A total evaluation process that has been suggested is:

"First of all, determine the reactions of the trainees. Second, attempt to measure what learning takes place and third, try to measure the changes in on-the-job behavior." (Kirkpatrick, 1972, p.14)

Definitions

The following words as defined are used throughout the study:

Management Training The formal classroom program presented to employees of the City of Winnipeg whose role in the organization

is or will be to supervise the work of others. (Daly, 1976, p.22-1)

Line and staff Those individuals whose work involves either the direct delivery of services provided in an organization or advise to those who provide direct services. Line personnel are concerned with direct delivery of services while staff personnel serve in an advisory capacity.

Police Individuals employed by the Police Department of the City of Winnipeg either in active duty or in administrative capacities.

Participative Methods Educational methods which necessitate activity by the participant. These are sometimes referred to as 'group process' methods and defined as:

"...team building, brainstorming, role playing, simulation or management games. It is more accurate to speak of 'group process' or the change which takes place when the dynamics that occur within a group cause the desired growth and development." (Reith, 1976, p.34-1)

Non-participative Methods Methods which do not employ 'group process' or the change which takes place when the dynamics that occur within a group cause the desired growth or development.

Peer group Those individuals whose job classifications fall within a general group or rank. For example, the peer group for police constables is other police constables.

Mix A group of trainees in which the job classifications differ in level or rank. For example, a group of police officers which includes constables, sergeants and captains.

Reactionnaire A questionnaire which measures the reactions of a group to a training program.

The Problem

The main problem of the study conducted was to determine the teaching methods used in management training programs which were perceived to be most effective by the participants in the program.

To solve the problem, several questions were asked: (1) Do trainees prefer some teaching methods more than others? (2) Do trainees perceive some methods to be more effective than others? (3) Do trainees feel more comfortable in sessions in which non-participative methods are used or are they comfortable using more active methods? (4) Can the presence of superiors or subordinates in the same class effect the perceived learning? (5) Is the perceived application of content of programs to the job related to the methods of training used?

In order to answer the above questions, several hypotheses were formulated.

Hypotheses to be Tested

1. There will be differences between the methodological preferences of line and staff, and police personnel.
2. There will be differences in the perceived effectiveness of participative and non-participative methods.
3. There will be differences in the perceived comfort of individuals using participative methods.
4. There will be differences in perceptions towards having classification mixes in the training program.
5. There will be differences between line and staff and police personnel in their perceived application of the program content to their jobs.

Importance of the Study

The results of this study are of importance for several reasons:

1. They will increase the general body of knowledge in the field of adult education.
2. They will increase the general body of knowledge in the field of educational methodology.
3. They will contribute to the general body of knowledge on educational evaluation.
4. They will contribute to the general body of knowledge on learner reactions to educational programs.
5. They will contribute to the general body of knowledge on feelings of comfort and discomfort using various teaching methods.

Delimitations of the Study

In order to conduct this study, certain researcher-selected restrictions or delimitations were imposed:

1. The study was restricted to Management Training within the City of Winnipeg, Personnel Department, Training Branch.
2. The study was delimited to evaluation of the first segment of management training only (Management I), although other segments of the program do exist (Management II and III).
3. The questionnaire administered attempted to measure only trainee reactions. There was no attempt made to measure actual learning or to co-relate perceptions and learning.

4. The participants surveyed were only those who had completed Management I between October, 1976 and March, 1977. Participants who completed the program prior to this time or after were excluded from the study.

5. The results analyzed were based only on the questionnaire returns from the first mailing. No attempt was made to obtain a 100% return.

6. Only one mailing of the questionnaire took place. No attempt was made to measure the differences between the various groups in relation to the time differences involved since participation in the program.

7. Demographic data such as age, sex, educational levels and actual occupations of participations was not taken into consideration in this study.

Limitations of the Study

In addition to the researcher imposed limitations, other factors which were beyond researcher control may have acted as restrictors in conducting the study.

1. Due to the use of part-time instructors who were employed by other departments in the City, the instruction received varied from class to class. Therefore, instructor biases in terms of their methodological preferences and differences in interpretation of the program content may have some bearing on the study which was not measured.

2. Since a 100% sample of participants was taken and no attempt

was made to obtain a 100% return, it is possible that the results of the study may be biased towards those who either favoured the program or disliked it.

3. Since all participants in the program were employees of a public organization, the results may not be totally applicable to individuals in the private sector.

4. Since the training program was designed specifically for City employees, the results may not totally apply to other similar training programs.

5. Since the program was relatively short (3 days in duration), the results may not be consistent with those of programs taken over a longer period of time.

Assumptions

The following assumptions were made in order to conduct the study:

1. The differences in time between participation in the program and evaluation would not have much influence on the results.

2. The differences in instructors for the various segments of the program would not greatly effect the results of the study.

3. The two groups were in themselves homogeneous. That is, it was assumed that the line and staff group would view the program in much the same way and similarly, the police participants would view the program in the same way.

4. Demographics such as age, education, sex and level in the organization would not have an effect on the results of the study.

Organization of the Study

This report is divided into five chapters. In Chapter One are presented the introduction and overview of the problem; identified the problem and hypothesis to be tested; the limitations and delimitations of the study and possible implications based on the results.

Chapter Two reviewed the literature on teaching methodology, evaluation and research in adult education. Chapter Three discussed the design of the program evaluated and the design of the research conducted. Chapter Four discussed the results of the study and statistically tested the hypothesis formulated. Chapter Five, the final chapter, presented a summary, discussion, recommendations and conclusions of the study.

CHAPTER II

REVIEW OF LITERATURE

The review of literature in this chapter relates to the three facets of the study undertaken: teaching methods, evaluation and research in adult education. A variety of teaching methods will be described and evaluated as well as a variety of evaluation techniques. The research in adult education described will be in relation to methodology used with adults.

Teaching Methods

In management training as in any other form of education, there are no hard and fast rules regarding the use of a particular teaching method. To determine which method is best in a situation, a teacher or facilitator should have a wide variety of techniques at his command and use them as he sees fit in the given situation.

When deciding on a methodology, "...there is an urgent need for innovative curriculum approaches." (Neff & Minkhoff, 1972, p.59) and when choosing a method, it is appropriate to ask the following questions:

- "(1) is the method applicable to the curriculum?
- (2) is the method chosen best calculated to fulfill objectives?
- (3) would an adjustment in the method or a combination of methods be more fitting? and
- (4) will the method help create a more comfortable climate for learners?" (Holden, 1972, p.83)

Several methods which may be used in management training and other types of adult education will be discussed and evaluated in terms of their advantages and disadvantages in the following pages.

Lecture

A lecture is defined as "a carefully prepared oral presentation of a subject by a qualified individual". (Craig, 1976, p.34-3). It is characterized by its formality and the passivity on the part of the learner.

There are several advantages in using this method of presentation:

- "1. It allows for a systematic presentation.
2. It gives reassurance to students who feel 'lost' and unable to 'see the woods for the trees' and also provides a general framework in which the student can see the coherence of the information and ideas with which he is confronted.
3. Through lecture the speaker is able to convey his emotions and convictions clearly and can stimulate thought."
(Legge, 1971, p.53-57)

There are also several disadvantages in using the lecture method. The primary disadvantage is the lack of active participation on behalf of the student. Other disadvantages are:

- "1. The effectiveness of the lecture is highly variable. Its success depends upon the students themselves--their background, intelligence, knowledge and previous education. It also depends on the personality, technical competence, voice and motivation of the speaker.
2. By permitting students to remain passive, the lecturer may allow for distortions in presentation through over-emphasis of some points and oversimplification of others. No feedback is given and therefore the lecturer cannot really be sure he has communicated with the students.

3. Unless the student is totally interested and listening, no learning will occur.
4. The lecture, because it does not allow feedback permits the listener to incorrectly interpret the material and to retain these inaccuracies."
(Legge, 1971, p.59)

To summarize, the primary advantage in using the lecture is that it permits for a systematic presentation of material. The primary disadvantage is the lack of participation on the part of the student.

"The lecture is useful for specific purposes--such as giving facts--but must not be our only available technique in the education of present or future managers." (Zoll, 1969, p.vii)

Panel, Symposium and Forum

A panel may be defined as:

"...a group of three to six persons who carry on a purposeful conversation on an assigned topic....The panel members are usually seated at a table in front of the audience. Conversation among panel members is started by a moderator, who usually prepares questions in advance which he or she uses to start and sustain the discussion."
(Craig, 1976, p.34-4)

A symposium is similar to a panel in that more than one person presents his ideas in front of an audience. It differs in that a symposium is generally a series of speeches presented on different aspects of a topic or closely related topics. The speakers do not generally converse with one another. (Ibid. p.34-4)

A forum is generally considered to be a portion of a panel or symposium in which questions are asked by the audience. The moderator generally acts as a go-between for the speakers and the audience.

The primary advantage in using a panel or symposium is that it allows for a variety of viewpoints and methods of presentation. Aside from that it affords the same advantages as the lecture. The primary disadvantage in using this method is that it affords little audience contact.

When accompanied by a forum, the panel and symposium offer some two-way communication between the speakers and the audience but only to a limited extent.

Seminar and Group Discussion

Seminars and group discussions have generally been methods of teaching reserved for university or advanced students in specialized areas.

The seminar is generally considered to be:

"...a group of persons gathered together for the purpose of studying a subject under the leadership of an expert or learned person." (Craig, 1976, p. 34-5)

A group discussion is similar to a seminar in that an instructor or chairperson draws ideas from the group. The primary difference between the two methods is the basic assumption made about the participants. In a seminar, the basic assumption is that background research or reading has been done on the topic and the participants have a fairly high level of expertise on the subject. A group discussion assumes that the participants have some knowledge on the topic although not necessarily a high level.

The primary advantage in using a seminar or group discussion is that it necessitates active involvement on the part of the participants. A good discussion helps to:

- "1. Arouse interest because the students take part and are challenged to think.
2. Bring out points of view from individuals that are helpful to the group as a whole in understanding the material.
3. Give the instructor valuable ideas as to the progress and abilities of the people in the group.
4. Locate misconceptions and give the instructor an opportunity to correct them and to strengthen his teaching.
5. Get students and instructor acquainted." (Rose, 1964, p.92)

There are also disadvantages to the use of this method:

"Discussion, in fact, is not the supreme answer to all the problems of the adult educator, ... Sometimes students have no previous knowledge of the subject matter, and if so, it is futile to expect them to learn from each other by trying to pool non-existent facts and ideas.... Similarly if the class members are inarticulate, with little power of oral expression, discussion can be a dreary, rather soul-destroying and on the whole profitless method to attempt..."

There are other weaknesses. The easy verbal exchange of facts and ideas is unlikely to be the best way of learning practical activities or indeed any subject which, at the level of the class, is composed of uncontroversial facts.... Most of the weaknesses of discussion as an aid to learning, however, result from the teacher's failure to use the method with skill and the failure of the students to take on the roles of good discussion members." (Legge, 1971, p.78)

In summary, then, the primary advantage of using group discussion is that it actively involves the participants in the learning process. Similarly, the seminar also involves participants. The primary disadvantage in using seminars or group discussions is that unless the group is knowledgeable on the subject being discussed, the discussion may be useless as a learning tool.

Case Method

The case study or case method is one frequently used in professional schools of universities. It has long been a favored method of law schools and schools of business administration.

In a case study, the emphasis is:

"...on presentation of facts or narrative summaries of situations that have actually occurred in business, government, or other institutions. The situation is presented without interruption, usually from the viewpoint of one observer...." (Odiorne, 1970, p.281)

Since cases do not give solutions to a problem, the individual using them must analyze and formulate his own solution based on that analysis. The primary advantage in using case studies, then, is that they provide realistic problems which necessitate the development of decision-making skills in order to solve them. Therefore, cases teach not merely the solutions to problems as other methods do, but rather they teach the skills which lead to obtaining the solution.

Case studies "...provide learning experiences that will help the learner to develop these habits: analysis, clear reasoning, use of imagination and good judgement." (Zoll, 1969, p.29)

In addition to the advantages, there are also some disadvantages to the use of cases. The primary limitation is that students need some background in problem-solving techniques or case study methods before they can gain benefit from using cases.

"If the teacher is to teach analysis, the cases must be of some complexity (which means that they require study time) and the learner must be exposed to them over an extended period. Busy managers frequently tend to be impatient with the relatively slow pace of their progress...."

Another difficulty is that the learner is limited in his understanding of the case to the information presented, as interpreted by his own experience, study and research...

Another problem is that the transfer of analytical skills from cases to more complex real situations may not be easy...." (Zoll, 1969, p.30)

In most situations using case studies they are preceded by a lecture or group discussion and followed by discussion and reporting to the group. Most proponents of this method suggest using cases on an occasional basis to begin with thus giving the students and instructors more confidence in the method before using it as the primary means of instruction. Recent studies have also suggested that cases are more effective when presented in the form of a film.

"From the data analysis it is concluded that presenting materials on film does improve the case method. Although the film approach did not promote greater transferability, those students using film-based simulation demonstrated a superior performance in comprehension of management principles and concepts and a more realistic understanding of the environment in which the manager interacts." (Green and Cotlar, 1973, p.31)

The case method, then, is a useful method in teaching analysis, reasoning, use of imagination and good judgement. It provides the learner with a realistic situation in which a problem must be solved. It should, however, be preceded with information on problem solving or case study techniques since without this background students may become hopelessly lost in a maze of irrelevant data. This method may also be improved by the use of filmed studies in which the student acquires a more realistic understanding of the environment in which a manager interacts.

Role Play, Simulations and Games

Until recently, role play and simulations were considered to be methods of treatment used by a psychiatrist rather than methods of teaching used by an educator. In "psychodrama" individuals spontaneously acted out situations concerning specific problems they were having, whereas in "sociodrama" a group of individuals would act out a problem situation. (Stock, 1971, p.91-92)

Role playing may be defined as an educational technique in which "some problem involving human interaction, real or imaginary is presented, then spontaneously acted out." (Wohlking, 1976, p.36-1)

There are several advantages in using this technique, the primary advantage is that the learner is active in developing skills in problem solving. It is therefore a 'learning by doing' approach. Other advantages include the development of learner confidence which occurs as a result of trying out the skill in a learning environment prior to being confronted with it in a real situation. In a classroom the method of dealing with the problem is acted out and help is given in perfecting the technique. Thus, the learner develops confidence in using the skill. In addition, role play presents more realistic situations instead of relying solely on imagination. In many instances, theory is difficult to put into practise but when acted out the theories become more concrete. (Zoll, 1969, p.47-49)

The disadvantages in using this method are that the problem involved must be relatively simple in a role play situation or the intended skill may be obscured. Also, fear, anxiety or embarrassment on the part of the students may prevent the situation from being acted out. In addition, the misuse of the method by inexperienced

instructors who have not clearly defined the objective of the exercise of structured the experience may not teach the skill intended.

(Stock, 1971, p.93)

When used correctly, role play can be a powerful method of instruction. To use it correctly, however, the skill must be clearly defined, a realistic situation developed, a problem clearly defined and roles carefully assigned.

The misuse of the method comes from educators attempting to use the technique in its psychological application. If an instructor untrained in role play techniques attempts to use the method for fad types of instruction, he may reinforce the wrong behavior and get into a damaging situation over which he has no control.

The role play may be a useful method of teach skills by involving the learner in the 'doing' process but it must be clearly defined and structured to be effective.

Simulations are closely related to role play situations in that they often require an acting out of a specific situation. The technique differs from role play in that "simulation methods always require a well-defined model on which to proceed." (Stock, 1971,p.96)

Simulations have been defined as:

"...a representation of a real-life situation which attempts to duplicate components of the situation along with their interrelationships in such a way that it can be manipulated by the user." (Coppard, 1976, p.40-3)

As in role play, the primary advantage in using this method is that it is a 'learning by doing' technique. In addition to the other advantages of role play, simulations are structured and

well defined therefore lessening the chances of deviation from the learning intended.

The disadvantages of this method are also similar to role play. Since the method is highly structured, however, there is less chance of misuse and deviation from the learning. In fact, the method is so structured that one of its disadvantages may well be that it limits spontaneity.

Educational games simulate reality and rules are set down to handle a specific problem at hand. They differ from simulations in that the actual role-playing is seldom if ever required and the method of handling the problem is well defined in the rules of the game.

Games may be very simple or very complex in nature and may or may not use educational technology as part of the process. By definition, however, all games may be described as:

"...a formalized activity consisting of two or more participants who attempt to meet their objectives within the limitations imposed by a set or rules which determine the game activities and termination." (Zoll, 1969, p.371)

The primary advantage in using games is that it actively involves the learner in the learning process. Other advantages include student stimulation in learning concepts, the ability to allow the learner to test his decisions on a model before attempting it in reality and the motivational aspect of competition which may stimulate the learner in relating principles and ideas.

(Zoll, 1969, p.371)

Games have some limitations, primarily in the design. Unless

the game is well designed, it may have little or no value as a learning device. It can become an exercise for fun not learning.

"Games generally do not give realistic training in business decision-making in any but a very elementary way. Almost all games leave out hundreds of considerations which would be important in a real situation...

The structure of most business game models is such that the learner has a narrow choice of response. These games usually do not provide for novel approaches and daring innovations...." (Zoll, 1969, p.372)

The use of educational games can actively involve the learner in the learning situation and may stimulate him by providing competition. Games, however, may not provide real learning since game playing itself may become the learner's objective.

Programmed Instruction

Programmed instruction is a general term used to describe a type of learning in which subject matter is divided into small units and the rate of learning is controlled by the student.

In the simplest and least sophisticated presentation of programmed learning, the student is presented with a reading assignment followed by a series of questions. To proceed to the next unit, the learner would be required to correctly answer the unit questions at a satisfactory level of mastery.

Most programmed learning is presented in one of three ways: programmed textbooks, teaching machines, and computer-assisted learning.

Programmed textbooks are texts in which:

"Subject matter is presented in small units...the answers are shown after each question in the frame. The student covers the answers until he has determined his own answer. He verifies his answer by exposing the printed one.

If he is correct, he moves on to the next frame; if incorrect he reviews the explanatory part of the text preceding the question." (Daughtery, 1965,p.196)

Teaching machines are devices in which a program is shown frame by frame similar to a programmed textbook.

"...in its most sophisticated form, it should record pupil responses and make the appropriate selection of the next frame from a substantial bank of examples...This type of capacity calls not only for a complex display utilizing film projection, cathode ray display tubes or rapid put out units, but also highly sophisticated information processing..." (Haney and Ulmer, 1975, p.141)

Computer assisted learning is similar to programmed learning but uses a computer in a similar way to a teaching machine. Since the computer is more sophisticated than a teaching machine, the learning can be more complex and advanced and the programs more sophisticated. The computer also has the advantage of being able to store student records. (Ibid, p.41)

There are several advantages in using programmed instruction. The primary advantage is that the learner can proceed through the program at his own pace and will not be pushed or slowed by other students. Another advantage is that the materials have generally been thoroughly tested before they are marketed and the purchaser has some assurance that the materials will teach what they are designed to teach. These programs can also save time in that students who are having difficulty can drill and redrill using programmed instruction and the materials can save a great deal of teaching time. (Ibid., p.144)

The primary disadvantage in using programmed instruction is the lack of personal contact between the teacher and the student. Since there is little or no contact with a teacher, students may become frustrated by not understanding the material and not being able to clear up the misunderstanding. Also, since programmed instruction is geared to certain general levels of instruction, the information may not be suitable or adaptable to particular classes at specific levels due to student differences in intelligence, language and culture.

Use of Teaching Aids

In the past few years, audio-visual teaching equipment has become so commonplace that most people would be surprised to find a school not equipped with a vast variety of equipment.

Teaching aids may be divided into four distinct types:

Visual Training Aids: includes the chalkboard, posters, bulletin boards, displays, models, silent films, slides and other projected transparencies, projected opaque materials and the flannel board.

Auditory Training Aids: Includes radio and all types of recordings.

Audio-Visual Training Aids: includes aids which make use of both sight and hearing such as sound pictures and television.

Synthetic Training Devices: includes devices built to simulate the action or function of the real device... The electronic trainers used to simulate an airplane in the training of pilots are examples of this training aid." (Rose, 1964, p.131)

Each aid has its own advantages and disadvantages in use. The aid which is most useful in a given situation is determined by the user and the circumstances. The aid should be determined

through the learning objective and the course content. Guides to the effective use of equipment and aids can be found in most educational methodology and audio-visual textbooks.

When correctly used teaching aids can be a powerful tool. They have the advantages of enlivening teaching, stimulating the desire to learn, making learning easier, holding student attention and bringing variety to the learning process in addition to clarifying points which would otherwise be unclear. (Stephens & Roderick, 1971, p.119)

There are some disadvantages in using audio-visual aids. Primarily, if the aids are used incorrectly, no learning will occur. Aids must be used for a definite purpose and to fulfill a learning objective, not merely for entertainment. Their use should be well planned through preview, viewing and follow-up. They should be used only when they relate directly to the unit being taught and not at any other time merely because of convenience. Poor or outdated audio-visual aids may create boredom and should not be used.

Evaluation

In order to determine the effectiveness of any teaching program, some sort of evaluation must be undertaken. The nature of this evaluation varies according to the purpose. Four facets of evaluation have been described as:

- "1. Reaction- How well did the trainees like the program?
2. Learning- To what extent did the trainees learn the facts, principles and approaches that were included in the classroom training?
3. Behavior- To what extent did their job behavior change as a result of the program?
4. Results - What final results were achieved? (Reduction in cost, reduction in turnover, improvement in production?" (Catalanello & Kirkpatrick, 1968, p.2)

Each of the four facets will be described below.

Reaction

"Reaction" measures how well the trainees or others liked an educational program. The two methods generally used to test reactions are interviews and questionnaires.

When an interview is used, the interviewer generally questions the participants on various facets of the program and records their responses in note form or a survey sheet. Since the interviewer allows for open ended questions more information is received than through a questionnaire. Because the interview is so personal, however, respondents may not be as honest in their responses as they would be on an anonymous questionnaire.

The questionnaire is probably the most popular form of evaluating reactions. Its construction varies according to its use. In one type of question a two choice answer is presented and the respondent simply circles his choice. For example:

Do you feel you can write better reports as a result
of this workshop? Yes No

"Another type of structured question is the multiple choice item which compels the respondent to choose one of several

fixed alternatives." (Backstrom & Hursh, 1963, p.76)

For example:

Did you find the program--a) useful b) not very useful
c) useless.

A third variation of the structured question is the rating scale. The rating scale presents a word or phrase or a set of opposite word pairs and the respondent indicates feelings by selecting the appropriate number.

For example:

How would you rate the effectiveness of learning through role play?

Very effective					Very ineffective				
1	2	3	4	5	6	7	8	9	10

Another procedure of structuring questions is a simple ranking of responses. For example:

Rank from high (1) to low (5) your preference for the methods used in this program:

_____ Lecture _____ Role Play _____ Case Studies
_____ Group Discussion _____ Simulations

In addition to structured questions such as those above, researchers often use less structured, open-ended questions which simply ask for an opinion on the given topic.

Learning

Learning may be subdivided into five types of performance each of which can be evaluated in different ways. These five types of performance are: discrimination, which generally indicates

the ability to determine the difference between two or more things; problem solving--generally indicates the ability to determine the process in discovering the answer to a problem; recall--generally means bringing back things which have been committed to memory; manipulation--generally means demonstrating how to do something and speech which generally indicates the ability to communicate ones knowledge orally. (Mager & Beach, 1976, p.44-51)

The two general tests which can be used to determine knowledge are 'pen and paper' and demonstration either by speech or behavior.

'Pen and paper' tests are probably the most commonly used. They may consist of structured or unstructured questions or a combination of both. This type of test may be used to determine the first three types of performance: discrimination, problem-solving, and recall.

These types of learning may also be tested by other means. Discrimination can be demonstrated aurally such as in discrimination between two levels of sound; visually as in discriminating between two models; or manually by placing the correct pieces in a model. Recall can also be tested in other than written forms. If we wish, for example to test a students ability to recall how a calculator operates, we simply ask him to do a calculation.

Manual skills and speech are areas which cannot be adequately tested through pen and paper. A student cannot demonstrate the use of a typewriter, for example, without actually manipulating the

keys. Similarly, one cannot demonstrate the ability to speak without actually doing so.

Behavior

Testing behavior which results from a training program generally means measuring changes in behavior.

"...The standard variations of verbal behavior testing-- essay, true-false, multiple choice, comparison and definition questions--when applied to a subject such as human relations, is most likely to prove nothing more than the students ability to recognize certain written symbols dealing with the language of human relations. Because human relations or other managerial training is most apt to be a complex kind of behavior, or repertory of behaviors, success on the verbal or pencil and paper test can hardly be described as proof of learning, or as a measurement of the degree of learning." (Odiorne, 1970, p.181)

An example of evaluation of behavior can be found in the procedure used in a study conducted by the University of Wisconsin. In this study a group of supervisors and their branch managers attended a series of one-day Management Training sessions. Six months after the training took place, the branch managers were asked to evaluate the changes in the participant supervisors behavior in the areas covered by the training program. Responses were indicated on confidential rating tables and were measured on a four-point scale in terms of change. The points were "much or somewhat better", "no change", "somewhat worse", and "much worse". The supervisors rated their behavior changes in the same way and the results were compared. (Holder, 1972, p.160)

A study conducted in the U.S. Army Engineer Officer Candidate School used another approach. They selected the Job Analysis and

Interest Measurement Test as their instrument of evaluation and pre-tested individuals entering the program. The same test was used immediately after completion of the program. The test measured the personal qualities of the worker (other than aptitude, training or knowledge). These areas included six categories: attitude measures, interpersonal behavior, formal organizational behavior, work preferences, value measures and academic achievement. On graduation the scores of twelve of the fifteen items had increased on a study done three years later, four areas had again increased since graduation while all others had decreased.

Results

The evaluation of results of a training program are perhaps the most difficult measurements to make unless the objectives of the program are initially stated in terms of the expected results. Some more easily quantifiable results are reduction of costs, reduction in absenteeism and turnover, reduction of grievances, increased quality and quantity of production, improved morale, reduction of customer complaints and increased sales.

One example of the evaluation of results was conducted in 1959 by Crown Zellerbach Corporation. (Meissner, 1964, p.230) In order to strengthen its image and competitive position with retail food stores, the corporation established a food store service department which acted as an advisory service on retail food packing. One of the first assignments of this division was to make a survey of customer opinions on the quality of bagging

services provided by food stores. They discovered that 35 per cent of the customers interviewed had a torn grocery bag within the 30 day period prior to the interview and 15 per cent of customers had breakage of bags that was so annoying that they had decided to do their shopping at other stores.

As a result of this interview survey, Crown Zellerbach developed a training program in bags and bagging which they offered to their customers (retail stores). The purpose of this program was not to train the packers but rather to train the chief clerks and buffers in order that they might train their subordinates. The training period took only one or two hours for the staff involved. The results were measured over a five week control period and in the first two weeks inventory checks were made to determine the average inventory level of bags at the check outs. The third control week, training sessions were conducted and in the last two control weeks the supervisors watched carefully to insure that the regulations described in the training sessions were being used.

The results of the study showed that bagging costs were reduced by 15 per cent in the 20 stores in which the experiment was conducted. In addition, several stores reported saving labour costs which resulted from a reduced number of requests for assistance in carrying out bags. (Meissner, 1964, p.230-235)

The above example describes a cost effectiveness study as a measure of evaluating the effectiveness of a training program. Other company records such as sales records are also good sources

of evaluating training programs. By measuring sales volume prior and after a sales seminar, the effectiveness of the program can be evaluated.

Accident report logs may be used to evaluate Safety Programs. In 1958, the Colgate-Palmolive Company used accident logs to evaluate their safety program. They measured the frequency rate for lost time prior and after a safety program and discovered that as a result of the program the frequency rate dropped from 4.5 to 2.9 per cent. The number of accidents reported in the 9 month period after the program also dropped to 32 from 41. (Kirkpatrick, 1976, p.18-23)

Still another record which may be used to measure the results of training are the company's production records. These may be used to indicate increased production or decreased spoilage or breakage as a result of training.

The measurement of results is probably the best method of evaluation from the point of view of the organization in that it indicates direct benefits derived from training. Unfortunately, it can only be used in organizations in which company records such as those discussed above are available. Most secondary and post-secondary institutions cannot use this method since it is too difficult to follow up on the results of programs and almost impossible to assess the level of skills prior to training.

Research in Methods of Teaching Adults

Although methods of teaching adults vary from class to class

and there is no ultimate method, research indicates that some methods of teaching are better than others under given circumstances. Some recent research in this field will be discussed below.

In a recent study, students at Naval Postgraduate School in California were given three options in learning--readings, cases and computer gaming, in doing a course on Computer Systems Management. During the course a mid-term examination was administered and a final was given at the end of the course. In addition students were asked to evaluate and give their reaction to the method of learning they had chosen. Only one student indicated that he disliked the method he has chosen and the students who appeared to be most dissatisfied with the course in general were those who had chosen the game option. This perception co-related favorably with the final examination grades since students taking the game option also scored the lowest grades. The highest grades were scored by those who took the case study option followed by those who had chosen the readings (programmed learning). (Getelius, 1974)

The American Society of Training and Development (ASTD) in 1972 surveyed 200 of its members. In a questionnaire the companies surveyed were asked to rate the perceived effectiveness of several training methods in terms of high, moderate, limited and ineffective. The methods examined were: role play, cases, simulation, business games, group discussion, conferences, programmed instruction and in-baskets.

"The order of perceived effectiveness, based upon the 'high' response is simulation/business games (61 per cent), programmed instruction (58 per cent), in-basket (52 per cent), group discussion/conference (48 per cent), role play (45 per cent) and case methods/incident process (38 per cent)." (Blumenfield and Crane, 1973)

Another study reported in 1975 examined feedback using lecture, group discussion, role play and socratic questioning techniques. It was assumed in this study that feedback enhances performance. The feedback obtained was teacher to student feedback in terms of results of his performance and student to teacher, in terms of teacher predictions of results based on feedback.

In both areas, the lecture method received the lowest rating of feedback. The teacher could not determine how well the student was understanding the material nor could the student determine how well he was doing. This lack of feedback was somewhat overcome when the teacher allowed for questioning following the lecture although students reported that the questioning was not always beneficial because of the time span between the lecture in which the actual confusion occurred and the question period.

Group discussion offered a greater amount of both student and teacher feedback. The student was better able to determine understanding of the concepts and the teacher was better able to judge effectiveness of the teaching. This method, however, did not provide feedback on application of concepts to either the student or the teacher.

The greatest degree of both student and teacher feedback was

evidenced through the use of role play in which the student demonstrated not only understanding of the concepts but also application. The teacher was better able to correct misconceptions almost immediately. (Wohlking, 1975, p.247-252)

A study conducted at Pennsylvania State University compared the effectiveness of three types of visual illustrations. In this study 108 freshmen were divided into four experimental groups: group I saw no illustrations but names of the parts of the subject were flashed up on the screen during a taped oral presentation; group II heard the same taped presentation but viewed an abstract linear representation of the subject matter in conjunction with the oral presentation; group III heard the same tape but were shown more detailed shaded drawings of the subject; while group IV heard the tape and saw realistic photographs. Each student received four tests: a model test in which they had to identify parts of the subject on a model; a terminology test; a drawing test in which they were asked to draw a diagram of the subject matter and a comprehension test. The results showed that the reduction of realistic detail in an illustration does not necessarily reduce its effectiveness and in some cases improved it. (Dwyer, 1967, p.59-61).

The conclusions which can be drawn from the above research are that the use of a variety of methods is generally perceived as being more effective than the use of only one method. The more participative methods such as case studies and role plays are under certain circumstances perceived as being more effective but do not

necessarily produce higher results. Also, the use of audio-visual aids has some effect on learning regardless of the quality of the slide or transparency used.

Summary

This chapter has presented a review of literature on three topics related to the problem described in this paper.

The first portion dealt with teaching methods and examined: lecture, panel, symposium, forum, seminar, group discussion, case method, role play, simulations, games, programmed instruction and the use of teaching aids. In the discussion of methods, each method was defined and the advantages and limitations of use were briefly outlined.

The second portion dealt with the evaluation of effectiveness of training programs. Four facets of evaluation were discussed: reaction, learning, behavior and results. These facets were defined and the methods of using them described.

The final portion dealt with research into methods of education used with adult students. Several cases of the use of a variety of methods were discussed which indicated the usefulness and expected results of using various methods.

CHAPTER III

DESIGN OF THE STUDY

Introduction

This chapter presents the design of the study. It describes the sample, instrument, the statistics used, the study procedure and the study hypothesis.

In 1975 an inventory was taken in the City of Winnipeg which determined the status of managerial and supervisory staff in terms of their possible retirements or resignations at age 60 and 65. At the same time, possible replacements for these positions were also surveyed. It was found that a large number of managerial staff would resign or retire by 1980 and that those who would be likely replacements were not specifically trained in management. These findings pointed out an urgent need to develop people to take over the positions which would be vacant. As a result, the Personnel Department, Training Branch was formed with a primary mandate to develop and implement a management training program in order to raise the managerial skill levels to the requirements necessary for replacements to take over the vacant positions.

This study is based on the program developed by the Personnel Department, Training Branch and is an evaluation of the program in

terms of the perceptions of the participants towards the effectiveness of the program, in particularly, the methodology used.

The Sample

In the study undertaken, a questionnaire was administered to a population of 120 line and staff management trainees and 150 police management trainees. All individuals were sent a questionnaire and were asked to return it by mail to the personnel department. One hundred per cent of all trainees in both line and staff and police management training programs were surveyed.

The return of the study answer sheets was greater for police than for line and staff personnel; while 90 of the 150 police trainees returned their forms (60.0%) only 55 of the 120 line and staff personnel (45.8%) returned theirs. No attempt was made to secure a further response from either group.

The major purpose of the study was to determine the participants perceptions towards the teaching methods used and to determine which methods were perceived to be most effective. A further purpose of the study was to determine the perceived comfort using participative teaching methods since an initial survey had indicated some degree of discomfort. The study also attempted to measure the perceptions of the individuals in terms of application of material learned to the job situation.

The Instrument

The actual questionnaire upon which this study is based may be found in Appendix A of this paper. Similarly, the actual results obtained are found in the Tables of Appendix B.

The questionnaire was administered in the fall of 1976 and the winter of 1977. The instrument was mailed out in February, 1977 and the major portion returned by April, 1977.

The instrument had three primary sections. The first section listed the teaching methods used during the training program and asked the participants to rank order the methods according to their preferences or perceived effectiveness. If, for example, role play was considered by the participant to be the most effective teaching method, this would be indicated by designating number 1 to the box next to 'role play'. Similarly, the next most effective method would be allocated the number 2 and so forth.

The next section of the questionnaire asked participants to rate the effectiveness of non-participative teaching methods: lecture, films, filmed case studies, filmstrips, handouts and reading materials. It also asked for an evaluation of the effectiveness of participative methods: role play, case studies, learning games, group problem studies, and simulations. Next, the participants were asked to express the level of comfort or discomfort they felt while being involved in the participative methods.

In the final section, participants were asked to rate the effect of a classification mix on their participation in the program. The concern in this question was to determine whether or not having superiors and subordinates in the same class had an effect on the level of participation. Finally, the trainees were asked to give examples of learning experiences which they had been able to apply to their jobs. Space was allocated for additional comments which would further clarify responses.

The Statistics

To analyze the results of the study, two primary statistical methods were used: two-tailed t-tests to determine the level of significance of the differences in responses between the two groups and a simple analysis of variance. The specific method used in each instance will be described in conjunction with a description of the hypothesis.

The Procedure

Prior to taking the treatment (Management Training Program) the trainees made applications for attendance which were approved by their department heads. They were then allocated to a specific class and were requested to attend the class on the date specified.

In designing the treatment, every attempt was made to use a wide variety of methodologies and to build in as much participant

activity as possible. The assumption made in the design of the program was that people learn best when they actively participate in the learning process:

"Many instructors are too wordy; they have confused telling with teaching. Words are important, and no instructor can do without them. But words convey only part of our meaning. Some form of activity or experience is necessary to understand most subjects...No amount of verbal education, T.V., or movies can take the place of real experience."
(Rose, 1964, p.17-18)

Table I illustrates the segments of the Management Training Program, the time involved, the method or methods used and the teaching aids employed.

The program begins with an "Ice Breaker" which is designed to get individuals acquainted with each other and encourages them to participate. This is followed by a segment dealing with the Drug and Alcohol Rehabilitation policy and is followed by a brief description of the organization of the City.

The Nature of Management is concerned with the functions of a manager and gives an overview of subsequent segments of the program. The Human Relations segment is concerned with dealing with people within the organization. Planning examines the theory and practice of planning and focuses on project management. Motivation includes various theories of motivation and also has participants assess their own motivational needs through a questionnaire. Communications deals primarily with theories of communication as applied to the work situation and focuses on the skill of listening. It also involves a role play in which participants analyse a situation.

TABLE 1
MANAGEMENT TRAINING PROGRAM

CONTENT	TIME	METHODS	AIDS
Introduction	15 min.	Lecture, group activity	Overhead transparency
Ice Breaker	15 min.	Group Discussion	
Alcohol/Drug Policy	1 hr.	Lecture, discussion, case	transparancies, film.
Organizing	1½hr.	Lecture, discussion	film, chart
The Nature of Management	3 hrs.	Lecture, discussion, problem solving	film, inventory, readings
Human Relations	3 hrs.	Lecture, discussion problem solving, simulatn.	filmstrips, readings
Planning	3 hrs.	Lecture, discussion, simulation	film
Motivation	3 hrs.	Lecture, filmed case study, group discussion	film, questionnaire
Communication	3 hrs.	Lecture, discussion, role play, game	film, transparancies

Immediately following the program, the participants were given a short questionnaire on which they were asked to rate the segments of the program on a 1-10 scale, 1 being the lowest rating and 10 being the highest rating. They were also given the opportunity to comment on the various segments and make suggestions for improvement.

When all participants in the study group had finished the treatment (training program) they were again surveyed as a group using the instrument.

The results of the initial survey taken after the treatment were not retained and the results of the study are based solely on the results of the instrument.

The Hypothesis of the Study

HYPOTHESIS I : There will be differences between the average responses of line and staff and police personnel for non-participative and participative teaching methods significant at $t=.05$.

$$H_1: \bar{X}_L (np) \neq \bar{X}_P (np) \quad \text{and}$$

$$\bar{X}_L (p) \neq \bar{X}_P (p)$$

with $t=.05$

Alternate: The mean of line and staff equals the mean of police for responses for non-participative and participative methods with $t=.05$.

$$H_0: \bar{X}_L(np) = \bar{X}_P(np) \quad \text{and}$$

$$\bar{X}_L(p) = \bar{X}_P(p) \quad \text{with } t=.05$$



HYPOTHESIS II: There will be differences in the average responses of line and staff and police personnel in their perceived effectiveness of non-participative methods significant at $t=.05$.

$$H_1 : \bar{X}_L \neq \bar{X}_P \quad \text{with } t=.05$$

Alternate: There will be no differences in the average responses of line and staff and police personnel in their perceived effectiveness of non-participative methods, significant at $t=.05$

$$H_0 : \bar{X}_L = \bar{X}_P \quad \text{with } t=.05$$

HYPOTHESIS III: There will be differences in the average responses of line and staff and police personnel in their perceived level of comfort using participative methods, significant at $t=.05$.

$$H_1 : \bar{X}_L \neq \bar{X}_P \quad \text{with } t=.05$$

Alternate: There will be no differences in the average responses of line and staff and police personnel in their perceived level of comfort using participative methods, significant at $t=.05$.

$$H_0 : \bar{X}_L = \bar{X}_P \quad \text{with } t=.05$$

HYPOTHESIS IV: There will be differences in the perceived learning from participative methods between line and staff and police personnel at $p=.05$.

$$H_1: F_1 \neq p.05$$

$$F_2 \neq p.05$$

$$F_{1 \times 2} \neq p.05$$

Alternative: There will be no differences in the perceived learning from participative methods between line and staff and police personnel at $p.05$

$$H_0: F_1 = p .05$$

$$F_2 = p .05$$

$$F_{1 \times 2} = p.05$$

HYPOTHESIS V: There will be differences in the perceived effects of a classification mix between line and staff and police personnel significant at $p=.05$.

$$H_1: F_1 \neq p.05$$

$$F_2 \neq p.05$$

$$F_{1 \times 2} \neq p.05$$

Alternative: There will be no differences in the perceived effects of a classification mix between line and staff and police

personnel significant at $p=.05$.

$$H_0: F_1 = p.05$$

$$F_2 = p.05$$

$$F_{1 \times 2} = p.05$$

HYPOTHESIS VI: There will be differences in perceptions of the effect of having only a peer group present between line and staff and police personnel significant at $\alpha^2 = p.05$

$$H_1: \alpha^2 \neq p.05$$

Alternative: There will be no differences in perceptions of the effect of having only a peer group present between line and staff and police personnel significant to a level of $p.05$.

$$H_0: \alpha^2 = p.05$$

HYPOTHESIS VII: There will be differences in the perceptions of line and staff and police personnel towards the application of subject matter to their job significant at $p.05$.

$$H_1: D \neq p.05$$

Alternative: There will be no differences in the perceptions of line and staff and police personnel towards the application of subject matter to their job significant at $p.05$.

$H_0: D = p.05$

Summary

This chapter has presented the design of the study. It gave a brief introduction discussing the background of the study. Next, the actual design was described discussing the sample, the instrument the statistics and the procedure undertaken.

The last section dealt with the hypothesis of the study giving the primary hypothesis, the alternative and the scientific notations.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This chapter presents the results of the questionnaire described in the previous chapter. It gives the statistical treatment of the data and tests the hypothesis.

Presentation of Data

TABLE II
HYPOTHESIS I

PREFERENCES OF LINE AND STAFF AND POLICE

FOR NON-PARTICIPATIVE AND PARTICIPATIVE TEACHING METHODS

METHOD	$\bar{X}_1 - \bar{X}_2$	t	.05	Accept H_1	Accept H_0
Non-participative					
Lecture	.35	2.07	.05		*
Films	-.55	3.25	>.05		*
Filmstrips	.72	4.25	>.05		*
Participative					
Class Discussion	-.32	1.89	<.05	*	
Problem Solving	.79	4.67	>.05		*
Group Interactn.	.42	2.48	>.05		*
Case Studies	.53	3.13	>.05		*

TABLE II CONTINUED

METHOD	$\bar{X}_1 - \bar{X}_2$	t	.05	Accept H_1	Accept H_0
Reporter	1.32	7.80	>.05		*
Learning Games	-.67	3.96	>.05		*
Role Play/Sim.	-.39	2.30	>.05		*

Conclusion: Reject H_1 and accept H_0

$$\bar{X}_L (np) = \bar{X}_P (np) \text{ at } t=.05$$

also
$$\bar{X}_L (p) = \bar{X}_P (p) \text{ at } t=.05$$

Comment: The differences in preferences for both participative and non-participative methods are not significant between police and line and staff personnel. The only method in which significant differences became apparent was in Class Discussion in which t was less than .05.

TABLE III

HYPOTHESIS II

PERCEIVED EFFECTIVENESS OF NON-PARTICIPATIVE TEACHING METHODS

METHOD	$\bar{X}_1 - \bar{X}_2$	t	.05	Accept H_1	Accept H_0
Lecture	.11	131.89	>.05		*

TABLE III CONTINUED

METHOD	$\bar{X}_1 - \bar{X}_2$	t	.05	Accept H ₁	Accept H ₀
Films	-.11	-131.89	>.05		*
Filmstrips	.04	47.96	>.05		*
Handouts	.05	59.95	>.05		*

Conclusion: Reject H₁ and accept H₀

$$\bar{X}_L = \bar{X}_P \text{ at } t=.05$$

Comment: There are no significant differences in the perceived effectiveness of non-participative teaching methods between the line and staff and police personnel.

TABLE IV

HYPOTHESIS III

PERCEIVED COMFORT AND DISCOMFORT USING PARTICIPATIVE METHODS

METHOD	$\bar{X}_1 - \bar{X}_2$	t	.05	Accept H ₁	Accept H ₀
Case Study	1.0	29.94	>.05		*
Class Discussn.	- 8.2	245.50	>.05		*
Problem Solving	-15.6	449.10	>.05		*
Group Interactn.	- 1.4	41.92	>.05		*
Reporter	-27.0	808.38	>.05		*
Games/Sim	-19.6	586.83	>.05		*
Role Play	-28.2	884.31	>.05		*

Conclusion: Reject H_1 and Accept H_0

Comment: The differences in perceptions between the line and staff and police personnel in their perceived level of comfort using participative methods is not significant.

HYPOTHESIS IV

TABLE V

ANALYSIS OF VARIANCE TABLE
PERCEIVED LEARNING FROM PARTICIPATIVE METHODS

Source of Variation	df	SS	MS	F	p
Within	36	1322.2	36.7		
Between	(5)				
Factor 1	1	1429.1	1429.1	38.94	.01
Factor 2	2	12000.3	6000.1	163.49	.01
Interaction (1x2)	2	-1109.8	-554.9	-15.12	.01
Total	41	13641.8			

Conclusion: Reject H_1 Accept H_0

Comment: The differences in perceived learning from participative teaching methods are not significant between line and staff and police personnel.

HYPOTHESIS V

TABLE VI

ANALYSIS OF VARIANCE TABLE FOR
PERCEPTIONS OF LINE AND STAFF AND POLICE OF A CLASSIFICATION MIX

Source of Variation	df	SS	MS	F	p
Within	6	1048	174.6		
Between	(5)				
Factor 1	1	408.3	408.3	2.3	.05
Factor 2	2	2201.4	1100.7	6.3	.01
Interaction (1x2)	2	5422.0	2711.0	15.5	.01
Total	<u>11</u>	<u>8031.7</u>			

Conclusion: Reject H_1 and Accept H_0

Comment: There are no differences in the perceived classification mix and its effects on the learning situation between the line and staff and police personnel significant at $p=.05$.

HYPOTHESIS VI

TABLE VII

PREFERENCES FOR PEER GROUP ONLY

	YES	NO	
	a	b	
Line & Staff	11	44	55 (k)
	c	d	
Police	12	78	90 (l)
	23	122	145
	m	n	

$$\chi^2 = 1.136$$

$$df = 1$$

$$p = <.05$$

Conclusion: Accept H_1

Comment: The differences in the perceptions of the effect of having only a peer group present are significant between line and staff and police personnel.

HYPOTHESIS VII

TABLE VIII

SPEARMAN RANK ORDER CORRELATION

FOR PERCEIVED APPLICATION OF COURSE MATERIAL TO

THE JOB

PARTICIPANTS	LINE & STAFF	POLICE			
SUBJECT	(RANK)	(RANK)	d	d ²	COMMENTS
Organizing	7	6	1	1	p=.786
Nature of Management	3	2	1	1	
Human Relations	2	4	2	4	with n=8
Planning	6	6	0	0	p>.05
Motivation	5	3	2	4	
Communications	1	1	0	0	
All Subjects	6	4	2	4	
None of the Subjects	3	5	2	4	
				<u>18</u>	

Comment: Reject H_1 and Accept H_0

The differences in perceptions between the line and staff and police personnel in their perceptions towards application of the subject matter to the job are not significant at a level of $p=.05$.

Summary

This chapter has presented the analysis of data based on the hypothesis formulated. All hypothesis have been analysed and that analysis has been presented in tabular form. Conclusions based on the analysis have been stated and any comments have been made.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, DISCUSSION AND SUMMARY

In this chapter are presented the conclusions, recommendations and discussion based on the data of the study. While the conclusions and recommendations are based solely on the data presented, the discussion deals with broader applications of the data.

Conclusions

The conclusions which follow are based on the hypothesis stated in Chapter III and the analysis of data in Chapter IV.

1) Hypothesis I and the analysis of the data for this hypothesis demonstrated that line and staff and police personnel showed no significant differences in their preferences for participative and non-participative teaching methods. Since there are no significant differences, it may be concluded that regardless of the department from which management trainees come, they will have similar preferences for the methods used in training.

2) Hypothesis II and the analysis of the data for this hypothesis showed that there are no significant differences in the perceptions of line and staff and police personnel on the effectiveness of non-participative teaching methods. This would indicate that regardless of the department, the perceptions of municipal employees towards the

effectiveness of lectures, films, filmstrips and handouts will be similar.

3) Hypothesis III and the data analyzed based on this hypothesis indicated that there were no significant differences in the perceptions of line and staff and police personnel regarding their level of comfort using participative teaching methods. This would indicate that regardless of the department from which the 'trainee' comes, the level of discomfort or comfort experienced will be similar.

4) Hypothesis IV and the analysis of data based on that hypothesis indicated that there were no significant differences in the perceptions of line and staff and police personnel towards the degree of learning which occurred using participative teaching methods. This would indicate that regardless of the department in which one works, the trainees will perceive the effectiveness of the participative methods in a similar way.

5) Hypothesis V and the analysis of data based on that hypothesis indicated that there were no significant differences in the perceptions of line and staff and police personnel on the effects of having a mix of superiors and subordinates in the same class. This would

indicate that regardless of the department in which one works, the perceptions of the effects of having superiors and subordinates in the same class would be similar.

6) Hypothesis VI and the data analyzed based on this hypothesis indicated that there were significant differences in the preferences of line and staff and police personnel towards having only a peer group present in the learning situation. In the data 11 out of 55 or 20% of the line and staff personnel and 12 out of 90 or 13.34% of the police personnel indicated that they would prefer to have only their peer group present in a management training program. This would indicate a greater sensitivity on the part of line and staff trainees towards having their peer group only present. The majority of trainees in each group, however, did not feel that 'peer group only' was preferable. In fact, 80% of line and staff and 87% of police participants indicated that they would not be more at ease with only their peers present.

7) Hypothesis VII and the data analyzed regarding this hypothesis indicated that there were no significant differences between line and staff and police personnel regarding their perceptions of the application of program material to their job. The data indicates that regardless of profession the perceptions of the two groups will be similar. Both groups rated "Communications" as the section

they were best able to apply to their jobs. Similarly, both groups rated 'Organizing' as the subject they were least able to apply to their jobs.

In all instances but one, the perceptions of line and staff personnel are similar to those of police personnel. There were no significant differences in the perceptions of the groups towards their preferences for non-participative and participative teaching methods; towards the effectiveness of non-participative teaching methods; towards their feelings of comfort and discomfort using participative teaching methods; towards the degree of learning which occurred using participative methods; towards the effects of having superiors or subordinates in the same class or towards the application of the course material to the job situation. The only area in which perceptions of the two groups differed was in the preference for peer group only. In this instance, the line and staff personnel demonstrated a greater desire to be in a class with peer group only although the preference was expressed by a minority of 20% rather than by a majority.

It may therefore be concluded that in most instances, the perceptions of municipal government personnel towards training programs will be similar. No one department demonstrated vastly diverse viewpoints on the training program.

Recommendations

Based on the data presented in Chapter IV and the conclusions which were made regarding that data, several recommendations may be made.

1) The management trainees surveyed have not indicated strong preferences for either participative or non-participative teaching methods. From this conclusion it may be inferred that there is a desire on the part of trainees to have a variety of training methods used rather than only non-participative methods such as lecture, films, filmstrips and handouts or only participative methods such as case studies, role play, games and simulations, group discussions and problem solving activities. It is therefore recommended that in the design of management training programs, an attempt be made to include a variety of teaching methods of both participative and non-participative types.

2) The management trainees surveyed have not indicated strong preferences for any particular non-participative teaching method. This again would indicate that there is a desire on the part of trainees to have not only 'lectures' but to also have 'films', 'filmstrips' and 'handouts' used. There was no indication that trainees perceived any non-participative method as being the 'best', but rather saw a combination as being more desirable. It is therefore recommended that when applicable such methods as films, filmstrips, programmed instruction and handouts be used as well as

or instead of the traditional 'lecture' method.

3) The management trainees surveyed did not indicate strong feelings of discomfort while using participative methods. This would indicate that it is possible to use such methods as role play, case studies, group problem solving activities and class discussions with little fear that their use will create great anxiety on the part of the learner. It would appear, then, that it is not necessary to avoid these methods simply because the instructor perceives that it may cause discomfort. It is therefore recommended that the participative methods be used whenever appropriate and not avoided due to instructor perceived discomfort.

4) The assumption that trainees may find some participative methods a diversion rather than a learning experience has no basis in the data of this study. There is no indication that management trainees will learn less because of the use of participative methods and in fact there may be some indication that they will learn more because they are actively involved. It is therefore recommended that participative methods be used in the design of management training programs when they are appropriate to the situation and the material.

5) In scheduling participants for management training programs, there has been some sensitivity on the part of the Personnel Department towards avoiding a mix of superiors and subordinates in the same class. There is no basis in the data of this study to indicate that there are

negative effects on the learning environment because a superior or subordinate is present. The trainees surveyed did not indicate strong opposition to having this 'mix' present and it is possible to infer that they found the 'mix' positive since it allowed for perceptions from several levels of management. It is therefore recommended that when scheduling management training programs, it is not necessary to entirely avoid having a classification 'mix' in the class since the effects are not negative and may in fact be positive.

6) The data of this study has indicated a desire on the part of a minority of line and staff personnel to have only peer group present during management training programs. There has not been as strong an indication from the police department. It is therefore recommended that although peer groups should not be the major consideration in scheduling classes, that some consideration be made in this regard. Perhaps limiting the classifications in a given group to one or two levels upwards and downwards may be more desirable than taking a broad diversity of people.

7) The data of this study have indicated that certain subject areas are perceived by participants from all departments as being more applicable to their jobs than others. Since the data analyzed indicates preferences and not needs or managerial job skill requirements, no conclusive recommendations to enrich 'communications' or avoid 'organizing' can be made. It is recommended that further study on

the skills required by managers be made before alterations in the program can take place. Programs must be based on required skills and not merely preferences if they are to be effective. By catering only to preferences important skills of a manager may be neglected leaving the management trainee handicapped or ill-prepared to do the job required of him.

The recommendations based on this study are: 1) An attempt should be made on the part of program designers in the City of Winnipeg to use a variety of teaching methods both participative and non-participative; 2) When non-participative methods are the most appropriate form of conveying the material, an attempt should be made to use not only lecture but also films, filmstrips, programmed learning and readings or handouts; 3) Participative methods should not be avoided because the instructor perceives that there will be some degree of discomfort. There is no indication that this discomfort distracts from the learning situation; 4) Participative methods should not be avoided because the instructor perceives them to be a diversion rather than a learning tool. The study indicates that where appropriate participative methods can enhance learning and there is no indication that they will detract from learning; 5) A mix of subordinates and superiors in the same class should not be avoided on the basis of the assumption that it distracts from learning. There is no indication that it distracts from the learning situation and there is some indication that it may enhance learning; 6) Scheduling

only peer groups in a classroom should not be a primary consideration of the training branch. Although there is some indication that line and staff personnel prefer 'peer group' only, this indication is the opinion of a minority; 7) Further study should be made on the needs and skill requirements of managers before designing more management training programs or altering those which exist. Although some subject areas are preferred over others and perceived as being more applicable to the jobs, these are only preferences and do not indicate skill needs.

Discussion

The study undertaken and reported in this paper indicates the preferences of a small and relatively isolated group of Municipal Employees. The preferences they have articulated, however, may have broader application than merely the population surveyed. Current research has indicated a move towards the use of more active teaching methods in the general adult population:

"I find the key to learner interest is in his active--not passive participation in the learning process..."
(Zoll, 1969, p. vii)

The results of this study appear to support Zoll's concept. There has been some indication on the part of the population surveyed that they wish to be involved in the learning situation in an active way. At no point in the study did those surveyed indicate a lack of desire to be passive rather than active. The subject area in which the greatest proportion of time was spent in active participation was

'communications'. Those surveyed indicated that 'communications' was the subject they could most readily apply to their jobs. Possibly this perception indicates that greater participation facilitates transference of theory to practice.

At the same time that there has been a trend towards more active teaching methods for adult students, there has been a trend towards abandoning the traditional 'lecture' method to some degree:

"Teaching by talking is a good method but other methods have been developed which are more appropriate at particular times than talking. When members of the group (trainees) function as active rather than passive participants, the learning process is enhanced..." (Crane, 1972, p.6)

The results of this study support Crane's concept at least in part. Not only did there appear to be greater applicability of subjects which required more active participation on the part of the trainees, but also the results indicated a desire to use a variety of teaching methods. The 'lecture' method or any other method used as the only means of teaching were not indicated and did not appear to be desirable on the part of the group surveyed.

The results of this study imply that those who wish to train management people should be well acquainted with a variety of teaching methods. There is some indication that trainers should not only be good speakers but should also be good at using games, simulations, case studies, group discussions, role plays and group problem solving situations. The results of the 1972 ASTD study have indicated similar findings to those of this study. (Blumenfield and Crane, 1973)

The data of this study was not supportive of the assumption that

'police' trainees perceive the learning environment differently from others because they are in a more 'conservative' profession. This may imply that the assumption that more conservative professions require more conservative methods of teaching has little basis in fact. It is possible that professions such as Law, Engineering and Business Administration, require active teaching methods as much as the less conservative professions. The results of the study have indicated that the City of Winnipeg can not segregate trainees on the assumption that the police require less active methods. Possibly, other professions may be making the same assumption without any basis in fact.

It has been an assumption of the training branch of the City of Winnipeg personnel department that role plays and games should be avoided because they cause learner discomfort thus distracting from the learning which might otherwise take place. The results of this study have indicated that this assumption can no longer be held. It is possible that other adult educators have held the same assumption. The only way in which the assumption can be confirmed or denied is through other adult educators experimenting with a variety of methods. It is possible that the assumption may be substantiated in certain groups of people but it cannot be substantiated unless a variety of methods are attempted on the part of the educator.

An assumption on the part of the training branch of the City of Winnipeg personnel department that a mix in classification levels which included superiors and subordinates was undesirable if not

determental to the learning environment. The results of the study undertaken did not substantiate this belief and there was some indication that such a mix provided a variety of ideas and perspectives which were positive. It is possible that similar findings might be made in other situations, using other demographic data. For example, it is possible that mixes in ages, sex, educational levels, and professions have been avoided because it has been assumed that some determental effects may result. The only way in which the assumptions may be substantiated is through further study and experimentation. One such experiment which has been attempted in Winnipeg schools is the introduction of the adult student into high school classes. There appear to be no results of this experiment available and perhaps this is an area of study which requires a closer and more thorough examination.

The preceding discussion has given examples of the possibility of broader applications of the results of this study. There is some indication that although the population surveyed is small, some of the results are similar to those of larger studies undertaken. It is possible that many adults prefer more active teaching methods and find greater applicability of the subject when they have been actively involved. It is also possible that incorrect assumptions have been made regarding adults by many adult educators and that these assumptions can only be substantiated through further study and experimentation.

Summary of the Study

The preceding chapters of this paper have presented the analysis of results of a study conducted by the City of Winnipeg, Personnel Department, Training Branch. The purpose of the study was to assess the perceptions of management trainees towards the training methods used in the management training program offered by the personnel department. A questionnaire was used to collect the data analysed in the study and hypothesis were formulated to test the data. Although the results obtained were based on a fairly small population, it is possible that they may be applied to larger populations and may have implications in the fields of business education, management studies, business administration, adult education, educational methodology and educational evaluation in general.

The first chapter outlined the study. Included were the background of the study, the hypothesis to be tested, the limitations and delimitations of the study and the possible value of the study to other fields.

The second chapter reviewed the current literature on educational methodology, evaluation and adult education in management training. A variety of teaching methods were reviewed and several methods of conducting educational evaluations were also reviewed. The research in adult education concentrated on current experiments in the use of various educational methods in adult education situations.

The third chapter outlined the design of the study. In it the sample, the statistics, the procedure, the treatment and the hypothesis of the study were presented.

Chapter four presented an analysis of data based on the hypothesis. The results were presented in tabular form and analysed using t-tests, two way analysis of variance and Spearman's Rank Order correlation coefficient. Conclusions were presented after the data related to each hypothesis and in all instances but one the hypothesis was rejected while the alternate hypothesis was accepted.

The fifth and final chapter of the paper discussed the conclusions of the study based on the data, made recommendations based on the conclusions and discussed the broader implications of the study.

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APPENDEXES

APPENDEX A- MANAGEMENT TRAINING QUESTIONNAIRE-- The Instrument of the Study.

APPENDEX B- THE RESULTS OF THE STUDY

Table I- Response of Line and Staff to Question A

Table IA-Response of Police to Question A

Table II-Response of Line and Staff to Question B1

Table IIA-Response of Police to Question B1

Table III-Response of Line and Staff and Police to Question B2

Table IV- Response of Line and Staff to Question B2

Table V - Response of Police and Line and Staff to Question 3.

Table VI- Response of Police and Line and Staff to Question 4.

Table VII-Response of Police and Line and Staff to Question 6 -- A Summary of Written Responses

Line and Staff Responses to Question 7

Police Responses to Question 7

APPENDIX A

Personnel Department
Management Training
Questionnaire

Please rank order from 1 to 10, in order of importance your choice of the training technique which you feel was the most effective and provided you with the best learning experience.

- | | |
|---|--------------------------|
| Lectures | <input type="checkbox"/> |
| Films | <input type="checkbox"/> |
| Filmstrips | <input type="checkbox"/> |
| Class Discussions | <input type="checkbox"/> |
| Group Problem Solving Activities | <input type="checkbox"/> |
| Group Interaction | <input type="checkbox"/> |
| Filmed Case Studies | <input type="checkbox"/> |
| Reporter to Class on Behalf of your Group | <input type="checkbox"/> |
| Learning Games (Communications Read With Understanding) | <input type="checkbox"/> |
| Role Play (Storm Window Case) | <input type="checkbox"/> |

Example: If you felt that the "films" were most effective, mark the figure 1 in the box opposite and if you felt that "group interaction" was 2nd most effective mark the figure 2 in the box opposite etc. through to number 10 which would be your choice of the least effective method.

B. Would you please check the box which most closely reflects your feelings about the following training methods?

(1) Very Moderately Not too Useless
 Useful Useful Useful

Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filmstrips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(2) Felt Learned

Uncomfortable
Comfortable

Very Little
Something
A Great Deal

Case Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games/Simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3) How do you feel that having a mix of people including equals, superiors and/or subordinates in a class affected your participation?

	Profound Effect Participated Very Little	Cautious Participation	No Effect Good Participation
--	--	---------------------------	------------------------------------

(a) Class Discussions

(b) Group Activities

(4) Would your participation have been greater if you were only with equals?

Yes No

(5) Did you feel that having a "mix" of people was an opportunity for a valuable exchange of ideas?

Yes No

(6) Can you give an example of how one of your learning experiences can be related to your job?

(7) Additional Comments:

TABLE I
RANKING OF METHODS BY LINE AND STAFF PERSONNEL
RESPONSE TO QUESTION A

METHOD \ RANK	Totals									
	1	2	3	4	5	6	7	8	9	10
Lecture	18	3	11	5	3	5	2	2	1	5
Films	7	11	4	2	9	8	5	3	3	3
Filmstrips	0	4	2	2	7	7	10	8	11	4
Class Discussions	12	9	8	8	6	5	3	2	1	1
Problem Solving	10	13	5	13	2	6	1	3	1	1
Group Interaction	3	7	9	10	10	1	8	4	2	1
Case Studies	3	5	5	7	6	6	12	8	2	1
Reporter	0	1	6	1	7	6	7	8	12	7
Learning Games	0	1	3	4	2	6	4	12	17	6
Role Play/Simulation	2	1	2	3	3	5	3	5	5	26

TABLE I A
 RANKING OF METHODS BY POLICE PERSONNEL
 RESPONSE TO QUESTION A

METHODS	RANK									
	Totals									
	1	2	3	4	5	6	7	8	9	10
Lecture	24	7	11	4	15	10	4	5	3	7
Films	16	14	12	16	7	4	7	6	7	1
Filmstrips	1	4	5	5	7	17	11	15	11	14
Class Discussions	16	22	20	11	8	5	0	5	3	0
Problem Solving	16	24	15	10	7	5	4	7	1	1
Group Interaction	7	7	11	15	10	10	15	9	5	1
Case Studies	4	4	6	10	14	10	18	11	9	4
Reporter	0	3	2	10	4	4	13	15	16	23
Learning Games	3	3	4	5	9	17	8	9	26	6
Role Play/Simulation	3	2	4	4	9	8	10	8	9	33

TABLE II
PERCEIVED EFFECTIVENESS OF NON-PARTICIPATIVE METHODS
BY LINE AND STAFF PERSONNEL
RESPONSE TO QUESTION B1

RATING METHOD	VERY USEFUL	MODERATELY USEFUL	NOT TOO USEFUL	USELESS
Lecture	26	27	2	0
Films	26	23	6	0
Filmstrips	11	35	9	0
Handouts	16	25	13	1

TABLE IIA
PERCEIVED EFFECTIVENESS OF NON-PARTICIPATIVE METHODS
BY POLICE PERSONNEL
RESPONSE TO QUESTION B1

RATING METHOD	VERY USEFUL	MODERATELY USEFUL	NOT TOO USEFUL	USELESS
Lecture	39	47	4	0
Films	52	34	4	0
Filmstrips	22	52	16	0
Handouts	27	48	14	1

TABLE III
 PERCEIVED COMFORT AND DISCOMFORT
 USING PARTICIPATIVE METHODS
 RESPONSE TO QUESTION B2

METHOD	COMFORT				DISCOMFORT			
	LINE & STAFF		POLICE		LINE & STAFF		POLICE	
	#	%	#	%	#	%	#	%
Case Studies	52	94.5	85	94.4	3	5.5	5	5.6
Class Discussns	43	78.2	74	82.3	12	21.8	16	17.7
Problem Solving	44	80.0	79	87.8	11	20.0	11	12.2
Group Interatn.	43	78.2	71	78.9	12	21.8	19	21.1
Reporter	28	51.0	58	64.5	27	49.0	32	35.5
Games/Sim.	38	69.1	71	78.9	17	30.9	19	21.1
Role Play	31	56.4	63	70.0	24	43.6	27	30.0

TABLE IV
 RESPONSE TO QUESTION B2
 PERCEIVED LEARNING
 USING PARTICIPATIVE METHODS

PERCEPTION METHOD	LEARNED VERY LITTLE				LEARNED SOMETHING				LEARNED A GREAT DEAL			
	L&S		POLICE		L&S		POLICE		L&S		POLICE	
	#	%	#	%	#	%	#	%	#	%	#	%
Case Studies	0	0.0	0	0.0	28	50.9	40	44.4	27	49.1	50	55.6
Class Discussions	1	1.8	4	4.4	20	36.4	28	31.1	34	61.8	58	64.5
Problem Solving	2	3.6	2	2.2	19	34.5	28	31.1	34	61.8	60	66.7
Group Interaction	1	1.8	3	3.3	26	47.3	35	38.9	28	50.9	52	57.8
Reporter	5	9.1	4	4.4	28	50.9	45	50.0	22	40.0	41	45.5
Games/Simulations	4	7.3	1	1.1	27	49.1	51	56.7	24	43.6	38	42.2
Role Play	7	12.6	3	3.3	16	29.1	47	52.2	32	58.1	40	44.5

TABLE V
 PERCEIVED EFFECT OF A CLASSIFICATION MIX ON PARTICIPATION
 RESPONSE TO QUESTION 3

EFFECT ACTIVITY	POLICE						LINE & STAFF					
	Profound Effect		Moderate Effect		No Effect		Profound Effect		Moderate Effect		No Effect	
	#	%	#	%	#	%	#	%	#	%	#	%
a) Class Discussn	1	1.1	18	20.0	71	78.9	2	3.6	14	25.5	39	70.9
b) Group Activit.	0	0.0	12	13.3	78	86.7	2	3.6	13	23.6	40	72.8

TABLE VI
PERCEIVED PARTICIPATION
WITH PEER GROUP ONLY
RESPONSE TO QUESTION 4

RESPONSE GROUP	YES		NO	
	#	%	#	%
Line and Staff	11	20.0	44	80.0
Police	12	13.3	78	86.7

TABLE VII

PERCEIVED APPLICATION OF
COURSE MATERIAL TO THE JOB
SUMMARY OF RESPONSES TO QUESTION 6

PARTICIPANTS SUBJECT	LINE & STAFF		POLICE	
	#	%	#	%
ORGANIZING	1	2.63	1	1.85
THE NATURE OF MANAGEMENT	5	13.15	8	14.81
HUMAN RELATIONS	8	21.05	6	11.11
PLANNING	3	7.89	1	1.85
MOTIVATION	4	10.52	7	12.96
COMMUNICATIONS	9	23.68	21	38.88
ALL OF THE PROGRAM	3	7.89	6	11.11
NONE OF THE PROGRAM	5	13.15	4	7.40
TOTALS	38	100.00	54	100.00

LINE AND STAFF RESPONSES

(7) Additional Comments:

1. Obviously there have been people attending courses such as these. They have participated but keeping a negative attitude in the back of their minds. Ironically it would be very hard to single out these individuals, I would suggest that some effort be made, as the damage caused by them to the entire management team is immeasurable.
2. As a subordinate I have yet to see the training actually put into practice. I feel management has not responded to employee's job satisfaction, better human relations, more trust in the employee ability to do the job. In this office managers are "doers" rather than managers.
3. Course 1 and 2 were very good - #2 was better because there was more class involvement. I hope these training sessions continue in the future.
4. Unfortunate those instructing the courses do not practice what they preach. One would get the impression "some" instructors are using the program to enhance their own stature rather than improving themselves and assisting others.
5. Would prefer fewer films, though more case type films: prefer more group discussion and group activities with the same approximate amount of lectures.
6. Has resulted in greater planning of my work - sitting back and listening before acting.
7. This course was designed for a non-discipline type of organization. Where one works in a loose set of guidelines whereas Police are governed by rules and regulations, the Criminal Code, all municipal and civic-by-laws and are a semi-military body and you do as you are told. I agree this course is great for Great-West Life Insurance, etc. or other civic bodies, but this should have been designed for the police who are working in a strict atmosphere, and with narrow guidelines.
8. Like to go to more classes.
9. Excellent opportunity to meet other people from various districts and departments. Over coffee chatter valuable also.
10. Have enjoyed the sessions and look forward to more of same.
11. Everyone is well meaning, which should reflect in future improvement of individual.
12. How come there never appears to be any Hydro Supervisors on these courses.
13. I thought the course was worth while taking.
14. I feel the need for something in the way of training every year.
15. There should be more lectures, more class discussions and more group problem solving.

LINE AND STAFF RESPONSES TO QUESTION 7--con't

16. The courses should be held about six months apart. So that a person can get a better follow up.
17. I would like to see case solving examples which are modelled directly on City or municipal problems. It appears as though most text books and reading material are related exclusively to private enterprise, corporations, etc.. It would be refreshing to look at municipal cases.
18. This course was very interesting and a great value to many people. I would certainly enjoy taking the other terms of this course.
19. "Order of Importance" listing is variable depending on use of aids with lectures. A lecture with chalkboard diagrams or slides can be very effective as long as balance is maintained. Retention percentage is low, and some form of repetition or review lends emphasis.
20. More emphasis needed on specific "City of Winnipeg" condition and organizational approach: some theories do receive little or no recognition, or are simply not applicable.
21. The 3D Game was excellent. Those kind of practices stay with you more than any other lecture and the films.
22. Management is an ongoing process. Three days per year is pretty skimpy. Exercises on various skills required could be provided and tried out on the job and the results reported upon on. i.e. Planning, Group Decision Making, etc.
23. Group involvement is important. Group participation should follow lectures and films. Group participation holds the groups interest.
24. I hear management II is great - those who have been won't clue me in - but looking forward to it! With Gusto!
25. Very good course and would like to continue on them.

POLICE RESPONSES

Question 7

(7) Additional Comments:

1. Relative to Section A, I feel that all aspects of teaching and learning whether it be Films or Games, are all instrumental due to their variety and impact on different people.
2. I found that filmed case studies is very useful, it gets the point across.
3. Interaction and discussion groups or syndicates give individuals more opportunity to express themselves and have a tendency to put participants at ease.
4. Perhaps this questionnaire could be sent out shortly after completion of the Management Training. It has been some seven months since I attended the course and I had some difficulty sorting out the categories in Section "A" of this questionnaire.
5. The calibre and interest shown by each lecturer impressed me and they put the material across in a very simple manner. Some of these lectures tend to become confusing and clouded since there isn't a definite right and wrong way to do things, however, this material offered was quite clear and put across well.
6. Recommend increased exposure to indirectly related fields of operations.
7. A good learning experience. Questionnaire should be sent out a little sooner in order to receive relevant feedback.
8. The course was interesting and informative.
9. Generally the course was very good. I feel that I gained quite a bit from it which will be of great assistance in the future. Many thanks to the helpful training staff for their interest and participation.
10. Good course but feel it was too drawn out - 3 days would be enough.
11. Also thought that the management training course was helpful, in the respect that we made the acquaintance of other officers both superior and subordinate. Learned something of their personalities, and their thoughts on certain aspects of our line of work.

Question 7 con't

12. Course should be longer duration. More outside lecturers would be of value.
13. Casual informal atmosphere was different and welcome. No sense of pressures.
14. Instructors very good, I feel that your seminar should not stop at the inspector level, include all Department senior officers, then all would have a general knowledge of new ideas and it could better be applied through out the Divisions.
15. I enjoyed the course and enjoyed the participation and the manner in which the course was presented.
16. Good course.
17. More informal gatherings should be held, even for one or two days at a time. The sessions should pertain the particular profession and not in general. Police work cannot follow the general run of the mill methods used in general office or production line supervision.
18. A transfer of information from members in the specialist divisions to the uniform members of the Department under relaxed conditions was most important to me. Even gathered around the lunch table discussions would arise between members from all Divisions and common problems would be aired. We were brought up to date on various changes that had been made in the Criminal Code, the various Acts and By-Laws. In a good many instances these changes were being dealt with by the respective specialist divisions in their fields and were not common knowledge to the other departments. If possible I would like to see all personnel attend a class for a day once or twice a year to be brought up to date with the various changes. These classes could be informal with a mixture of personnel from all Divisions.
19. I feel lectures are important, but must be used where possible with the aid of visual aids to keep both the instructor and the class fixed on the subject matter. Group and class discussions are very beneficial to both - the class and the instructor. Films are good but, I feel film strips and overhead projectors are more useful to the instructor as he can control the pace. I enjoyed the course and look forward to returning in the future.
20. Enjoyed the program.
21. Usually come to an agreement on how to proceed. More ideas are presented and all aspects of the problem are viewed. This also applies in day to day work by discussing with subordinates, they then know the reason for doing the task and the agreed system to attack same.
21. Generally a good course.
22. More classes should be undertaken. Possibly at least one a year.
23. Lectures especially in the afternoons should be broken up and in any case should not be more than 45 minutes in length regardless of the subject, because what is of interest to one person may not be of interest to another.

24. I would like to see a mixture of persons from different Civic Departments in a class. I was in a class of all Police and I think my experience would be broadened by listening and contributing to problems of persons from other Civic Departments and learning from their experience.
25. I could appreciate what the lecturers were striving for but it would have been advantageous to have a lecturer from the higher echelon of the Police Department. I feel that there would be good rapport between class and lecturer - something on a common ground.
26. In my opinion, I would like to have officers attend, so as we subordinates can rake them over the coals.
27. The lessons in the communicating skills were interesting and of considerable value.
28. Courses are too short. Courses should be attended as least once yearly.
29. I personally enjoyed the course and found that as opposed to some courses the lecturers seemed to know their particular subjects and were able to put it across.
30. Re questionnaire section A - I may have shown the lecture method lower than I should have but this was simply because some lectures I got a considerable amount of information from and others very little. As you well know the amount learned can depend on many matters, the lecturer, the subject matter, the time of day, etc.. I have entered nothing in B-2, the reason being none of the headings really apply as far as I was concerned. I felt OK throughout all of these, but in none did I learn very little, nor did I learn a great deal. I was in between on most. Question 3-4 I answered in relation to the rank structure that was present during the course I attended, i.e. Patrol Sergeant to Acting Superintendent. If I had been there with a class of ranks of Assistant Deputy Chief and up I would have definitely felt uncomfortable.
31. The course was a success and should be repeated more often. I believe the persons attending future courses should be those not previously attending courses of this type. Repeat attendance at courses of this type should not be attempted until all members of a Department have attended.
32. Should be a longer course, and more on Police work, although it was good to learn about other departments.
33. Difficult to make changes in a rigid structure such as ours.
34. I found all the lecturers were able to get their message across quite well. I also think that there should be more of the group discussion type sessions as it gives the different department members a chance to clear up minor as well as major differences in opinions on how a task is carried out to its completion.
34. I feel that it would be beneficial to have both "Management Training" and "Police Management Training" if possible.
35. This was a most effective training experience a credit to those responsible.

36. I found the training program as presented very interesting although I am not sure that in so far as the Police inter relationship is concerned the quasia military system under which our discipline operates was really discussed in the application of management theory.
37. Some lectures were rather dry but were well presented by the instructors. Lectures could be presented with more visual aids, or film strips. Some topics could have been shortened, while others could have been expanded. In all the course is very good and could improve as time goes on.
38. The group participation and reporting back with usual class criticism often outlined totally different views of the given problem, I found this good.
39. This program was something new and a step in the right direction for upgrading our training procedures.
40. Found it difficult identifying most of the material in the course with work situations in the Police Field.
41. A good course that all supervisory should attend. Good sound management makes for an effective and efficient Department and this course is definitely a step in the right direction.
42. Although a chance was given to comment on the course upon its completion - I would heartily recommend that the survey now being conducted should have been done within a month or so.
43. I found that whole training program was well organized and personally learned a great deal.
44. The overall course was very informative and no doubt a value to all who may have the opportunity to take same.
45. I assume all the Management classes in the past were mixed ranks as was the one that I attended and as I have indicated it did not bother me. One cannot really say whether it would be better with all equal ranks until one has tried it. Irregardless, we are all Police Officers and should be able to get along whether it is on the job or attending a Management class.
46. Further courses should be carried out in the future.
47. Learned very much from the course and enjoyed the work done by all the instructors. I felt though that the time spent on Learning Games and 3D Game was a little too long, more group discussions would have been equally as effective, although I should not grumble, I was on a team that "caught on" to the 3D Game.
48. I enjoyed working with persons from various parts of our Department and the fact they were of different rank made little or no difference. It was an opportunity to get to know of problems in other Departments and how they were solved.
49. A refreshing and most enjoyable course which was long overdue.

50. Your method of involving all students in your class of instruction by becoming involved in discussions and active participation makes it very interesting and keeps you alert. I enjoyed it very much and would willingly attend again, if given the chance.
51. I found the week of the Management Training course very interesting and I think I should say enjoyable. I feel that it was very useful and has me thinking more of human relations in my work, trying more to motivate people but still maintain discipline.
52. I personally found that listening to continuous lectures made me very uncomfortable and I became drowsy and therefore disinterested.