

AN ANALYSIS OF USE OF EVALUATING
TECHNIQUES USED IN MEASURING
MANAGEMENT TRAINING PROGRAMS

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CHAPTER I

INTRODUCTION

Nature of Problem

The foodservice industry is the third largest in the United States in terms of gross retail sales in 1979 and is projected to employ more people than any other segment of the United States economy by the year 1987 (1) (2). At present one out of three meals is eaten away from the home and this is expected to increase to one out of two in the middle 1980s (1) (3). Many aspects of our changing lifestyle such as the fact that more women work and greater disposable incomes are available contribute to this growth within the foodservice industry.

This growth has also brought about major changes in the overall operations within the industry. The industry has capitalized on several of the technical advances that have been developed within other industries such as electronic equipment, new building materials, and more efficient cleaning and preserving chemicals to mention just a few. However, the greatest potential for opportunity for growth is through change in management of human resources that are so vital to the industry. The human resource factor plays a major

part in a successful foodservice operation (4). The need for well-trained, efficient management has become a major concern of all the leading organizations within the food-service industry (5).

There has been an increase in the number of management training programs in recent years (6). Management training has been viewed by some as a basic tool that management uses to enhance the efficiency of their organization in obtaining its goals (6). In order to know how effective or noneffective management training is, it stands to reason that some form of evaluating technique must be used to measure its performance.

During the initial years of the development of management training programs there was a trend within the industry to accept the effect of training at face value or in some instances there were limited evaluating techniques such as "after only" comments by participants on how well they liked the program, the conditions of the environment, or personality traits of the training instructor. The evaluation of management training programs had little interest on the part of many within the industry, until recent years. This interest has grown rapidly as training costs have accelerated and business has encountered periods of "profit squeeze" (7). Without sound evaluating techniques of training programs effectiveness, it is difficult at best for a training director to defend the very existence of his department.

The problem which exists for many directors is the lack of information on the use of evaluating techniques within the foodservice industry.

Statement of Problem

The problem with which the present study was concerned involved the lack of information about the use of evaluating techniques used to measure management training programs within the foodservice industry.

Purpose of the Study

The purpose of this study was to survey training directors within the foodservice industry in order to analyze those evaluating techniques used to measure management training programs.

Research Questions

The following research questions were developed in an attempt to analyze the present evaluating techniques being used within the foodservice industry to evaluate management training programs:

1. Who are the principal users of evaluating techniques in the foodservice industry?
2. What training program outcomes are most often evaluated?
3. Why are the present evaluating techniques being used?

4. Where have the present evaluating techniques originated?
5. When are the present evaluating techniques reviewed?
6. What are the backgrounds and present responsibilities of the respondents to this study?

Limitations and Assumptions

This study included only those foodservice industries listed in the "Top 400" according to gross sales as reported in the July, 1982 issue of Restaurants and Institutions. Although the study was directly related to only 20 percent of the 400 leading foodservice industries in the United States, the findings could have implications for all foodservice.

The responses to the questionnaire have several inherent limitations. One of the major limitations is that the return is usually very low because the participants are all volunteers. In order to increase the return rate, the depth in which questions were designed had to remain somewhat limited to avoid possible concern of respondents toward revealing confidential company information.

Another limitation of this study is that no attempt has been made to include that portion of the foodservice industry classified as captive operations such as schools, hospitals, prisons, and so on.

Finally, an assumption was made that the participants were honest in their responses and that the questionnaire

provided an adequate means of collecting the data.

Definition of Terms

Although most of the terms in the study may be classified as common knowledge, to avoid misinterpretation of their use within this study the following definitions are given:

Foodservice Industry--Only those operations that have noncaptive patrons. These operations are the ones in which the customers have a choice in whether they will patronize the establishment.

Training Directors--Those individuals whose primary responsibility within the organization is the training and development of employees.

Management Training--Only those educational programs, formal or informal, that are conducted within the company for persons presently classified as management personnel or aspiring to that position.

Management Personnel--Those persons who are held responsible for their employees over which they have direct supervision.

Evaluating Techniques--An expert method of executing appraisalment of precise events. Within this study those events are concerned with the management training programs within the foodservice industry.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The intent of this review of related literature was both historical and investigative on the foodservice industry's use of evaluating techniques used to measure the effectiveness of management training programs.

The historical portion was concerned primarily with tracing the development and rapid growth of the foodservice profession since World War II. This review was concerned with the existing status and how it had changed over the years. The emphasis of the review was centered on the development of the foodservice industry, the development of management training, and the evaluating techniques used to measure effectiveness.

The investigative portion of the study was originally confined to only those studies that were solely concerned with evaluating techniques used within the foodservice industry. However, when the investigation failed to reveal any studies written, it was necessary to expand the search to include all studies that indirectly related to evaluating techniques used to measure and type of training program

dealing with management in the United States. This revealed a wealth of studies, from which those that were considered most relevant are presented in this study.

Development of Foodservice Industry

The history of eating out can be traced as early as 1700 B.C. There are records of public places in Egypt that had a limited menu during this period of recorded history (2).

Early Romans in Naples were noted for their great eating-out establishments. Along the streets were a number of snack bars vending bread, cheese, wine, nuts, dates, figs, and other hot foods. Because a number of these snack bars were identical, there is speculation by Lundbery (2) that these were the first form of chain operations as we have today.

Eating out usually occurred in an inn after the fall of the Roman Empire. In the larger cities like Paris and London there appeared cook houses around 1200 A.D. Then in the 1650s a forerunner of the cafeterias of today started appearing in London and Oxford known as coffee houses. These coffee houses were very popular in colonial America and soon took on the name of "cafe" or "cafeteria" which was a French word that meant coffee (3).

The French had a major influence upon the eating-out experiences of early Americans. A Frenchman by the name of Monsieur Boulanger developed a soup "le restaurant divin,"

which he served his patrons in France around 1765. It was extremely expensive and attracted fashionable ladies and gentlemen who would not ordinarily patronize the public taverns where eating ran a poor second to drinking. This new concept of eating out as the main purpose of the establishment came to the United States in the early 1800s. The term "restaurant" was quick to be associated with only the finest French eating establishments such as Delmonico's in New York. The guests that visited Delmonico's were to experience nothing less than the finest in eating with over 371 separate dishes from which to select. These dishes were listed on one of the first printed menus in both French and English. As so often happens with family-type restaurants, after the death of the last Delmonico brother in 1923 the restaurant was closed (3).

Restaurants and fine railroad dining cars captivated the eating-out market until the turn of the century. In the early 1900s the general public began its romance with the automobile and the moving society soon had a need for what is now known as drive-in cafes. About the time these small cafes started to spring up all over the country, World War II began (3).

The war brought about many changes in the foodservice industry. During the war several plants found that serving hot lunches increased production and since most of the government contracts were written as cost-plus, the plants were soon in the foodservice business. It was at this point that

masses of women employed in the work force began to accept the concept of eating out as a part of their life style. After the war many women remained in the work force and the eating-out experience began to increase with the additional income and lack of time available for women around the house (3).

The demand for a fast food type of operation increased drastically after the war and with this increase came the chain restaurant concept. The chain brought about standardization and uniformity of products, service, and management. This was considered by Keiser (3) and others as the beginning of modern-day management training in the foodservice industry.

Development of Management Training

In the early American restaurants there was little need for formal techniques in training. The proprietor learned the business from his father or over a long period of informal apprenticeship. It was not until after World War II that the need for training in the foodservice industry became such a demanding problem. This problem developed from the rapid growth in the eating-out habits of the general public and the lack of skilled individuals within the industry as a whole. This situation was not unique to the restaurant business. The federal government appropriated vast sums to expand and speed up training in industry as a whole, as Lunberg and Armatas (11) explained.

In the Sixties large companies like Marriott, ARD, Inter-Continental Hotels Corporation, and several public food-service operations began employing training specialists to develop training programs for their organizations. Training became such an important part of chain operations that numerous training departments established a "Council of Hotel and Restaurant Trainers" in 1971. These early training programs were taken with little question as to their effectiveness, as Tracey (12) explained in his writings.

Training in the foodservice industry had tremendous success for several companies in the Sixties and early Seventies. However, there were also those who had less than favorable results from their newly-acquired training programs. During this time period there was a renewed view of training with more value placed on it in terms of economic benefit as Gallagher (13) pointed out. This increase in concern for evaluating training program effectiveness has continued to increase as the cost of training accelerates and business encounters periods of "profit squeeze" (7).

Evaluating Techniques

There is no argument among training professionals that evaluation of training should be done. The disagreement begins when they try to establish an acceptable standardized evaluating technique that can be universally defined and used throughout the foodservice industry. Nadler (14) explains it as:

The concept of evaluating training has been, and still is, highly controversial. The techniques for effective evaluation are lacking, and the reluctance on the part of those concerned to expose themselves is also a consideration. However, more pressure is being felt to at least evaluate at the level of current competence without waiting for the more refined tools which are always just beyond the horizon (p. 57).

He goes on to explain that there are several approaches to evaluating evaluating techniques, of which Kirkpatrick's (15) model is considered the most usable. Kirkpatrick's method of categorizing evaluating techniques has been used by a variety of research studies and reports such as the U.S. Civil Service Commission Bureau of Training (16).

The data about different evaluating techniques can be categorized into four different training outcomes according to the Kirkpatrick system. These four areas according to Kirkpatrick (15) are:

REACTION is defined as how well the trainees liked a particular program. Evaluating in terms of reaction is the same as measuring the feelings of the conferees. Because reaction is so easy to measure, nearly all training directors do it (p. 1).

LEARNING is defined in a rather limited way as follows: what principles, facts, and techniques were understood and absorbed by the conferees. Evaluating techniques that attempt to measure learning are much more difficult than reaction (p. 7).

BEHAVIOR is defined as changes in job behavior resulting from the training program. A more scientific approach is needed and many factors must be considered. During the last few years more and more effort is being put in this direction (p. 10).

RESULTS is defined as the objectives of many training programs such as: reduction of costs, reduction

of turnover, or improvement of production. At present time research techniques are not adequate to measure human relations training in results (p. 16).

Some evaluating techniques require rather complex experimental designs and extensive training to administer as Sax (17) expressed. Many companies employ outside consultants to provide this service. Prudent use of their time can and often does lead to substantial savings on the part of the training department.

There appears on the surface to be a settling effect toward the use of existing evaluating techniques. As Schwartz (18) views the use of evaluating techniques, he sees the tendency of many within the field to "do the best they can with what is available."

Investigation of Related Dissertations

There has been numerous reports, including several dissertations, attempting to explain the status of evaluating techniques used throughout management training programs during the 1960s and 1970s. This abundance of literature is obviously increasing with the passing of time and it is also apparent that there is little to no research being attempted that is directed solely at the foodservice industry. The review of the following dissertations have been selected because of their unique or significant design, methodology, or findings that may be considered indirectly related to this study.

In 1961, Shafer (19) reported on "A Study of the Evaluative Practices in Management Education and Development Programs in Selected United States Companies." The purpose of that study was to determine both the theoretical and actual practices in evaluating formal management education and development programs in industry. Shafer's research design consisted of a questionnaire sent to 158 large companies.

His major findings relative to evaluations of management training programs were as follows: The more companies stressed management training the more effort in terms of time and budget were given to evaluation. The major deterrent to effective evaluation was the lack of techniques that could control all the variables in production situations. The questionnaires were the most frequently-used evaluating technique. There were few published studies that attempted to give an industry-wide picture of evaluating techniques.

During the 1960s not more than one research study was completed in any one year on the dissertation level. The 1970s was when research studies on evaluation really began to increase, with three studies, Owens (20), Swedmark (21), and Sullivan (6) all completed in 1970. The most relevant of those studies in regards to this study was conducted by Sullivan titled "An Analysis of Management Training Program Evaluation Practices in American Industry." He indicated that up to that time no completely satisfactory method existed by which it was possible to determine whether or not favorable returns were being realized from management

training programs. Sullivan used a mailed questionnaire to survey 50 of the training officials within a group of industries listed in "Fortune" magazine.

There were several of Sullivan's findings that were similar to Shafer's. The following were some of the more significant findings: The direct relationship between training and improved performance was difficult to measure because of variables other than the training itself. There was a substantial gap between evaluation theory and practice. Evaluations of management training in industry tended to be superficial and subjective. The primary criterion used in management training evaluation was change in performance on the job. The primary reason for the poor management training evaluation practices was the lack of evaluation know-how. Training personnel should not be expected to audit their own results. Management training funds would be difficult to obtain without better evaluations (6).

In 1974, Landrum (22) conducted research on "The Evaluation of Custom Tailored Training Programs." The purpose of Landrum's study was to determine if supervisors exposed to a training program specifically designed for their company could show improvement in performance characteristics several months following the conclusion of the program. Landrum employed a research design using random selection with a control group, together with pre-training and post-training evaluations by the participants' supervisors.

The mean gain difference in evaluations in Landrum's study were tested with analysis of variance together with the Newman-Keuis test to determine significant differences. Using this methodology, Landrum determined that there were significant differences between the experimental and control groups in a majority of the performance characteristics, particularly in areas involving communications, attitudes, and human relations. Landrum concluded that the supervisors who participated in this particular custom-tailored program did improve in their job performance.

The need for establishing a comprehensive method to evaluate management training program effectiveness was again emphasized in a study that Axe (23) completed in 1975 titled "The Development of a Method of Evaluating Management Training in Supervisory Skills Within the Department of Army." Axe's study tested a method of evaluating management training using a pre-training and post-training test instrument designed to determine attitude, knowledge, and skills. There were two groups consisting of instructors from two different Department of Army installations who were involved in the study. Axe used a t-test to determine if any significant differences between trainees pre-training and post-training mean scores occurred between the experimental and control group.

The findings revealed that the attitude survey of trainees' reaction to the training was very beneficial and the course content was of high value. It also revealed that

there was a significant difference between the performance of the trainees in the control group and the experimental. Finally, the major value of the study lies in its establishing a basis for a comprehensive method to evaluate management training programs effectiveness using a concept of evaluating by pre-determined objectives.

A quite different approach to evaluation of management training was presented in a study that Elkins (24) completed in 1976 titled "An Evaluation of Management Training in a California County." Instead of using training criteria objectives or other predetermined success criteria as outcome measures, this study used individual goals that were developed and set by the trainees themselves on the last day of their attendance at the program. The goals were measured as to their ambitiousness and accomplishment. Elkins conducted pre-testing and post-testing of participants to see if content learning had occurred. The findings revealed significant gains. There were also personal interviews conducted two and four months after the course. The interviews were analyzed and examined as to their implications for management training and its evaluation. Included in the findings was a strong correlation between the ambitiousness of goal setting and the extent of goal accomplishment.

In 1978, Clegg (25) completed a study "Evaluation Techniques Used in Measuring the Effectiveness of Management Training Programs." The major purpose of this study was a longitudinal investigation of management training program

evaluation practices in large industrial corporations, using Sullivan's 1970 dissertation as a base to determine what significant changes, if any, occurred. Clegg sent out the same questionnaire that Sullivan used with some minor changes and to the same companies. This time however he sent the questionnaires to the company presidents instead of to the training officials. He used inferential statistical techniques to determine significant changes. The major findings of his study were: Over three-fourths of the "Chief Training Officers" were either fully responsible for management evaluation or shared the responsibility with others within the company of the same or higher level of management. The most frequently cited criteria for evaluating management training programs were change in performance on the job, reaction of students to training and changes in knowledge, skills, or attitudes possessed by the students. Nearly one-half of the large industrial corporations listed lack of standards or yardsticks as the most pressing problem, weakness, or shortcoming with respect to evaluation of in-house management training programs. Clegg also recommended that a follow-up study be conducted within three to five years and that the study be directed toward major segments of business.

Summary

The review of related literature has attempted to examine both the historical development and the investigative research information that has been written concerning

evaluation of management training programs in the foodservice industry. Although there was revealed a wealth of information on management training, evaluation, and related research studies that have been written, there still was a tremendous lack of information concerning evaluation directly related to the foodservice industry.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to survey training directors in the foodservice industry in order to analyze those evaluating techniques used to measure management training programs. This chapter describes the procedures used to accomplish this, including the development of the questionnaire, pre-testing the questionnaire, selecting the survey sample, collection of the data, and analysis of the data.

Development of the Questionnaire

The data for this study were obtained by means of a written questionnaire (Appendix C). The specific questions included in the design of the questionnaire were directed at providing answers to the six research questions under investigation. As previously stated, these research questions were:

1. Who are the principal users of evaluating techniques in the foodservice industry?
2. What training program outcomes are most often evaluated?

3. Why are the present evaluating techniques being used?
4. Where have the present evaluating techniques originated?
5. When are the present evaluating techniques reviewed?
6. What are the backgrounds and present responsibilities of the respondents to this study?

Questions one through five on the questionnaire were designed to directly answer research questions one through five. These questions were designed to explain the respondents' stated views of evaluating techniques used in the foodservice industry.

Questions 6 through 24 were designed to explain the actual state of evaluating techniques. A restricted scale form of questioning was used in order to measure the respondents' actual uses of evaluating techniques as suggested by Van Dalen (26). These questions were also designed to be "countercheck" questions as explained by Leedy (27). Table I shows the affiliation of countercheck questions to the research questions.

Questions 25 through 29 were designed to explain the respondent's desired used of evaluating techniques.

Questions 30 through 40 were designed to answer the sixth research question. This information was sought in order to establish the respondents' qualifications to use and analyze evaluating techniques. The data gained by means of the

questionnaire are validated when the respondents' qualifications are established. These questions were a combination of open and close-ended type, designed to permit the respondent to answer with some feeling of confidentiality.

TABLE I
COUNTERCHECK QUESTIONS AFFILIATION
TO RESEARCH QUESTIONS

Research Questions	Countercheck Questions
One	6, 11, 16, 20
Two	7, 12, 17, 21
Three	8, 13, 18, 22
Four	9, 14, 23
Five	10, 15, 19, 24

Pretesting the Questionnaire

The questions for the questionnaire were typed on individual cards and pretested before a completed form was developed. Participants of the pretest included two training instructors and one secretary. Each question was critiqued using a standardized form (Appendix A) made up from Leedy

(27) and Van Dalen (26). After the participants completed the form, each was asked such questions as: What is the length of time it would take to complete if you were not evaluating each question? Which areas could be regarded as overly sensitive? Which questions or areas were confusing? They were then asked to give ideas or suggestions for improving the questionnaire. After several adjustments were made and questions were retyped on cards, the same process was repeated with two different training instructors. There were a few minor changes made and the final form that was used in obtaining data for this study was completed.

Selecting the Survey Sample

The survey sample selected to be representative of the foodservice industry for this research was 80 firms selected by a cluster sampling technique from the Restaurants and Institutions annual list of the 400 largest companies according to sales volume (10).

The selection of companies to be included was accomplished by first dividing the total population of 400 companies into 8 equal clusters. Then every odd number cluster was selected making up a total of 4 clusters. From each of these 4 clusters a systematic process was used to select 20 percent of each cluster. If a company selected by this process was used to select 20 percent of each cluster. If a company selected by this process did not meet the criteria of being a noncaptive company, then another company was

selected from the same cluster that would. This process of selection developed a sample size of 80 companies which were considered to be representative of the population as a whole.

Collection of the Data

The collection of data was accomplished through the use of a mailed questionnaire. A mailing list was developed from the listing of each company in either the Dun and Bradstreet Million Dollar Directory (28) or the Standard and Poor's Index (29).

The first mailing of the questionnaire was made on August 31, 1982. The mailing consisted of the following items: a letter of introduction and explanation (Appendix B), one copy of the questionnaire (Appendix C), and a self-addressed, stamped envelope.

Twenty-one days after the first mailing, September 21, 1982, a post-card reminder (Appendix B) was sent to all those respondents that did not reply to the first mailing.

Seven days after the post-card reminder, September 28, 1982, a third mailing was sent to those who had not responded at that time. This mailing contained the same as the first mailing except that the letter of introduction and explanation was changed (Appendix B).

Fourteen days after the third mailing, October 12, 1982, a phone call was made to all those who did not respond as of that time. The call requested that the participant fill out

and mail the questionnaire that day. At that time the participant was informed that the final date for accepting input had been extended to October 19, 1982.

Analysis of the Data

The information from the questionnaire was extracted and put onto tally sheets to facilitate analysis. The data in this study were obtained from four types of questions: structured, ranked-order, restricted scale, and open-ended.

The total response to each answer of a structured question was divided into the total responses to all answers. This produced a percent for each answer to a structured question.

Each possible answer to ranked-order questions was assigned a weighted number. Then the total frequencies of responses to each answer was multiplied by the weighted number to give the total weighted pointed for each answer. The total weighted points for each answer was divided into the total weighted points for all the answers to a given question. This produced a weighted percent for each answer.

The responses to the restricted scale questions were analyzed by the same method as the ranked-order questions.

The responses to open-ended questions were analyzed by means of a frequencies count, computed ranges, means, and percentages. Information that could not be accurately presented by these methods was presented in its raw state in Appendix D.

A detailed presentation and analysis of the data is given in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to survey training directors within the foodservice industry in order to analyze those evaluating techniques used to measure management training programs. There were six specific research questions designed to direct the research study. The first question was directed at establishing the identity of the principal individuals that utilized the evaluating techniques. The second research question was directed at identifying the training program outcomes that were most often evaluated. The third research question was directed at determining why the present techniques were used instead of other techniques. The fourth research question was directed at establishing the origin of the present techniques. The fifth research question was directed at when these techniques were reviewed. The sixth research question was directed at explaining the background and responsibilities of the respondents to this study.

This chapter is devoted to the presentation and analysis of the data relating to the six research questions. The

presentation and analysis of data includes: (1) questionnaire return rates, (2) results of data pertaining to each research question, (3) summary. Additional information gathered through the open-ended questions is presented in Appendix D.

Questionnaire Return Rates

The respondents to this study consisted of 80 training directors selected from the top 400 foodservice companies listed in Restaurant and Institutions (10). The initial mailing was made August 31, 1982, at which time four dates were designated as accounting and correspondence times.

The first accounting and correspondence date was Tuesday, September 21, 1982. At this time eight questionnaires, representing ten percent of the total, mailed were returned. Additional correspondence, consisting of 72 post cards, was mailed to those participants that had not replied at that time.

The second accounting and correspondence date was Tuesday, September 28, 1982. At this time an additional 9 questionnaires, representing 11.3 percent of the total mailed, were returned. One of these questionnaires was returned which was not completed. Additional correspondence, consisting of a second questionnaire and new cover letter with a deadline of October 12, 1982 stated, was mailed to the 64 participants that had not replied at that time.

The third accounting and correspondence date was Tuesday, October 12, 1982. At this time an additional 22 questionnaires, representing 27.5 percent of the total mailed, were returned. Two questionnaires were returned which were not completed. One of these incompletd questionnaires was explained by the respondent, it was "against company policy to reveal this type information." On October 12 and October 14, 1982 an attempt was made to solicit additional responses by means of the telephone. The respondents that were contacted by telephone were given an extended deadline of October 19, 1982 for acceptances of their input.

The final date for acceptance of data was Tuesday, October 19, 1982. At this time an additional two questionnaires, representing 2.5 percent of the total mailed, was returned. One questionnaire was returned which was not completed. The total results of return rates are given in Table II.

Results of the Data Pertaining to Each Research Question

Results of the data pertaining to the six research questions asked in this study are presented in the following paragraphs:

1. Who are the principal users of evaluating techniques in the foodservice industry?

In order to answer this research question, training directors were asked to respond to six different questions on

the questionnaire. The responses to these questions were grouped into three distinct areas (see Table III).

TABLE II
NUMBER AND PERCENTAGES OF PARTICIPANT
RETURNS ON QUESTIONNAIRE

Item	Percent	Percent
Questionnaires Sent to Training Directors	80	100.00
Training Directors Returning Questionnaires	41	51.25
Usable Returns	37	46.25
Unusable	4	5.00

The first area was concerned with identifying the stated principal user of evaluating techniques. The training director was selected the majority of the time.

The second area was concerned with identifying the actual principal user of evaluating techniques. There was no major difference in the stated and actual responses of the participants. Both areas selected the Training Director as the most frequent user of evaluating techniques.

The third area was concerned with identifying the participants' desired principal user of evaluating techniques.

There was a measurable difference in the responses to the questions in the stated and desired areas. Respondents selected individuals outside the training department the most often as the principal users of evaluating techniques.

TABLE III
PRINCIPAL USERS OF EVALUATING TECHNIQUES

Principal Users	Stated Percent	Actual Percent	Desired Percent
Top Management	17.2	19.6	20.7
Individuals Within the Training Department	27.6	30.5	24.1
Individuals Outside the Training Department	10.4	17.4	37.9
Training Director	37.9	32.5	13.8
Other	6.9	0.0	3.5

The respondents identified additional users of evaluating techniques through the open-ended portions of the questions in the stated and desired areas. These responses are listed under questions 1 and 25 of Appendix D.

2. What training program outcomes are most often evaluated?

To answer this research question, training directors were asked to respond to two rank-order questions and four restricted-scale questions. The data received from these questionnaires was grouped into three different areas (see Table IV).

TABLE IV
TRAINING PROGRAM OUTCOMES EVALUATED

Training Outcomes	Stated Percent	Actual Percent	Desired Percent
Behavior	25.5	22.8	26.6
Learning	26.2	25.1	23.4
Reaction	19.6	29.7	17.7
Results	27.2	22.4	31.1
Other	1.5	0.0	1.2

The first area was concerned with establishing the stated training outcome that was most often evaluated in the foodservice industry. The respondents chose results the predominant amount of times.

The second area was directed at establishing the actual training outcome that was most often evaluated in the

foodservice industry. The responses to questions in this area showed that reaction of the trainees toward the program was the most frequent evaluated outcome.

The third area was directed at establishing the desired training outcome to be evaluated. Participants expressed a dominant desire for evaluating techniques to be used to evaluate the results of training outcomes.

One respondent identified "change" as an additional outcome in both the stated and desired areas (see Appendix D).

3. Why are the present evaluating techniques being used?

To obtain the necessary data to answer this research question, training directors were asked to respond to the two rank-order questions and four restricted-scale questions. The responses to these questions were grouped into stated, actual, and desired areas (see Table V).

The first area was directed at identifying the training directors' stated reasons for his company to use its present evaluating techniques. The reason most often identified was that the evaluating techniques were effective.

The second area revealed the respondent's actual rationale for using its present techniques was cost. It should be noted that effectiveness was a very close second choice.

The third area was concerned with establishing what the respondent considered the desired rationale for using evaluating techniques. The responses in this area was the same

as the stated area. They selected effectiveness as the rationale most often used.

TABLE V
RATIONALE FOR USING EXISTING EVALUATING TECHNIQUES

Rationale Given	Stated Percent	Actual Percent	Desired Percent
Effectiveness	32.1	29.5	35.4
Lack of Alternatives	16.9	16.4	14.4
Time	25.7	24.4	23.2
Cost	24.1	29.7	25.9
Other	1.2	0.0	1.1

The respondents identified additional reasons for using present evaluating techniques in the open-ended portions of questions in the stated and desired areas. These responses are listed under questions 3 and 27 of Appendix D.

4. Where have the present evaluating techniques originated?

To answer this research question, training directors were asked to identify the source from which they obtained their

evaluating techniques. The responses were grouped into stated, actual, and desired areas (see Table VI).

TABLE VI
SOURCE OF OBTAINING EVALUATING TECHNIQUES

Source Obtained	Stated Percent	Actual Percent	Desired Percent
Outside Consultants	0.0	14.7	17.2
Committee From Training Department	34.5	42.1	55.2
Training Director	48.3	43.2	6.9
Other	17.2	0.0	20.7

The first area revealed how the respondents stated their companies obtained their present evaluating techniques. The most frequent source for obtaining evaluating techniques was having the training director develop them.

The second area revealed that the training directors were the actual major source for companies to obtain their evaluating techniques.

The third area was concerned with establishing the desired source for obtaining evaluating techniques by the

respondents. According to their responses, a committee from the training department was the best source.

Additional sources were identified through the response to questions in the stated and desired areas. These sources are listed under questions 4 and 28 in Appendix D.

5. When are the present evaluating techniques reviewed?

To answer this research question, training directors were asked to identify the main reason their companies reviewed evaluating techniques. The responses were grouped into stated, actual, and desired areas (see Table VII).

TABLE VII
REVIEWING PROCEDURES OF EVALUATING TECHNIQUES

Reviewing Procedures	Stated Percent	Actual Percent	Desired Percent
After any change in the training program	43.3	28.5	23.3
After each use of the present technique	26.7	26.1	20.0
As new information on evaluation is revealed	20.0	26.6	16.7
On a regularly scheduled time table	10.0	18.7	40.0
Other	0.0	0.0	0.0

The first area revealed how the respondents stated their companies reviewed their evaluating techniques. Evaluating techniques were reviewed after any change in the training program was the most frequently given response.

The second area was concerned with obtaining responses to questions that actually depicted the procedures that companies used to review their evaluating techniques. These responses also identified the same procedures as area one responses did. The most common procedure for reviewing a company's evaluating techniques is after any change is made in the training program.

The third area was concerned with establishing how the respondents desired to review their evaluating techniques. The majority of the respondents expressed a desire to review their evaluating techniques on a regularly scheduled time table.

There was no information obtained through the open-ended portions of questions in any of these areas.

6. What is the background and present responsibilities of the respondents to this study?

In order to answer this research question, information from questions 30 to 40 on the questionnaire was gathered and analyzed. Questions 30 through 34 were directed at establishing the respondents' educational and work backgrounds. Questions 35 through 40 were directed at establishing the level of responsibility of participants.

The background data consisted of the respondents' ages, years of formal schooling, years of training experience, last

dates they received training in evaluation, and educational achievements.

Table VIII illustrates the age levels of the respondents. It is rather apparent that the majority of training directors are between 30 and 40 years of age.

TABLE VIII
AGE LEVEL OF TRAINING DIRECTORS

Age Levels	Number of Responses	Percent
Under 30 years	6	16.7
30 to 40 years	22	61.1
40 to 50 years	8	22.2
Over 50 years	0	0.0

The number of formal educational years for training directors ranged from 13 to 20 and had a means of 16.05.

Table IX illustrates training directors' total number of years experience in the field of training and development. It should be noted that the greatest percentage of training directors have between four and eight years of experience.

According to the responses from training directors, the majority (74.3) have had some amount of formal training in the area of evaluation within the past two years.

TABLE IX
YEARS EXPERIENCE IN TRAINING AND DEVELOPMENT
OF TRAINING DIRECTORS

Years of Experience	Number of Responses	Percent
Less than 4 years	8	23.5
4 to 8 years	16	47.2
8 to 12 years	6	17.6
12 to 16 years	1	2.9
Over 16 years	3	8.8

To identify the educational achievements of training directors, the types of degrees and their major fields of academic pursuits were queried. The academic fields were represented by the following number of training directors: business, 13 directors; education, 8 directors; science, 4 directors; engineering, 3 directors, and others accounted for 3 directors.

Table X illustrates the type and number of degrees earned by training directors. It should be noted that 24 of the participants had a baccalaureate degree which represented 17.9 percent of those who earned a degree and 64.9 percent of all the respondents.

TABLE X
EDUCATIONAL ACHIEVEMENTS OF
TRAINING DIRECTORS

Achievement Level	Number of Respondents	Percent
Baccalaureate	23	71.9
Master's	7	21.9
Doctorate	2	6.2

The responsibilities of the respondents was directed at identifying the number of employees in training programs, the size of training staffs, the title of their jobs, years in their current positions, utilization of their time, and wage levels.

The number of employees participating in training programs over a one-year period ranged from 35 to 3,400 according to the responses from the training directors. The mean was

397 employees. There were more men (66.7 percent) being trained than women (33.3 percent).

Table XI illustrates the size of training staffs within the foodservice industry. It should be noted that the most prevalent number of employees on a training staff is from one to four individuals.

TABLE XI
SIZE OF TRAINING STAFFS IN THE
FOODSERVICE INDUSTRY

Number of Responses	Number of Responses	Percent
None other self	8	22.9
1 to 4 people	13	37.1
5 to 10 people	5	14.3
Over 10 people	9	25.7

The official title of each respondent was obtained through the use of an open-ended question. This data was listed and simple frequency count completed. The two most often used titles was "Director of Training" and "Director of Human Resources Development."

The time the respondents spent in their present positions fell into one of three time frames. The most often was one to three years with 17 respondents (48.6 percent) identified in this frame. The second most often time frame was less than one year which identified ten additional respondents (28.6 percent). The least often time frame was from three to seven years which identified eight participants (22.8 percent).

To determine how training directors utilized their time, they were asked to rank three major activities from most to least according to time spent. The rankings were assigned weighted points and total points and percentages were computed. The results revealed that 42.9 percent of the respondents spent the majority of their time in instructional planning.

Table XII illustrates the base salaries of training directors within the foodservice industry. It should be noted that the most frequent salary received is between \$30,000 and \$35,000 a year.

Summary

This chapter presented and analyzed the data on the questionnaire return rates and six research questions.

The analysis of questionnaire data revealed that of the 80 training directors contacted, 41 responded and 37 (46.25 percent) of the responses were used in this study.

TABLE XII
SALARY BASE OF TRAINING DIRECTORS

Salary Ranges	Number of Respondents	Percent
Under \$20,000	0	0.0
\$20,000-25,000	2	6.3
\$25,001-30,000	8	25.0
\$30,001-40,000	7	21.9
Over \$40,000	6	18.7

The analysis of data pertaining to the six research questions revealed the following: The principal user of evaluating techniques is the training director. Employee reactions to a training program is the most often evaluated program outcome. The cost of using present evaluating techniques is the most given reason for not using different techniques. The training director is the source most often responsible for development of present techniques. Information on the backgrounds and responsibilities of the respondents was presented.

A summary, conclusions, and recommendations to this study are presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to survey training directors within the foodservice industry in order to analyze those evaluating techniques used to measure management training programs. The six research questions with which this study dealt were cited in Chapter I as being:

1. Who are the principal users of evaluating techniques in the foodservice industry?
2. What training program outcomes are most often evaluated?
3. What are the present evaluating techniques being used?
4. Where have the present evaluating techniques originated?
5. When are the present evaluating techniques reviewed?
6. What are the backgrounds and present responsibilities of the respondents in this study?

The respondents to this study consisted of 80 foodservice training directors throughout the United States. The

questionnaire was developed by the researcher and several training instructors in the foodservice industry. It consisted of four types of questions which, when responded to, produced answers relating to the six research questions.

The questionnaire was mailed to training directors on August 31, 1982. The deadline for accepting questionnaires was October 19, 1982. There was 41 returned questionnaires of which four were unusable, yielding 37 usable returns or 46.3 percent.

Conclusions

The conclusions reported in this chapter were based upon the population studied and cannot be generalized to other populations.

1. Based on data analyzed for research question number one, the conclusion is that the principal users of evaluation techniques are the training directors; however, individuals outside the training department would be more beneficial for effective evaluating.

2. Based on data analyzed for research question number two, the actual training program outcome that is evaluated is the reactions of the participants. Additional conclusions indicate that training directors would prefer to base the evaluation on the results produced by the participants on the job.

3. Based on data analyzed for research question number three, it may be concluded that training directors' rationale

for using present techniques is cost. However, the difference in responses to cost and effectiveness are so minimal and effectiveness was selected most often in all the other areas, that it is the belief of the researcher that effectiveness is the single one most important reason to use any evaluating technique.

4. Based on data analyzed for research question number four, it can be concluded that the training director is the main source of developing evaluating techniques. It should also be pointed out that there is a definite preference for a committee from the training department to be responsible for developing them.

5. Based on data analyzed for research question number five, it can be concluded that training directors review their evaluating techniques after any change in the training program. It should also be stated that training directors would prefer to review their programs on a regularly scheduled basis.

6. Based on data analyzed for research question number six, the following conclusions about the respondents' backgrounds and responsibilities are made. Conclusions can be drawn from the data gathered about the respondents' ages, years of formal training, experiences, latest evaluation training, and educational achievement. They are: the age of a training director is normally between 30 and 40 years of age; the number of formal education years for a training director is 16 years. Training directors reflected a trend in the

literature toward an increasing demand for knowledge of evaluating techniques. This conclusion is based on the large portion (74.3 percent) that have had some type of evaluating training in the last two years. It is concluded that business and education are the dominant backgrounds of training directors. A baccalaureate degree has been earned by 64.9 percent of all training directors.

It can be concluded that the responsibilities of the training directors involved in this study include seeing numbers of employees through training programs, an average of 397 employees within one year's time. The training director must handle a training staff of one to four people.

It can be concluded that more often than any other the training director's title will be "Director of Training" or "Director of Human Resources Development." It is also concluded that the major responsibility of the training director is the instructional planning and that he has been doing this for the last one to three years.

The salary bases reflect a normal distribution of responsibilities throughout the industry if training directors are paid for performance.

Recommendations

The recommendations proposed are based on the findings and conclusions of this study.

It is recommended that individuals from outside the training department be involved more with the use of evaluating

techniques. This will allow new ideas and concepts to flow into the training departments. It will also help educate those outside of the training field about the use and limitations of evaluating techniques.

It is also recommended that training directors direct their evaluating techniques toward measuring on-the-job results. This training outcome has been identified as increasingly important throughout the industry.

It is recommended that further research be conducted using management personnel outside the training department to determine if there are differences in their concepts on evaluating techniques and those of training directors.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE PRE-TEST FORM

INSTRUCTIONS TO CRITIQUING
THE QUESTIONNAIRE

The critiquing of this questionnaire is divided into two parts. The first deals with the individual questions/statements and the second deals with the overall questionnaire.

PART I. You are to read each question/statement which is typed on a card, then answer the critiquing questions below. If the answer to the critiquing question is yes, do nothing. If the answer is no, write the number of the card in the space to the right of the critiquing question.

CRITIQUING QUESTIONS

1. Is it clear? _____
2. Is it complete? _____
3. Does it deal with a single idea? _____
4. Is it brief? _____
5. Do you understand precisely what the question statement is soliciting? _____
6. Is it objective, without suggesting a response? _____
7. Is it courteous, without adverse connotations? _____

Any other comments? Please include the card number to which they pertain.

PART II. You are to review the overall questionnaire and answer the questions below. Circle only one response to each question.

1. The design of the overall questionnaire is logically arranged? (yes) (no)
2. Directions for completing the questionnaire are clear and complete? (yes) (no)
3. The overall length of the questionnaire is . . . ?
(Too long) (Okay) (Too short)
4. Questions are presented in good psychological order, proceeding from general to specific responses? (yes) (no)
5. Any additional comments or suggestions?

APPENDIX B

CORRESPONDENCE



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA 74078
CLASSROOM BUILDING 406
(405) 624-6275

August 31, 1982

Dear Training Director,

During the past ten years there has been an expansion in the scope of management programs within the food service industry. This increase in management training programs has brought about higher training costs, which has resulted in deeper concerns as to the effectiveness of management training. There are indications by professionals within the training field that the evaluation techniques used to evaluate these training programs have not kept up with the training changes. Research indicates that there is limited information on current evaluating techniques and that this information would be of interest to several individuals within the field.

If information can be obtained from people in the field, like yourself, who are actually involved in the use of evaluating techniques, a good service will be rendered to all. Enclosed is a questionnaire for that purpose. Completing this questionnaire will give you about a fifteen minute break in your busy day.

All communication will be held in the strictest confidence. Before any information is tabulated a portion of the questionnaire containing your identity and research return tracking number will be removed. All materials will be destroyed when answers are tabulated. You may have a copy of the results by so signifying your desire on the questionnaire.

Thank you in advance for your kind attention and cooperation in this matter.

Sincerely,

A handwritten signature in cursive script that reads "Dwight C. Johnston".

Dwight C. Johnston

Enclosures:

Questionnaire
Addressed return envelope

SAMPLE OF POST CARD

Sept. 12, 1982

Dear Training Director,

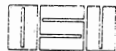
Three weeks ago I sent a questionnaire to you regarding your use of evaluation techniques. As of this date I have not received a response from you.

I would sincerely appreciate a response from you in order for any meaningful results to surface from this study.

Thank you in advance for your prompt attention and cooperation in this matter.

Sincerely,

Dwight C. Johnston



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA 74078
CLASSROOM BUILDING 406
(405) 624-6275

September 28, 1982

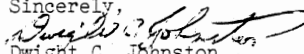
Dear Training Director,

A few weeks ago you should have received a letter where in you were asked to respond to a questionnaire about evaluating techniques used to evaluate your management training programs. Many circumstances could have intervened preventing us from receiving your response. As of now your response has not been received. Your response is extremely important and necessary if any meaningful results are to surface from this study.

If you would, please take a few minutes from your busy day and complete the inclosed questionnaire. For your convenience there is a pre-addressed stamped envelope to return the questionnaire in. Your response is needed no later than October 12, 1982.

Your prompt cooperation in regards to this matter is sincerely appreciated.

Sincerely,


Dwight C. Johnston

Enclosures:

Questionnaire
Addressed return envelope

APPENDIX C
QUESTIONNAIRE

PART I.

This part of the questionnaire is concerned with information about the present evaluating techniques you use to evaluate management training programs.

If you make NO attempt at all to evaluate management training please check this box and skip to question 25. A check in this box means that the effects of training are taken on FAITH ONLY.

1. Who actually uses the evaluating techniques to make an evaluation of your company's management training programs (✓)?
 - _____ a. Top management
 - _____ b. Individuals within the training department
 - _____ c. Individuals outside the training department
 - _____ d. Training Director
 - _____ e. Other _____
2. What are your company's evaluating techniques actually trying to evaluate? Rank from 1 (most desired) to 5 (least desired) the following.
 - _____ a. Behavior
 - _____ b. Learning
 - _____ c. Reaction
 - _____ d. Results
 - _____ e. Other _____
3. Rank your company's rationale for using its present evaluating techniques over others from 1 (most important) to 5 (least important).
 - _____ a. Effectiveness
 - _____ b. Lack of alternatives
 - _____ c. Time
 - _____ d. Cost
 - _____ e. Other _____
4. Select the response that best describes who developed your company's present evaluating techniques. Please check only one (✓).
 - _____ a. Outside consultants
 - _____ b. Committee from training department
 - _____ c. Training Director
 - _____ d. Other _____
5. Select the response below that most accurately depicts how your company reviews its evaluating techniques (✓).
 - _____ a. After any change in the training program
 - _____ b. After each use of the present evaluating techniques
 - _____ c. As new information on evaluation is revealed
 - _____ d. On a regularly scheduled time table
 - _____ e. Other _____

(THE SECTION BELOW WILL BE CUT OFF BEFORE ANY INFORMATION IS TABULATED)

If you would like a copy of this study please indicate mailing address below.

Return mail tracking # _____

DIRECTIONS FOR ITEMS 6 THROUGH 24: Carefully read each statement below, then check one box to the right that most accurately represents your company's current practices.

	OCCURS				
	ALWAYS	OFTEN	SELDOM	RARELY	NEVER
6. Top management uses your present evaluating techniques to form an evaluation of the company's training programs.					
7. Changes in the trainee's behavior are measured, after he returns to his job.					
8. The rationale your company gives for using its present evaluating techniques is that they are EFFECTIVE.					
9. Your company uses outside Consultants to develop its present evaluating techniques.					
10. When a change occurs in your company's training programs the evaluating techniques are reviewed.					
11. Individuals within the training department use your present evaluating techniques to form an evaluation of company training.					
12. After each course, participants are measured on the amount of facts, principles, and techniques they have acquired.					
13. The rationale your company gives for using its present evaluating techniques is that no better ALTERNATIVES are known.					
14. A committee of individuals from the training department developed your company's present evaluating techniques.					
15. After each use of an evaluating technique, the technique itself is evaluated.					
16. Individuals outside the training staff use your present evaluating techniques to evaluate the company's training program.					
17. At the end of each training course the participants express their feelings about the course on an evaluation sheet.					
18. The rationale your company gives for using its present evaluating techniques is based on the TIME it takes to use them.					
19. As new information is obtained about the process of evaluation your company reviews its present evaluating techniques.					
20. The Training Director uses your present evaluating techniques to evaluate your company's training programs.					
21. Evaluations are made of production, morale, quality, and profits that occur after the individual returns to work.					
22. The rationale your company gives for using its present evaluating techniques is based on the COST of using them.					
23. The Training Director develops evaluating techniques used to make an evaluation of the company's training programs.					
24. Your company reviews its evaluating techniques at a regularly scheduled time.					

25. In your opinion who should conduct evaluation of in-house training programs (✓)?
- a. Top management
 b. Individuals within the training department
 c. Individuals outside the training department
 d. Training Director
 e. Other _____
26. In your opinion rank what evaluating techniques should try to evaluate from 1 (most important) to 5 (least important).
- a. Behavior
 b. Learning
 c. Reaction
 d. Results
 e. Other _____
27. In your opinion rank the following reasons for using one evaluating technique over an other from 1 (most important) to 5 (least important).
- a. Effectiveness
 b. Lack of alternatives
 c. Time
 d. Cost
 e. Other _____
28. In your opinion which one of the following would be the best source to develop evaluating techniques (✓)? Please check only one.
- a. Outside consultants
 b. Committee from training department
 c. Training Director
 d. Other _____
29. In your opinion how often should evaluating techniques be reviewed (✓)?
- a. After any change in the training program
 b. After each use of the present evaluating techniques
 c. As new information on evaluation is revealed
 d. On a regularly scheduled time table
 e. Other _____

PART II.

This part of the questionnaire is concerned with information about the individual respondent's background that would help to validate and place proper perspective on the study. Simply omit any question you do not wish to answer.

30. Please circle the number of formal years of schooling you have completed.
 (12 = high school) (16 = Baccalaureate) (18 = Master's) (20 = Doctorate)
 (under 10) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (over 20)
31. Please list the degrees held:

<u>Degree</u>	<u>Major field</u>	<u>Year</u>	<u>School</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

32. Please indicate when you last had formal training in the area of evaluation of management training programs (✓).
- _____ a. Less than 1 year ago
 _____ b. 1 to 2 years ago
 _____ c. 2 to 3 years ago
 _____ d. More than 3 years ago _____
33. Please indicate your total number of years experience in the field of training and development (✓). Do not include formal training years.
- _____ a. Less than 4 years
 _____ b. 4 to 8 years
 _____ c. 8 to 12 years
 _____ d. 12 to 16 years
 _____ e. More than 16 years _____
34. What is your present age level (✓)?
- _____ a. Under 30 years
 _____ b. 30 to 40 years
 _____ c. 40 to 50 years
 _____ d. 50 to 60 years
 _____ e. Over 60 years _____
35. Please indicate your present base salary for one year (✓).
- _____ a. Under \$15,000
 _____ b. \$15,000 to \$20,000
 _____ c. \$20,000 to \$25,000
 _____ d. \$25,000 to \$30,000
 _____ e. \$30,000 to \$35,000
 _____ f. \$35,000 to \$40,000
 _____ g. Over \$40,000
36. Please indicate the time you have spent in your present position (✓).
- _____ a. Less than 1 year
 _____ b. 1 to 3 years
 _____ c. 3 to 7 years
 _____ d. 7 to 12 years
 _____ e. Over 12 years _____
37. What is your official job title? (_____)
38. Please rank the following activities from 1 (most of your time spent) to 3 (least of your time spent).
- _____ a. Instructional Planning
 _____ b. Training and Instructing
 _____ c. Evaluating
39. How many management trainees go through your training programs in one year?
 Men _____ Women _____
40. What is the size of your present training staff (✓)?
- _____ a. None other than self
 _____ b. 1 to 4 people
 _____ c. 5 to 10 people
 _____ d. Over 10 people _____

THANK YOU FOR YOUR TIME AND EFFORT. YOUR RESPONSE WILL BE HELD IN STRICTEST CONFIDENCE

APPENDIX D

DATA COLLECTED

RESPONSES TO OPEN-ENDED QUESTIONS

The responses to open-ended questions are quoted exactly as they appeared on the returned questionnaire. The number to the left of each response represents the question on the questionnaire to which the response pertained. The number in parenthesis to the right of each response indicates the number of times that response was given.

- 1. "Operations mgmt." (1)
- 1. "Just beginning to get line mgmt." (1)
- 1. "Area supervisors" (1)
- 2. "Change" (1)
- 3. "Responses from students are specific here" (1)
- 4. "Program administrators and instructors here" (1)
- 4. "Operations mgmt." (1)
- 4. "Individuals within operations-steering committee" (1)
- 4. "V.P. personnel" (1)
- 25. "All above" (1)
- 25. "Both individuals going through training and top mgmt." (1)
- 25. "Participants" (1)
- 26. "Change" (1)
- 27. "Management development" (1)
- 28. "Committee from training and upper mgmt." (1)
- 28. "Steering committee made up of operations" (1)
- 28. "Steering committee made up of operations" (1)
- 28. "Managers, from other fields" (1)

- 28. "Committee including training representatives, field mgmt., and former participants (1)
- 28. "Operations" (1)
- 28. "Depends on needs" (1)
- 37. "Director of Training" (6)
- 37. "Director of Human Resources Development" (6)
- 37. "Personnel Manager/Director" (5)
- 37. "Director of Manager Training and Development (3)
- 37. "Manager of Training" (2)
- 37. "Manager of H.R.D." (2)
- 37. "Vice President Training and Development" (2)
- 37. "Administrative Assistant Personnel Director (1)
- 37. "Administrative Coordinator" (1)
- 37. "Assistant Director Human Resources Training and Development" (1)
- 37. "Director of Marketing Training" (1)
- 37. "Vice President of Management Development" (1)

VITA²

Dwight Charles Johnston
Candidate for the Degree of
Doctor of Education

Thesis: AN ANALYSIS OF USE OF EVALUATING TECHNIQUES USED
IN MEASURING MANAGEMENT TRAINING PROGRAMS

Major Field: Occupational and Adult Education

Biographical:

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