JOB TRAINING TRANSFER IN THE AFFECTIVE

AREAS ON A SELECTED SERVICE

ORIENTED INDUSTRY IN

TULSA, OKLAHOMA

By

EUGENIA NEWELL

Bachelor of Arts

Oklahoma State University

1967

Submitted to the Faculty of the Graduate College
of Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
December, 1987

JOB TRAINING TRANSFER IN THE AFFECTIVE

AREAS ON A SELECTED SERVICE

ORIENTED INDUSTRY IN

TULSA, OKLAHOMA

Thesis Approved:

_____
Thesis Adviser

_____

_____

_____
Dean of the Graduate College

1291023

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

FIGURE

CHAPTER I

INTRODUCTION

Limited research has been found that was conducted in the Tulsa, Oklahoma area to measure the transfer of training in the affective domain. Information of this nature is important for several reasons.

While job training is relatively easy to measure in terms of specific motor skills, transfer of skills in the cognitive and affective areas is more difficult. American business invests great sums of money and time in training employees in supervisory, management, and interpersonal skills, which relate to the affective and cognitive domains. While manipulative skills very easily reveal observable actions that can be established measured criteria, cognitive and affective skills transferred from the classroom to the workplace are abstract and require higher-level though processes (Kelly, 1982). The affective domain includes attitudes, emotions, values, and interests.

Statement of the Problem

The problem is that in training programs designed to improve customer/client relations, organizations are not able to effectively identify the transfer of affective supervisory skills from training to work place.

1

Statement of the Purpose

The purpose of the study was to identify the transfer of selected affective supervisory skills from training to the work place.

Research Questions

The study attempted to answer the following questions.

1. What specific skills in the affective domain were addressed in formal training sessions?

2. What are the elements of affective skills which the trainer anticipates will transfer from the classroom to the workplace?

3. How do training sessions in the affective domain affect attitudes and behavior?

4. How effective was the transfer of training in the affective domain over a 90 day period of time?

Scope

Mid-America Savings and Loan of Tulsa, Oklahoma was chosen for the study. Mid-America Savings and Loan is a locally owned and operated thrift institution, which serves the greater metropolican area. Mid-America has 11 branch offices in the Tulsa area. Nine branch managers oversee the administration and staffing of the branches. Seven of the branches are in Tulsa, with four branches in the nearby communities of Broken Arrow, Owasso, Sand Springs, and Sapulpa, Oklahoma. The branches in Sand Springs and Sapulpa are supervised by the same manager.

The Training Director at Mid-America, Ms. Sandra White, believes

one of her responsibilities is to demonstrate-model good customer service at formal training sessions. Building a positive image in the field of customer service requires training in the affective domain. Mid America Savings and Loan was chosen for the study because of the training emphasis on customer service. Two training sessions were conducted in June of 1987 to teach branch managers how to more effectively answer questions from customers inquiring about new procedures and products.

The researcher determined that this training would be appropriate to study transfer of training in the affective domain. The researcher attended the training sessions for the branch managers in June of 1987. The trainer provided the researcher with the objectives and the initial evauations of the course from the participants. From this information a set of competencies demonstrating transfer of training were developed.

Three months after the training, the researcher interviewed each participant and administered a 12-question survey. This survey asked the branch manager to determine the value and retention of the three training techniques used in the training. Using the competencies developed to measure transfer of training. The researcher asked the branch managers to rate the skills gained in the affective areas. Attitudes and behaviors were compared immediately following the training and three months afterwards. Finally, the trainer's expectations and the managers' expectations. of how customer service would change after the training was explored.

Assumptions and Limitations

1. Skills taught in the course would be applicable to situations that would face the trainee in work situations.

2. The supervisors would be able to validate the transfer of training over a three month period.

Limitations of the Study

1. Supervisors and their staff might be reluctant to discuss behavior in an unbiased manner.

2. The trainer of the course might too narrowly view the changes that were expected to take place, thus placing limitations on the transfer of skills.

Definitions

Affective Domain - includes attitudes, emotions, and interests. For the purposes of this paper it included the behaviors of receiving, responding, valuing, organization, and characterization.

Transfer of Skills - For purposes of this study transfer of skills means the ability to measure a learning competency that was presented in a formal setting to changed behavior or attitudes in the workplace.

CHAPTER II

REVIEW OF LITERATURE

The review of literature looked first at the ways the affective

domain is affected in training, under the title of Theories and Job

Training in the Affective Domains. Research into Job Training in the

Areas of Supervisory and Management Training looked at how experts

believe training transfer is accomplished. The third and fourth

sections focused on Techniques used in Training and Management Skills

and Evaluation of Techniques used in Supervisory and Management

Skills Training.

Theories of Job Training Transfer

in the Affective Domain

"A competency is defined as an underlying characteristic of a

person that leans to effective and/or superior performance on the job"

(Dalosio and Firestone, 1983, p. 74).

Literature pertaining to theories of job training transfer in the

affective domain discussed training transfer in terms of competencies

that would demonstrate that the theory learned in a classroom setting

had transferred to the work setting. A competency is defined as an

underlying characteristic of a person that leaves to effective and/or

superior performance on the job (Dalosio and Firestone, 1983).

Techniques and evaluation of training transfer look at what

makes the transfer possible, and how it can be successfully measured.
The theories of training transfer, however, all relate to competency
based education, and traditionally, use one of the most useful training
tasks known as a taxonomy system. This taxonomy or labeling systems
names component parts. The knowledge and skills developed, the
attitudes and values acquired are all organized into categories of
mental operations into categories called human information processing
(Kelly, 1982). A well-known reference for specifying learning behavior
is the Bloom's Taxonomy of Educational Objectives (Bloom, 1968). This
was compiled by a committee of college and university examiners.

The chart, listed as Figure 1, cites the five distinct types of
behavior associated with the affective domain. This behavior includes
the development of appreciations, and/or adjusting to new systems or
policies. The chart defines the behavior in the first column,
definition of learning that behavior, in the second column, and a
competency showing transfer of learning in the final column.

Research into Job Training Transfer in

the Areas of Supervisory and

Management Training

The first contemporary attempts at training and development were
probably made by efficiency experts who reduced human efforts to a
series of mechanical movements which they attempted to streamline.
A manager's primary function according to the experts, (e.g. Fredrick
Winslow Taylor, et al.) was to set performance standards and see that
employees met them (Dreilinger, McElheny, Rice, and Robinson, 1982).

During the 1920's, a new point came into question. Research

suggested that relationships between workers and managers were important factors in job performance. Organizational intervention began and has continued to focus on the needs of the individual to meet the organization's goals. The primary function of managers became motivating their employees, so the they function to meet their organizations' goals (Dreilinger, McElheny, Rice, and Robinson, 1982).

Beginning in the late 1940's there were sustained efforts to improve managerial performance through training. Early programs focused on attempts to improve the effectiveness of first-line supervisors. Currently, management training development tries to modify the behavior of all management levels from the supervisor to the president.

In the early 1950's the typical approach to training was an attempt to improve the individual manager through in-house programs or by dispatching the manager to "stranger settings" such as Arden House, Bethel University, or other universities with residential management development program managers were sent to these settings to receive training from experts in the field. By the late 1950's, management training was widened to include management team building. The change was part of a general trend toward organizational development as contrasted with management development (Wohlking, 1971). "The basic thread underlying most management development training programs is that training will result in an attitude change" (Wohlking, 1971, p. 4).

Definition	Behavior	Competency
Receiving	Attending; awareness willingness to hear; controlled or selected attention	Listening with respect
Responding	Willingness to react; acquiescence or satisfaction in responding	Willingly serves the group of which is a member
Valuing	Sensing worth, commitment conceptualizing a value	Feels self to be a member of a group
Organization	Organizing values into a system determining the interrelationship of values; establishing dominant or pervasive values	Forms judgments about an organization's responsibility to practice ethically. Develops techniques for controlling aggression in socially acceptable fashion
Characterization	Reliable performance of value systems; an individual's unique characteristics	Revises judgments and changes behavior in light of evidence

Source: Larid, Dugan. Approaches to Training and Development.
          Reading, MA: Addison Wesley, 1985.

Figure 1. The Affective Domain

Education that transfers is tested when a person has to respond on the job to a customer who hedges, a memorandum request, a tough hiring or firing decision. If education has transferred, trainees can apply what they learn to solve problems on the job (Kelly, 1982). In addition, the new information when tested on the job is evaluated for usefulness and appropriateness, modified as necessary and becomes one of the assumptions governing how the job is to be done. When education has transferred, a dimension of the educational experience has become part of the trainees' value system (Kelly, 1982).

The effectiveness of training programs on job performance is discussed in a study by Miner (cited in Wohlking, 1971). In this study, a group of managers were taught about attitudes and behaviors considered to be associated with managerial success. Participants were encouraged to be competitive, to be comfortable in directing the behavior of others and to identify with authority. The effect of the training was followed over a five year period. There was a clear-cut difference between the experimental group (52 were trained) and the control group (49 received no training). The trained group had risen significantly higher in the management hierarchy than the control group (Worthington, 1971).

<center>Techniques Used in Training Transfer

in Management and Supervising</center>

Robinson and Robinson (1985) stated that skills are transferred when both the learning and work environment work together to achieve the same result. These authors use the formula of the Learning Experience and the Work Environment to achieve results. The formula is

stated: Learning Environment (LE) and Work Environment (WE) = Results.

Leifer and Newstrom (1980) stated that management training must make reasonable efforts to appraise results and make appropriate modifications. Nadler (cited in Leifer and Newstrom, 1980) writes that, "Training is designed to produce behavioral charge and to a discussion of management training, Charles Watson lists benefits that include changing behavior and development an awareness of the consequences of one's actions" (p. 43).

To insure for accountability and measurable results, training programs are often structured using a systems approach. A systems approach includes behavior and/or performance objectives which are used to insure accountability. Behavioral and performance objective are vital to the trainers' ability to show results. Whether in dealing on a large scale with the overall training or with something as specific as a single instructional unit, behavioral and performance objectives provide the mechanism by which a change in behavior can be measured. Behavioral objectives contain three components:

1. The relevant conditions or stimuli under which a learner is expected to perform.

2. The behavior a learner is expected to perform, including a general reference to the product of the behavior.

3. A description of the criteria by which the behavior will be judged acceptable or unacceptable, successful or unsuccessful.

Like behavioral objectives, performance objectives specify the conditions, behaviors and criteria that will be used to evaluate an employee's performance. "Behaviorism places its emphasis upon measurable outcomes, overt behavior and arranging environmental

contingencies to change in behavior and attitudes" (Leifer and

Newstrom, 1980, p. 45). Leifer and Newstrom also stated that

management must address essentials in training transfer:

1. The trainee must be intellectually aware of the situation
   in which the new skill can be used.

2. The training session itself must be related to recognizable
   job issues and tasks.

3. The opportunity must be provided for productive
   planning for implementation.

4. Reinforcement must be provided while trainers are still
   experimenting with new skills (p. 46).

With the content plan on paper, organized according to a flow from

facts to ideas to action, the course designer decides on what order to

present the material, what activities will be the catalysts as

participants work to master content and transfer it to the work place,

what activities help participants anticipate how attitudes toward the

content will be received in the work place and how to manage conflict

with regard to new materials and skills (Kelly, 1982). Thus management

training must modify some related attitudes and behavior; consequently

it is common that participants in traditional management training

programs typically depart from the classroom with the concept that

attitude changes before on-the-job performance can be changed.

<div align="center">

Evaluation of Training Techniques in

Supervisory and Management

Skills Training

</div>

A 1970 review of the management training literature found that

evaluation studies of management training courses tended to be

inadequate (Campbell, Dunnette, Laveler, and Weick, 1970). The review

focused on the studies that uncovered several shortcomings. First, less than a third of the studies had measured the effects of training on individual job performance or on results for the organization such as sales, profits, or productivity. Second, very few studies had compared the relative effectiveness of two or more techniques of training in reaching the desired outcome. Third, no study had measured the influence of individual differences on the outcomes of training. Finally, few studies had investigated the effect that organizational environment has on the transfer of training to the job setting. For example, none had examined the influence that a trainee's superior or subordinates might have on the success of the trainee's superior or subordinates might have on the success of the trainee in applying the new knowledge or skill on the job (Baird, 1983).

Summary

Supervisory training has evolved from attempts to improve efficiency to the function of the manager to motivate employees to meet the needs of their organization. If training has transferred, trainees can apply what they learn to solve problems on the job. Although there is not a large volume of research in this field, studies indicate that managers trained in the area of attitude and behavior change rise significantly higher in management than those who do not receive training.

Successful supervisory training programs are usually structured using a systems approach. A systems approach to training includes behavioral and performance objectives which are used to provide a mechanism by which a change in behavior can be measured. Using this

approach, trainers encourage participants to become aware of the situation in which the new skills can be used. It is also necessary for trainees to recognize the job tasks and/or issues they must master. The trainer using a systems approach, must provide for planning and implementation of the new skills and provide reinforcement.

CHAPTER III

METHODS AND PROCEDURES

Introduction

Information was gathered from Mid-America Savings and Loan in the Tulsa area. Mid-America is a full service savings and loan that has 11 branches in the Tulsa area. It is locally owned and operated, with corporate officers in Tulsa. There are seven branch offices in Tulsa, with the remaining offices in the surrounding communities of Broken Arrow, Sapulpa, Sand Springs, and Owasso. Mid-America employes approximately 75 people.

Population

The population consisted of nine supervisors who manage the 11 branch offices. Each branch manager has the responsibility of administering and staffing their branch. These supervisors attended a three hour training session in June of 1987 to help them provide better service to customers who would be encountering new procedures and products that would be implemented by the corporate office. This training was required to model and demonstrate, in a positive way, how the changes would better serve Mid-America customers.

Data Gathering Procedure

The trainer at Mid-America uses the systems approach to training. Learning objectives were written by the trainer to determine what behavior or attitudes will be effected by the training. A standard evaluation, following the Kirkpatrick model (Kirkpatrick, 1983), was administered by the trainer following the training session to determine initial reactions to the training course. The Kirkpatrick model measures immediate reaction or training.

A questionnaire was given to the trainer of the supervisory course to determine the specific skills that would be taught in the training session.

The trainer was asked to provide a set of objectives that listed the goals of the training session. From the questionnaire and the objectives, a set of competencies in the affective domain to be mastered was developed. The competencies were developed by the researcher and trainer immediately following the training session.

A series of interviews were conducted 90 days after the completion of the training to determine how the supervisors saw the skills training in the affective domain. The survey made specific inquiries of the participants as to how valuable the customer service aspect of the course was perceived three months after the training was concluded. The competencies developed by the trainer and researcher were used to determine how effectively training had transferred.

Data Gathering Instruments

The learning objectives were designed by the Training Director of

Mid-America, who was also the trainer for the course. These
objectives, part of a system approach, were used to insure
accountability and measurable results. These objectives were used both
by the trainer to measure the initial reaction of the trainees to the
course and also by the researcher to determine what behaviors and
outcomes would be examined 90 days after the training session had been
completed. These objectives are shown in Appendix A.

The trainer was given a questionnaire asking how the training
would address skills in the affective domain. Questions targeted
techniques to be used to change or modify existing behavior in the
affective areas and expectations of the trainer as to how the training
session would change or modify attitudes regarding customer service.
Finally, the trainer was queried as to how she thought the training
would be effective over the long term. The trainer's questionnaire is
shown in Appendix B.

From these resources the researcher developed a list of
competencies following the Bloom model. This chart, shown in Appendix
C, lists the five distinct types of behavior associated with the
affective domain and the competencies showing transfer of training for
this particular training course.

An evaluation was administered by the trainer immediately
following the training session to determine the trainee's reaction to
the course. This evaluation and the results computed by the trainer is
shown in Appendix D. These were used by the researcher to determine
the initial reaction of the participants to the training session.

The researcher attended two training sessions conducted on the
evenings of June 1, 1987 and June 4, 1987 at the Memorial Campus of the

Tulsa Vocational and Technical Education Center. Listed in Appendix E, the agenda outlines the program for the training session. At this time the researcher met all but one of the branch managers and explained the project.

Interviews were conducted with branch managers during the month of October. These interviews were conducted at the branch offices of Mid-America located in the greater Tulsa Metropolitan area. The length of the interviews lasted from 15 to 35 minutes, during which a 12-question survey was discussed. This survey is shown in Appendix F.

Tabulation of Data

The results of answers to questions on the survey were noted by the researcher during the interview. Conclusions were drawn based on the frequency of each item mentioned or discussed. Interviewees were encouraged to expand and elaborate on each of the questions asked. The researcher took notes and opinions expressed were noted on each item and compared in terms of statistical data. The data are shown in Table I, Table II, and Table III.

TABLE I

RATINGS OF THE SKILLS GAINED IN THE AFFECTIVE DOMAIN
THREE MONTHS AFTER THE TRAINING SESSION

Question	Ratings
8 On a scale of 1-10, rate the way you think the training helped you answer the questions and concerns about new policies.	8 8 7 6 6 5
9 On a scale of 1-10, rate the way you think the training familiarized you with the new policies and procedures.	8 7 7 7 6 5
10 On a scale of 1-10, rate the way this training gave you information regarding a more positive attitude as to customer service.	9 9 9 7 4 3 1
11 On a scale of 1-10, rate your ability to evaluate your staff members in terms of improved customer service.	10 7 6 5 5 1 1
12 On a scale of 1-10, rate your understanding of why policies and procedures would provide customer inquiries.	10 9 9 9 8 7 1

TABLE II

VALUE AND RETENTION OF THREE TECHNIQUES
USED IN THE TRAINING SESSION

Question

---

1 Which of the three training techniques used in the June training
   do you remember most?

Remember me Video	Skits	Role Plays
5	2	0

2 Which technique do you feel was most useful in improving customer
   service?

Remember me Video	Skits	Role Plays
5	0	2

3 What value did you see in "Remember me Video?"

Value	Some Value	No Value
7	0	0

4 What value did you see in the Role Plays?

Value	Some Value	No Value
2	2	3

5 What value did you see in the Skits?

Value	Some Value	No Value
0	6	1

TABLE III

PERCEPTIONS OF CHANGES OF ATTITUDES AND BEHAVIOR
REGARDING CUSTOMER SERVICE IMMEDIATELY
FOLLOWING TRAINING AND NINETY DAYS
AFTERWARDS

Question	Change	No Change	Reinforcement
6 Upon completion of this training in June, how did you feel this training would change your attitude regarding customer services?	2	2	5
7 Ninety days after the completion of the training, how do you feel that this training was valuable in terms of changed behavior regarding customer service?	1	3	3

CHAPTER IV

RESULTS OF THE STUDY

The results of the study were presented in the following order:
Ratings of the skills gained in the affective domain three months after
the training session; Value and retention of each of the three
techniques used in the training session; The perception of changes in
attitude and behavior regarding customer service immediately following
the training session and three months afterwards. A comparison of the
trainer's expectations for the training course, and the information
collected from the managers in terms of effectiveness of the training
were reviewed.

Ratings of the Skills Gained in the
Affective Domain Three Months
After the Training Session

The information was gathered from interviews with seven branch
managers. One of the branch managers who had attempted the initial
training session had left the company before the follow-up study was
done. One branch manager did not attend the training because she was
on leave of absence.

Question numbers 8, 9, 10, 11, and 12 on the survey addressed the
skills gained in the affective areas (See Appendix F). The following

21

will state the question, the behavior, and competency measured and the tabulated score.

Question number 8, on a scale of one to ten (one being poor, ten being excellent) "rate the way you think that the training helped you answer questions and concerns about new policies."

This behavior associated with receiving, was paired with a competency showing listening with respect to customer questions. The results were tabulated by averaging the scores resulting in a mean score of 6.2.

Question number 9, on a scale of one to ten (one being poor, ten being excellent) "rate the way you think the training familiarized you with the new policies and procedures."

This behavior, showing mastery associated with responding behavior, would indicate how the training session familiarized those being interviewed with one of the new policies and procedures.

The results were tabulated by averaging the scores resulting in a mean score of 6.4.

Question number 10, on a scale of one to ten, "rate the way this training gave you information regarding a more positive attitude as to customer service."

This competency is associated with the organizational behavior. The results were tabulated by averaging the scores resulting in a mean score of six.

Question number 11, on a scale of one to ten, "rate your ability to evaluate your staff members in terms of improved customer service. This competency is associated with valuing behavior." The results were tabulated by averaging the scores resulting in a score of five.

Question number 12, on a scale of one to ten, "rate your understanding of why the policies and procedures would provoke customer inquiries." This is associated with the mastery of characterization. The results were tabulated by averaging the scores resulting in a score of 7.3. The results of questions 8-12 are shown in Table I.

Value and Retention of the Three

Techniques Used in the

Training Session

Question number 1 assessed the retention of the three techniques used in the training session.

Three types of techniques were employed during the June training session of customer service: (a) video presentation "Remember Me?", (b) Role plays, (c) Modeling and demonstration (skits).

Which of these techniques, 90 days after the presentation do you remember most? Seventy-one percent of the interviewees listed the video presentation with positive comments. Skits were mentioned by 29 percent. Role plays were mentioned by only one participant as a second choice to the video.

Question number 2 asked about the technique which was deemed most useful in improving customer service. Seventy-one percent of the participants listed the video again with positive comments. Role plays were mentioned by two participants, 29 percent, two participants mentioned the skits along with the videos.

Question numbers 3, 4, and 5 asked the value of each technique. The participants were asked to expand on why they thought each technique useful. They were also asked to comment if they felt the

techniques useful. They were also asked to comment if they felt the techniques had no value in the improvement of customer service.

Question number 3, What value did you see in the video "Remember Me?" All comments were positive. Interviewees thought this was very valuable to them in serving the public. One hundred percent of the participants felt it had value.

Question number 4, What value did you see in the role plays? Twenty-eight percent of those surveyed felt that the role plays had value in terms of customer service. Twenty-eight percent indicated they had some value, while 43 percent felt they had none.

Question number 5, What value did you see in the modeling and demonstration (skits)? Eighty-five percent stated they had some value, while one respondent said they had no value. Results of Questions 1-5 are shown in Table II.

Perceptions of Changes of Attitudes and

Behavior Regarding Customer Service

Immediately Following the Training

Session and Three Months

Afterward

Questions number 6 and 7 on the survey asked managers to discuss how they though the session would change attitudes and behaviors regarding customer service in June, and how they thought it had changed attitudes and behavior after three months.

Question number 6, Upon completion of this training in June, how did you feel this training would change your attitude or behavior regarding customer service?   Twenty-eight percent of the respondents

indicated that they did not think it would change behavior or attitudes regarding customer service. Twenty-eight percent of those interviewed thought that it would change attitudes of behavior regarding customer service. Forty-four percent expressed the opinion that this training reinforced what they already knew. Comments included statements such as:

"It was a good reminder".

"It helped me be a better manager, it showed me not to assume that my staff always knew how to handle customer questions in every situation."

"We must keep on trying to be the best in the customer service area."

"It helped us to be more appreciative of our customers."

"The competition sells the same product we do, but we try to be the most helpful."

Question number 7, ninety days after the completion of the training, how do you feel that this training was valuable in terms of changed behavior regarding customer service? Forty-two percent of those interviewed indicated that 90 days after the training they did not feel like behavior and attitudes had changed. These managers seemed to feel that the behavior and attitudes of their employees were very good in the area of customer service and they did not see a substantial difference. Fourteen percent of those surveyed felt it had been valuable in terms of changed attitudes and behavior. The rest of those surveyed (44 percent) expressed the opinion that it had some value for their staffs, but only as reinforcement. Those with staff members who were relatively new felt it had been helpful to further

orient them to the emphasis placed on customer service at Mid America. Results of question 6 and 7 are shown in Table III.

Comparison of the Trainer's Expectations and

the Manager's Perceptions of the Value of

the Customer Service Aspect of the

Training Following the Training

and Over a Ninety Day Period

The Director of Training at Mid America was the trainer of the course taught in May. A questionnaire was addressed to her to find out what expectations she had of the results of the training on customer service. The questions included:

1. What specific skills in the affective domains will be addressed in this training session?

Response: Attitudes of caring, empathy, and identifying with the customers' needs are the primary skills being addressed.

2. What techniques will be used to change or modify existing behavior in the areas listed above?

Response: Modeling and role playing are two techniques, as well as a visual presentation using a video. The video uses the technique of showing outcomes when good customer service is not given.

3. Briefly state your expectations of how this training session will change branch managers' attitudes regarding customer service.

Response: I do not expect change as much as I do expect reinforcement of what they already know to be the components of good customer service. In the service business there is always the danger of becoming complacent about the importance of good service.

4. Briefly state how this training session will be effective over the long term for customers of Mid America.

Response: Mid America is part of one of the industries facing the "deregulation era". Our current and future base of competition is better service. Competition is new to the financial industry. The association or financial institution that invites customer loyalty through exceptionally caring quality service will have the competitive edge. With customer service training of this type, we hope to create models of excellence that will permeate the attitudes of our entire organization.

Comparison

Forty-four percent of the branch managers tended to agree with the trainer's expectation that the training would reinforce good customer service. Twenty-eight did think it would change behavior, and 28 percent thought it would not change behavior.

Ninety days after the training session, 44 percent of the respondents agreed with the trainer that over the long term the value of the training session was to reinforce good customer service models. Fourteen percent indicated they thought it had been valuable, while 42 percent thought it had not changed what they perceived to be excellent customer service attitudes and behaviors.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains the following four sections: (1) Summary of Findings, (2) Conclusions of the Study, (3) Recommendations, and (4) Recommendations for Further Research.

Summary of the Findings

The purpose of the study was to identify the transfer of selected affective skills from the training session to the workplace. The 11 branch managers from Mid-America Savings and Loan in the Greater Tulsa Metropolitan Area were selected as the population for this study. The area of customer service, defined in the affective domain, was researched 90 days after a specific training was done on this topic. The following research questions were addressed.

1. What specific skills were addressed in formal training sessions?

2. What are the elements of affective skills which the trainer anticipates will transfer from the classroom to the work place?

3. How did the training sessions in the affective domain affect attitudes and behavior?

4. How effective was the transfer of training in the affective domain over a 90 day period of time?

A review of the literature indicated that there were five distinct types of behavior associated with the affective domain. These included a development of appreciations and adjustments to new systems or policies. A competency would constitute behavior that demonstrate effective and/or superior performance on the job. If training has transferred in the affective areas, the supervisory trainees can apply what they learn to solve problems on the job, and better evaluate their employees' work. Training that has transferred will become par of the trainees' value system.

Behavior or performance objectives are used to help the trainer determine what order to present material, what activities will be the catalyst for participants to master content and transfer it to the workplace. It must be established what activities will help the participants anticipate how attitudes toward the content will be received. Inherent in this system is management of content in regard to new material and skills. Thus, management training must modify attitudes and behavior. Research into this area indicates that attitudes must be hanged before job performance can be changed. The research also seems to suggest that managers trained in the area of attitude and behavior change rise significantly higher in management than those who do not receive training.

The researcher questioned the trainer as to what skills would be addressed in the affective domain, and what were the expectations of behavior and attitude changes immediately after the training course, and over the long term. Supervisors were asked to evaluate change in behavior in five competency areas, and examine value and retention of techniques chosen to change attitude and behavior. They were also

asked to comment on the effectiveness of the training.

Conclusions of the Study

The conclusions reached from the findings included the following:

1. The trainer's expectations were met in terms of reinforcing good customer service. Branch managers agreed that this training reinforced good customer service models, more than changed behaviors and attitudes associated with them.

2. The specific skills in the affective domain addressed in this training would result in attitudes of caring, empathy and identifying with customer needs. These were translated into the competencies of receiving information, responding correctly, valuing the organization's needs, and being prepared to understand customer needs. This characterized good customer service.

3. The techniques used to transfer these skills in the affective areas were evaluated in terms of value and retention by the branch managers. The results indicated satisfaction with two of the techniques used, with role plays viewed as the least effective.

4. The effects of the training after 90 days indicated a continued reinforcement of good customer service behavior and attitudes already in place at Mid-America Savings and Loan.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Customer service training at Mid-America Savings and Loan should be continued in an effort to further reinforce good customer

service.

2. The teaching techniques used by the trainer for customer service reinforcement are viewed as valuable by branch managers, and should be continued. Role plays seemed to draw mixed reviews, and should be evaluated by the trainer in terms of appropriateness and population.

3. Branch managers should be advised to discuss good customer service and attitudes and behavior on a continuing basis with employees between training sessions.

4. Further long term research studies should be done on customer service behavior and attitudes at Mid-America Savings and Loan, emphasizing input from branch managers.

<div align="center">Recommendations for Further Research</div>

More research should be done in the following areas:

1. A follow up study using the same branch managers should be done in a year to determine if their understanding and attitudes regarding customer service has made them more valuable to Mid America.

2. A study should be done on Mid-America customers to see if they perceive customer service as an important issue in their patronage of the company.

3. The competencies in the affective domain as addressed in this study should be used as a baseline for further research as to their value and retention in a long term study.

BIBLIOGRAPHY

Baird, Lloyd S., Craig Schneier, and Dugan Laird. The Training and
    Development Sourcebook. Amherst, CA: Human Resources Development
    Press, 1983, pp. 231-235.

Bloom, Benjamin. Taxonomy of Educational Objectives: The Affective
    Domain. New York, NY: David McKay, 1964.

Camphill, J. P., M. D. Dunnette, E. E. Lawter, and K. E. Weick.
    Managerial Behavior, Behavior, Performance, and Effectiveness.
    Palo Alto, CA: McGraw Hill Book Company, 1970.

Dalosio, Tony and Marsha Firestone. "A Case Study in Applying Adult
    Education and Learning Theory in Developing Managers." Training
    and Development Journal, Vol. 2 (1983), pp. 73-78.

Darkenwald, Gordon G. and Sharon B. Merriam. Adult Education
    Foundations of Practice. Cambridge, MA: Harper and Row, 1982.

Dreilinger, Craig, Richard McElhany, David Rice, and Bruce Robinson.
    "The Promise of Leadership-Style Training: An Outdated Myth."
    Training and Development Journal, Vol. 9 (1982), pp. 69-71/

House, Robert J. "Leadership Training: Some Dysfunctional
    Consequences." Administrative Science Quarterly, Vol. 12 (1968),
    pp. 556-571.
Kirkpatrick, Donald L. A Practical Guide for Supervising Training
    and Development. Reading, MA: Addison-Wesley, 1983.

Kelly, Helen B. "A Primer of Transer of Training." Training and
    Development Journal, Vol. 12 (1982), pp. 102-103.

Laird, Dugan. Approaches to Training and Development. 2nd. Edition.
    Reading, MA: Addison Wesley, 1985.

Leifer, Melissa S. and John W. Newstrom. "Solving the Transfer of
    Training Problems." Training and Development Journal, Vol. 34,
    (1980), pp. 42-46.

Robinson, Dana G. and James C. Robinson. "Breaking Barriers to
    Skill Transfer." Training and Development Journal, Vol. 1 (1985),
    pp. 82-83.

Rosenbaum, Bernard L. "Back to Behavior Modeling." Training and
    Development Journal, Vol. 12 (1982), pp. 96-99.

Wohlking, Wallace. "Management Training: Where Has It Gone Wrong."
    Training and Development Journal, Vol. 17 (1971), pp. 207.

APPENDIXES

APPENDIX A

OBJECTIVES FOR TRAINING

June 1 and June 4, 1987, 6:30-9:30 p.m.

OBJECTIVES

1. To give branch managers a better understanding of the impact new policies and procedures will have on the customer.

2. To demonstrate procedural changes and how to effectively communicate these changes to the customer.

3. To acquaint the branch managers with the new forms and documents.

4. To assist branch managers with any other questions regarding customer service.

5. To model and demonstrate preferred customer service practices.

APPENDIX B

TRAINER'S QUESTIONNAIRE

1. What specific skills in the affective domains will be addressed in this training session?

2. What techniques will be used to change or modify existing behavior in the areas listed above?

3. Briefly state your expectations of how this training session will change branch managers' attitudes regarding customer service.

4. Briefly state how this training session will be effective over the long term for customers of Mid-America.

APPENDIX C

COMPETENCIES TO BE MASTERED IN THE

AFFECTIVE SKILL AREAS AFTER THE

CUSTOMER SERVICE TRAINING

Competencies to be Mastered in the Affective Skills Areas after

Completion of the Customer Service Training Session June, 1987.

Receiving	Listens with respect to customer questions and concerns about new policies and procedures
Responding	Familiarization with new policies and procedures to be initiated by Mid-America
Valuing	Ability to evaluate preferred customer services in staff members
Organization	To answer inquiries about new policies and procedures in a positive way
Characterization	To acquire an understanding of why new policies and procedures will provoke customer inquiries

APPENDIX D

CUSTOMER SERVICE PARTICIPANT

EVALUATOR FORM

Evaluation/Customer Service
June 1 & 4, 1987

Please rate the following statements on a scale of 1 to 5, with 5 being the "most true" and 1 being "least true."

1. The training topic - Customer Service for Conversion Related Issues - was timely and needed.

        5   4   3   2   1

2. As a result of the training, I feel better prepared to appropriately deal with some of the customer service issues.

        5   4   3   2   1

3. I thought the film "Remember Me" excellently presented the importance of good customer service.

        5   4   3   2   1

4. I found the skit presentations and role plays helpful for the issues addressed.

        5   4   3   2   1

5. Please rate the overall program on a scale of 1 - 5, with 5 being the highest and 1 the lowest.

        5   4   3   2   1

What was especially worthwhile (useful, helpful, needed, etc.) in the training program? _____

_____

_____

_____

How might the program have been improved? _____

_____

_____

_____

_____

DO NOT SIGN YOUR NAME

A return of 77.6 percent was gathered immediately following the training session.

The following statements were rated on a scale of one to five, with five being the "most true" and one being "least true". The average of the ratings follows each statement.

1. The training topic was timely and needed.   4.0
2. As a result of the training, I feel better prepared to appropriately deal with customer service issues.   3.65
3. I thought the film "Remember Me" excellently presented the importance of good customer service.   4.66
4. I found the skit presentations and role plays helpful for the issues addressed.   3.55
5. Please rate the overall program on a scale of one to five, with a five being the highest and one being the lowest.   3.6

Among those portions of the program listed as especially worthwhile were:

films
skits
presenting things from the "customer's point of view"
role play
questions and answers
"one-on-one time" spent with each attendee
copies of forms and documents
One response very generously said "All."

Other noteworthy affirmative responses were:

"Having everyone take part was great?"
"The subject matter was relevant and it was necessary for it to be discussed at this time."
"Being able to ask questions and have them answered."
"Helped me know what to say to customers in response to specific questions they may have."
"The film was a good reminder of how important customer service is in any business."

Among the suggestions on how the program might be improved:

more examples of customer questions
shorter role play time
more direct answers to questions
more skits

The only negative comment mentioned repeatedly was that the program was "way too long."

APPENDIX E

AGENDA FOR CUSTOMER SERVICE

TRAINING, JUNE, 1987

INTRODUCTION 7 P.M.

    TITLE ON FLIP CHART

    TIE IN TO CONVERSION

    CUSTOMER PERCEPTION OF CHANGES

SHOW FILM

    PRE- TURN FLIP CHART TO "ATTITUDE" SENTENCE

    DISCUSSION

SHOW "CARING" TRANSPARENCIES

ANNOUNCE SKIT PRESENTATIONS

    PRESENT SKITS

    SUMMARIZE AFTER "RIGHT" PRESENTATION

EXPLAIN ROLE PLAYS / FORMS ON OVERHEAD DURING ROLE PLAYS

    NUMBER BY SIX

    KEEP PART, DONE WHEN HAVE SIX

"WRAP-UP" DISCUSSION/ QUESTIONS & ANSWERS 9:30 P.M.

DISTRIBUTE PACKETS

DISTRIBUTE EVALUATIONS

APPENDIX F

TRAINEE QUESTIONNAIRE

1. Three types of techniques were employed during the June training session on customer service:

   A. Video presentation "Remember me?"
   B. Role Plays
   C. Modeling and Demonstration (skits)

   Which of these techniques, ninety days after the presentations, do you remember most?

2. Which technique do you feel was most useful to you in improving customer service?

3. What value did you see in the video "Remember Me?"

4. What value did you see in the role plays?

5. What value did you see in the modeling and demonstration (skits)?

6. Upon completion of this training in June, how did you feel this training would change your attitude or behavior regrading customer service?

7. Ninety days after the completion of this training, how do you feel that this training was valuable in terms of changed attitude or behavior regarding customer service?

8. On a scale of 1 to 10 (1 being poor, 10 being excellent), rate the way you think that the training helped you answer questions and concerns about new policies.

9. One a scale of 1 to 10, rate the way you think the training familiarized you with the new policies and procedures.

10. On a scale of 1 to 10, rate the way you think this training gave you information regarding a more positive attitude regarding customer service.

11. On a scale of 1 to 10, rate your ability to evaluate your staff members in terms of improved customer service.

12. On a scale of 1 to 10, rate your understanding of why new policies and procedures would invoke customer inquiries.

VITA   *2*

Eugenia Newell

Candidate for the Degree of

Master of Science

Thesis: JOB TRAINING TRANSFER IN THE AFFECTIVE AREAS ON A SELECTED
SERVICE ORIENTED INDUSTRY IN TULSA, OKLAHOMA

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, December 18, 1944, the
daughter of J. H. and Linda Chirstine Stites.

Education: Graduated from Edison High School, Tulsa, Oklahoma,
in May, 1963; received Bachelor of Arts Degree in History
from Oklahoma State University, Stillwater, Oklahoma, in
May, 1967; completed the requirements for the Master of
Science Degree in Occupational and Adult Education, with an
emphasis in Human Resource Development, Oklahoma State
University, Stillwater, Oklahoma, December, 1987.

Professional Experience: Teacher, Tulsa Public Schools, Tulsa,
Oklahoma, 1967-1970; Teacher, Monterey Public School,
Montery, California, 1973-1981; Program Consultant, Cabrillo
College, Aptos, California, 1973-1981; Coordinator,
California Public Schools, Santa Clara, California, 1984-
1985; Coordinator, Continuing Education, Rogers State
College, Claremore, Oklahoma, 1985-1986; Director,
Cooperative Education, Rogers State College, Claremore,
Oklahoma, 1985-Present.

Professional Organizations: American Association for Training
and Development; Honor Society of Phi Kappa Phi.