ABSTRACT
                While most training and development/institutional
development professionals are familiar with either the world of
formal higher education or the world of training in the
business/industrial sector, few training and development
practitioners are familiar with both. It is necessary to coordinate
the efforts between these two spheres in order to develop the
curriculum needed to produce professional trainers and human resource
development (HRD) specialists. To determine where joint efforts
between these two worlds will be beneficial, one must first explore
the similarities and differences between higher education and
training and development as they exist in the following areas:
regulation of the education/training process, training/education
goals, method of delivering training (credit versus skills),
perceptions of the learner's role, and learner motivations in
different settings. Educators entering the trainer's world must work
for credibility in that world by adopting the mindset of the local
training community. They must strive for a balance between
theoretical and practical experiences in designing course-work and
projects. Most important to establishing a program to train HRD
practitioners is a willingness to accept trainers as professional
educators working in a different setting with different constraints
and resources. (MN)

TRAINING REAL WORLD TRAINERS FROM THE IVORY TOWER

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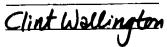   Rochester Institute of Technology
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A LITTLE BACKGROUND

Most training and development/instructional development

professionals are already familiar with either the world

of formal higher education or the world of training and

development in the business, industrial sector. While some

people have alternated between those two worlds with some

ease and facility, the majority of practitioners in training

and development, in human resource development (HRD), and in

higher education have labored in one area or the other with

little crossover. This has been a normal state of affairs

for some time. Now, however, events outside of the field

are moving the two areas closer together. It is a time

when each group needs to better understand the other so

we can coordinate our efforts to develop the curriculum

needed to produce professional trainers and HRD specialists.

ALIKE...BUT DIFFERENT

The first thing needed is to explore the similarities
and differences between higher education and training and
development. If each area understands the underlying
reasons for the behavior of the other, we can dispel some
of the more common myths and find out where joint efforts
will produce joint success. The "town and gown" friction
has been around for several hundred years now and is not
likely to disappear unless we consciously work to overcome
it. More bluntly put, if you let personalities and
prejudices get in the way or decide you don't want to
understand, you won't. Caveat discens.

REGULATION

One of the first differences between higher education
and the training field is the regulation of each. Most
organizations in business and industry are allowed to
set up training programs to meet their own needs. There
is little outside regulation of the training process
itself, although there may be EEO rules, union agreements
and the like. Higher education is, for better or worse,
usually directly regulated by an agency of the state
government. Further, if the institution is part of a state

higher education network, it is even more tightly controlled
and those in the system are state employees. There may
even be a civil service system for both faculty and staff.
It is usually dependent on the legislature for funding. Even
if the institution is private, major programs and curriculum
changes are subject to state review and approval. Further,
the institution itself is subject to review by regional
accreditation associations. Further still, programs within
the institution are often reviewed and accredited by
professional associations. (Interestingly enough, ASTD
does not perform this function or set up professional
guidelines.) Thus, programs and institutions are under
continual regulation.

On the other hand, business/industry/government generally
has more freedom to create training programs which directly
meet the organization's immediate needs   This difference
in freedom undoubtedly stems from the fact that the business
of educational institutions is training while in business/
industry training is an adjunct to its main business. The
implications of this difference are manifested in who is
taught, what is taught, and, perhaps most important, how it
will be taught. More on that 1 st a bit later.

TRAINING/EDUCATION GOALS

The second major difference between the two areas (which
stems directly from the first) lies in the goals of the
training and the amount of training given.

The overall goal of formal education is training for
a "lifetime" or, at least, a "career." The training[1] is for
a family of jobs which the learner may encounter in the next
five to ten years or more. In contrast, industry training
is more likely to be job specific. The skills taught are
those which will be needed on the job in the near future.
As new skills are needed or the job changes, the employee is
often retrained. These different goals shape the expectations
of the trainee and training group. In business/industry,
the trainee is often regarded as a long term employee who
will be trained to meet company and employee needs. In
higher education, the student[2] is considered to be a
once-around learner[3] and all relevant training must be given

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[1]Notice sometime how most higher education people bristle at
the thought that they "train." They do not! By definition,
(usually their own), they "educate" rather than train.

[2]Notice the shift in terms—from trainee to student.

[3]Once-around means the learner will go through a program once—
thus an institution of higher education usually has only one
opportunity to "educate."

be given at this point in time. Under these circumstances,
it is only natural that any formal education would emphasize
some theory which could be applied in a variety of situations
at different times in the future. With different goals and
a different time frame for training, business/industry
training naturally encompasses smaller segments of job
related instruction stretched over a period of time and
offered as the employee/trainee needs to learn. The
important point here is that neither approach is inherently
better than the other. The ground rules and needs of the
different fields more or less force a different view of
training. Even more important is the fact that neither area
can make changes prohibited by the institution or organization.
Thus, argument over these non-negotiable "givens" becomes
an exercise in futility.[4]

CREDITS VERSUS SKILLS

The third major difference between the two areas is
how training will be delivered. As before, those previously

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[4]For example, arguments over the "relevance" of theory versus
application become moot. Even if practitioners in one area
did want to adopt the other's approach, the organization/
institution would probably be against it.

existing assumptions and systems regulating the organization
or the institution will determine the nature of the training.
In higher education, for example, credit for class is based
on the Carnegie unit--a credit hour and contact hour approach.
Traditionally the training period is a number of classes per
week at a regular time spread out over a number of weeks.
The standard Carnegie unit approach allows transfer of
credit from one institution to another--something needed in
education. In contrast, training in business and industry
is often compressed into a single, continuous, period of
intensive instruction. Transfer of credit is of no concern.[5]
And any training/education system geared for one approach
is predictably resistant to any changes toward the other.
Directly related to this fact is the fourth difference--
the learner.

THE LEARNER/TRAINEE...WHAT S/HE THINKS ABOUT INSTRUCTION.

Perceptions of the learner's role make a great difference
in the training process. In higher education, the learner
pays to be instructed. In business/industry, the opposite i,

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[5]Why transfer credit? The employee is permanent, remember?

generally true--the student is paid to attend class.

Therefore, in business/industry shortening a course (while

maintaining the same end-of-course performance by the

trainee) is considered beneficial. In higher education,

however, shortening a course may be looked on as short-

changing the student in terms of time paid for--and the student

may raise the question.[6] The implication is that in the

education sector, the student's time is free; in business

and industry, it is seen as an expense. This difference

gives rise to differences in scheduling, in the amount of

homework given, and in the amount of instructional time

devoted to more general information as opposed to directly

job-related skills.

A longstanding traditional role of the learner also

comes into play. Learners in higher education are generally

perceived as supplicants gathered at the fount of wisdom.

Learners in business/industry often (but not always) have

a better chance of being perceived as practitioners seeking

some additional skills. The difference in roles also shapes

the approach to instruction.

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[6]In 1978, some New York colleges missed three class sessions
because of snow. As a result, the question was raised--by
the institutions and the state--about plans to make up the
missed classes. The central issue was time in class--mastery
of skills was secondary.

WHY PEOPLE BOTHER TO LEARN SOMETHING NEW

Learner motivations may also be different although the motivational factors involved are so complex as to almost defy any such simplistic statement. Motivation may--or may not--be higher in business/industry or higher education. For example, who is the more motivated--the trainee whose job performance depends on the training or the prehire who has invested money in gaining some general skills and a degree? Prehires entering a degree program in higher education are often aware that there may be no immediate payoff in terms of the job and that their training will be general and will cover a longer period of time. Thus they may welcome a broad approach. The same broad approach may frustrate those already employed. We have barely scratched the surface of learner motivation.

While there are more differences which could be explored--program funding, organizational rewards, grading-- there is one final difference that needs to be delt with.

EDUCATIONAL INSTITUTIONS...MORE ALIKE THAN TRAINING ORGANIZATIONS

Strangely enough, programs on a given subject in different institutions of higher education are more similar to each other than are training programs on a given subject

in business/industry. This is only natural because of the
regulation of the higher education enterprise and the need
to move "credits" from one institution to another. This
similarity means that higher education, while less directly
applicable to a specific job skill, is more applicable to
the family of skills. It also means that the "curriculum"
for a specific field will probably have a common core--no
matter how different course descriptions may seem.

EDUCATION AND TRAINING...SIMILAR WORLDS EXISTING APART

All these differences lead to the first step on the
part of the "educator" in designing curriculum for
"trainers." Even though the "trainer" and the "educator"
may nominally and functionally do the same thing--teach
people skills--their operational environments are worlds
apart. To serve business/industry, the educator must
recognize these differences and set aside his or her world
and enter that of the training practitioner. The problems
of trainer must be approached not with solutions from the
educational world but with solutions derived from the context
of the trainer's world.

As the educator enters the trainer's world, an
additional factor--a personal factor--often creeps in. In

the land of higher education, the faculty receive respect
automatically because of their ranks and degrees rather
than their functions. They are accustomed to be listened
to. This is not true of the trainer. (This may be a sore
point between trainer and academic.) Furthermore, when
the trainer enters the educator's world, he or she is asked
to earn respect through the coin of the institution--course
grades and degrees. When, in turn, the educator enters
the world of the trainer, it seems only natural that the
educator should start anew (like the aforementioned trainer)
and earn respect in the coin of the training community--
performance and demonstration of skills. Yet this often is
not the attitude of the educator who expects deference due
to rank. This difference alone can cause untold, unpredicted
problems.

CROSSING THE BAR

If the educator would enter the trainer's world, a
new language must be learned; new procedures must be learned
and accepted; needs and problems must be viewed within a
different organizational context. In short, the educator
must work for credibility in the trainer's world. Dues must

be paid. To establish credibility, the educator should
consider:

- --participation in the activities of the local
  chapters of related professional associations,
  for example, ASTD, NSPI, STC, especially those
  which are particularly active in the locality;
- --membership in national organizations related to
  training and development and human resource
  development;
- --continuous review of training and human resource
  development publications with an eye toward the
  trends, issues, and problems and especially the
  language used;
- --direct, informal contact with trainers in local
  business/industry/government;
- --an attempt to determine the knowledge, skills and
  attitudes needed by a trainer to carry out his/her
  everyday tasks--which implies knowing just what
  those tasks are;
- --an attempt to identify the local training and human
  resource development interests, for example,
  technical skills training, organizational development,
  management training;

--an attempt to identify the thrust of local business

and industry using training extensively and effectively,

for example, manufacturing, product maintenance,

human services.

The educator, for all intents and purposes, must adopt the

mindset of the local training community.

WHY THE LOCAL COMMUNITY...

The local community is stressed because training is more

likely to have a local cohesiveness and focus than a national

focus. If a curriculum for trainers is to be developed,

the primary goal should be to meet local needs. Currently,

most higher education institutions now offering training and

development programs do seem to meet local needs. The reason

for this is twofold. First, it is more likely that the

students will emerge from the local area. Second, there is

no common agreement on the role of the trainer. The term,

"trainer" can mean platform trainer, a course developer,

training manager, or an interpersonal facilitator and team

builder--to name but a few.

In the absence of national agreement, local agreement

seems the most logical starting point.

ACTUALLY BUILDING A CURRICULUM FOR TRAINERS

The preliminary steps of meshing with the training community

can easily take several months or longer to accomplish.

These first steps are usually followed by a more formal

involvement such as the formation of an advisory committee

composed of representatives of the training and human resource

development community. There is some debate about the

organizational level of members chosen for the committee--

that is, should they be training managers at an administrative

level or practicing trainers from the classroom or course

development level. There is no right answer. Common

sense dictates a mixture of both. Those professional

association activities and direct contacts should provide

the educator with some feeling for the composition of the

committee. However, in-depth contacts should definitely

precede the formation of any advisory committee. Another

good rule is that the committee should have a real, rather than

a ceremonial, function. The committee should not be viewed

simply as a rubber stamp for the program or only as potential

employers of graduates and interns. Able committee members

will perceive their true roles. The involvement must be real

and the educator should be prepared to accept, if at all possible,

the majority of the committee's recommendations.[7]

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[7]The committee should be brought to understand the nature and
structure of higher education so the commendations can
realistically be implemented.

Willingness to accept committee recommendations for a
curriculum implies that <u>prior</u> to the formation of the committee,
any existing curriculum must first be reviewed from the
viewpoint of the training community. This must be done with
an eye toward possible changes and not simply with the idea of
defending the <u>status quo</u>. A serious commitment to change
includes not only the development of new program elements
but a willingness to change current curriculum. This can
mean modifying (if needed) student projects as well as changing
examples offered by instructors in class. (This simple change
can be quite difficult for tenured professors unfamiliar
with the training process in business and industry). Adopting
a new curriculum further implies a commitment to select new
faculty or to retrain faculty members who need it. The point
is, "If advice is requested, be prepared to accept it and
implement it."

WHO COMES TO SCHOOL

A higher education program in training and HRD will
usually draw two major types of students—trainers who already are
employed and who seek a degree or some general skills which
cannot be obtained through their employers or other immediate
sources. The second group is composed of students without
training backgrounds but who wish to enter the training and

development field. The two groups generally have different

expectations and may exhibit different behaviors. The former

group seeks degrees and yet may evaluate a course on its

immediate application to the current job. The latter group

is more likely to accept a more general and theoretical

approach preparing them for the field in general. This means

that coursework and projects must be practical--as opposed

to theoretical--to be valued by the practicing trainer yet

still be general enough to suit the prehires. This paradox

can easily create no-win situations for the f_ulty. In

addition, student support systems and administrative procedures

may also be viewed in a different light by the practicing

trainer. It is, for example, difficult (and embarassing) to

explain why course registration should take two hours when

a transcontinental airline ticket, with seat reservations,

can be scheduled and paid for in a matter of minutes. Thus,

the total relationship between institution and both kinds of

students should be carefully examined and modified as needed.

Even expecting theory, students without jobs and training

experience will look ahead to placement. They will perceive

the value of experience. They are seeking what the practicing

trainer brings to class. Because most employers also seek

some kind of experience, provision for practical training,

real projects, and internships should be incorporated into the

curriculum.

A final consideration is that the program does in practice
what the theory suggests. The educator must practice what is
preached. Further, it must be do..e at an adult level.
Experienced trainers have a tendency to evaluate programs and
coursework on the basis of their own standards and practices--
most, firmly rooted in teaching their peers. Any program must
do the same. Failure to do so weakens program credibility.

WHERE WE ARE

There is no single right way to establish a program to
train practitioners in training and development and human
resource development. Moreover, there is not even (as yet)
a commonly agreed upon core of skills and knowledge (competencies,
if you will) for the training and HRD field as a whole. There
are broad variations of the skills needed not only nationally
but within the same large company. This leads to first
developing a program that will serve local needs.

The curriculum development should be based on personal
involvement at the local level and a willingness to gain
credibility in the training world. Through personal contact
with the local training community, a list of the most needed
skills should be developed while at the same time, any existing
program elements--including faculty and support services--are
evaluated in light of the expectations of the training community.

If the decision to establish a program--or modify one--
is made, formal advice from trainers is sought and, if at
all possible, implemented. Underlying the whole process
should be a feeling of mutual respect and cooperation--a
willingness to accept trainers as professional _educators_
working in a different setting with different constraints and
resources. This willingness is probably the single most
important factor contributing to the success of a program
in training and development