



RESEARCH IN THE SOCIOLOGY OF WORK
VOLUME 12

THE SOCIOLOGY OF
JOB TRAINING

DAVID B. BILLS
Editor

Sociology Of Job Training

Amos Griswold Warner



Sociology Of Job Training:

The Sociology of Job Training David B. Bills, 2003 This volume offers sophisticated sociological analyses of job training that go well beyond standard accounts of general versus specific skills and overly simple assumptions about employer and worker behaviour

The Transfer of Training Into the Work Environment - a Socio-cultural Approach Marco Köster, 2007-10 Essay from the year 2002 in the subject Sociology Work Profession Education Organisation grade Grade A University of Manchester Institute for Development Policy and Management language English abstract In theoretical and empirical research the elusive phenomenon of training transfer has widely been neglected Attempts to grasp the many facets of the transfer of training in a comprehensive theory have been few Transfer has traditionally been regarded as a training product to be measured at a fixed point of time after the course Alternatively some authors suggest a process approach to transfer and argue that transfer of training is a complex and discontinuous process of successful skill application and recurring setbacks of achieved behaviour change and frequent relapse to old habits Consequently the identification and measurement of transfer delivers a comprehensive picture only when it sets in at various points of time after the training Throughout the transfer process the trainee is exposed to factors inhibiting or facilitating the transfer of training to the workplace The influences of transfer facilitators and transfer barriers are outlined in this text

Training for Uncertainty Brian J. Heraud, 1981

Handbook of the Sociology of Education Maureen T. Hallinan, 2006-11-24 The aim of the Handbook of Sociology of Education is to present the most theoretically grounded and empirically rigorous sociological analyses of schools to date The authors are distinguished researchers in the field Their contributions to the Handbook offer major theoretical perspectives on the schooling process and describe significant empirical studies of schools and their effects on individuals and society The research presented in the Handbook is built on three fundamental tenets of sociology First the authors adopt the perspective that schools are a central institution in society An understanding of the function of schooling in social life is enhanced by viewing schools as interrelated with other societal institutions The study of how the context of schooling influences education processes is critical to an understanding of school outcomes Rather than being determined solely by ascribed and achieved characteristics an individual's cognitive and social development are influenced heavily by the structures and networks in which the individual is embedded Communities families schools and social groups are critical elements in the educative process By viewing the school as a societal institution and highlighting the interaction between context and individual behavior the Handbook chapters provide a broader and deeper understanding of the determinants of learning in contemporary society The second sociological insight that guides the research in the Handbook is that the school is a social system

Training for Uncertainty Brian Heraud, 2025-12-01 Taking a sociological approach that stresses the dynamic interaction between teachers and students Brian Heraud in his book *Training for Uncertainty* originally published in 1981 explores the process by which students are prepared for a professional role At the heart of this process he argues there

are numerous uncertainties expressed primarily in terms of the often polarised objectives of students and staff He traces the development of social work education and goes on to analyse the disparate attitudes among staff the way in which these influence the selection of students and their manifestation in the subsequent conflict in role playing and choice of role models experienced by those students The final part of the book is devoted to showing how students overcome such conflicts and prepare themselves for the transition from education to profession This volume will be of interest to students and researchers of sociology and social work

Human resource development: The limitations of the systematic training cycle Marco Köster, 2004-05-31 Essay from the year 2002 in the subject Sociology Work Education Organisation grade Grade A University of Manchester Institute for Development Policy and Management language English abstract The definition of training provided by Armstrong resembles most definitions of training found in reference works Training is accordingly the planned and systematic modification of behaviour through learning events programmes and instruction which enable individuals to achieve the levels of knowledge skill and competence needed to carry out their work effectively Two aspects of this definition could be highlighted as the most characteristic and distinctive elements of training as opposed to other methods in the wider field of learning First training is planned and systematic and secondly it aims at the improvement of defined abilities related to work The systematic training cycle is a model reflecting these characteristics It emphasises that training is a continuous process a circle in which the end leads back to the beginning rather than a single linear and isolated event with a defined start and finish In its classical form the systematic training cycle consists of four stages In the first stage the training needs on organisational or job level are identified and specified This needs analysis tries to establish the training gap The second stage of the systematic training cycle is designing a training programme The third training cycle stage which mainly consists of the implementation of training The fourth and last stage of the systematic training cycle is the evaluation of training The systematic training cycle is a well structured and internally logical model serving as a theoretical and practical guide for professionals concerned with training Taylor states with a touch of irony that training cycles must have been created by a superior intelligence being so neat and logical and all He indicates that they tend to be simplistic and ignorant towards the complex reality in organisations In the following a number of critical variations of the systematic training cycle will be presented These variations address several shortcomings of the traditional model and suggest improvements on different stages from pre assessment considerations at the very beginning of the cycle over needs analysis training design plan and implementation to new methods of evaluation

Youth in Transition Claire Wallace, Malcolm Cross, 2018-05-11 Originally published in 1990 *Youth in Transition* addresses the issue of large scale policy intervention related to problems of employment in Britain's youth The book reflects the changes within sociology from studying youth as self contained instigators of change to examining the role they have come to play as the target of official rather than popular or media attention Changes in youth experience are affecting family relations and dependence or creating homelessness regional

economic disparities demographic changes and training and employment opportunities present a new model of youth and re define its status The book brings together original work in the field of youth and youth policy in the 80s and 90s The Teaching of Sociology in Social Work Courses Council for Training in Social Work. Sociology Study Group,1972 **The Cambridge Handbook of Workplace Training and Employee Development** Kenneth G. Brown,2017-10-19 With comprehensive coverage of topics related to learning training and development this volume is a must have resource for industrial and organizational I O psychologists human resource HR scholars and adult education specialists Brown provides a forward looking exploration of the current research on workplace training employee development and organizational learning from the primary point of view of industrial organizational psychology Each chapter discusses current practices recent research and importantly the gaps between the two In analyzing these aspects of the topic the chapter authors both present the valuable knowledge available and show the opportunities for further study and practice Higher Education: Handbook of Theory and Research Laura W. Perna,2025-01-30 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world *Education, Training and the Future of Work I* John Ahier,Geoff Esland,2013-10-18 A central claim of this volume is that public policy in education and training can only be properly understood if it is seen in relation to prevailing economic and employment conditions It has become increasingly apparent that the neo liberal economic policies pursued by Western governments during the 1980s and 1990s have led to a growing world wide work crisis Unemployment levels particularly in Europe remain persistently high and for those in employment job insecurity and long working hours have become the norm The response of UK governments has been to promote flexibility in employment practices while proclaiming the importance of improving skill levels through education and training This volume challenges the adequacy of such an approach and asks whether reliance on education and training reforms without additional political intervention in economic processes is capable of reversing current trends Issues covered in this reader include the impact of globalization on employment trends neo liberal and neo Keynesian approaches to employment policy political reforms in education and training institutions the impact of flexibilization on

private life and the family The two volumes in this series are readers for the Open University course Education Training and the Future of Work E837 a module of the MA in Education The companion volume is Education Training and the Future of Work II Developments in Vocational Education and Training John Ahier is Lecturer in Education at the Open University Geoff Esland is Director of the Centre for Sociology and Social Research at the Open University and Course team Chair of E837

Human Resource Development Marco Köster, 2007-10 Essay from the year 2002 in the subject Sociology Work Profession Education Organisation grade Grade A University of Manchester Institute for Development Policy and Management language English abstract The definition of training provided by Armstrong resembles most definitions of training found in reference works Training is accordingly the planned and systematic modification of behaviour through learning events programmes and instruction which enable individuals to achieve the levels of knowledge skill and competence needed to carry out their work effectively Two aspects of this definition could be highlighted as the most characteristic and distinctive elements of training as opposed to other methods in the wider field of learning First training is planned and systematic and secondly it aims at the improvement of defined abilities related to work The systematic training cycle is a model reflecting these characteristics It emphasises that training is a continuous process a circle in which the end leads back to the beginning rather than a single linear and isolated event with a defined start and finish In its classical form the systematic training cycle consists of four stages In the first stage the training needs on organisational or job level are identified and specified This needs analysis tries to establish the training gap The second stage of the systematic training cycle is designing a training programme The third training cycle stage which mainly consists of the implementation of training The fourth and last stage of the systematic training cycle is the evaluation of training The systematic training cycle is a well structured and internally logical model serving as a theoretical and practical guide for professionals concerned with training Taylor states with a touch of irony that training cycles must have been created by a superior intelligence being so neat and logical and all He indicates that they tend to be simp

Identities at Work Alan Brown, Simone R. Kirpal, Felix Rauner, 2007-05-16 This edited volume on Identities at Work brings together international theory and empirical research that deals with continuity and change of identity formation processes at work under conditions of modern working processes and labour market flexibility By bringing together perspectives from sociology psychology organisational management and vocational education and training the contributions in this volume connect the debates of skills formation human resources development and careers with individual s work commitment and professional orientations in various ways With this focus the volume presents a new research perspective based on an interdisciplinary and international approach We argue that in times of globalisation and rapidly changing work realities such an approach is needed to better understand and analyse what is required to equip and prepare the workforce to meet international labour market demands In this sense the publication shall serve as a useful resource to researchers and policy makers working in the fields of skills formation human resources development and

organisational management **Sociology, Education, and Schools** Robert G. Burgess,1986 **Sociology in Institutions of Learning** Amos Griswold Warner,1894 **Sociology** Jean Stockard,2000 SOCIOLOGY DISCOVERING SOCIETY 2nd provides comprehensive coverage of sociology in an affordable paperback format With research studies in every chapter and boxes that portray sociologists at work it will especially appeal to sociology professors who value a quantitative research methodology oriented approach Instead of presenting every possible theory for each issue Stockard s streamlined approach pulls in theories only when they appropriately relate to the issue at hand This integrated approach produces a text that reads more smoothly than the overly encyclopedic heavily interrupted narratives of other texts

Education, Work and Social Change R. Simmons,R. Thompson,L. Russell,2014-06-17 Drawing on a longitudinal study of the lives of NEET young people this book looks beyond dominant discourses on youth unemployment to provide a rich detailed account of young people s experiences of participation and non participation on the margins of education and employment highlighting the policy implications of this research Sociological Abstracts Leo P. Chall,2003 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers *An Introduction to Group Work Skill* Fred Milson,2024-10-02 First Published in 1973 An Introduction to Group Work Skill is designed to make the understanding of group work skills accessible to all mothers teachers employers as well as professional social workers Dr Milson argues that this lengthy and imaginative excursion has been thought necessary as we are here concerned with the behaviour of people in groups which meet fairly regularly which are small enough to provide opportunities for every member to know every other member as a person and where there is a goal to be achieved which calls for a contribution from each The author further argues that group work skill is composed of observation interpretation and action and he proceeds to analyze each of these elements in successive chapters This is an interesting read for students of sociology of work and social work **Education and Jobs** Ivar E. Berg,Sherry Gorelick,1970 Study of the relationship between education and employment in the USA with particular reference to educational levels exceeding job requirements covers recruitment and promotion policies the relevance of education to social status job satisfaction and productivity and concludes that in the framework of labour demand employment opportunity and unemployment in plant training can profitably substitute for academic credentials References and statistical tables

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