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PERCEIVED PROFESSIONAL IMPROVEMENT NEEDS
OF HUMAN RESOURCE DEVELOPMENT
PERSONNEL

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CHAPTER I

INTRODUCTION

There is an increasing emphasis in our society on the need to develop human resources. Businesses, industrial firms, governmental agencies, volunteer organizations, educational institutions, and other segments of our society are recognizing the need for human resource development. "Industry and commerce are entering the phase of diminishing returns from further mechanization and automation. Once again, increase in production must be gained by improved human performance" (8, p. 46).

Vast segments of our population have much to contribute, if given the opportunity. Lack of training is not the only drawback to the full utilization of segments of our population but adequate training opportunities can certainly assist some of our citizens in making additional contributions to our country, of which they are capable.

Their need for physical growth is obvious but the need for educational growth of the individual is just as necessary, though sometimes more subtle. The necessary growth can be accomplished through training opportunities related to the specific needs of individuals (15, p. 8).

Changing values and attitudes of workers will be a dramatic trend of the future. These changes are found in the declining emphasis by the worker on work as a duty and an increased demand for more leisure.

A future trainee will want to be treated more as an individual, will be less tolerant of authority and organizational restraints, and will have different expectations of what to put into a job and what can be received from it (1, p. 2).

Through education which must be as modern as the era, there can come the development of human resources to match what seems an avalanche of technological improvements. As methods in business, agriculture, science, and medicine change rapidly and frequently, so grows the necessity for an evolution in the instruction and training of people. There should be retraining and refresher opportunities. The new knowledge resulting from research in many fields must be communicated to the people for their application of problem-solving (14, p. 35).

A central problem faced by the modern corporate organization is that of integrating each individual employee into its organizational life. In recent years, according to Hood (7) behavioral scientists such as psychologists, sociologists, and educators, have been working within many kinds of organizations to develop ways to help increase the integration of the individual employee into the organization. "The result has been an emphasis on training, with numerous approaches and programs being used in an attempt to develop human resources and to increase efficiency" (7, p. 1).

The life and work pressures in the complex world of technological advancement have made the development of human resources urgently necessary--as has the knowledge explosion, new markets, new values and an ever-changing social and economic environment.

Nature of the Problem

Individuals who are responsible for Human Resource Development activities often have little formal specific preparation for the positions they now occupy. "Whoever is responsible for initiating and helping the resource development process will need to manifest professional behavior and leadership" (13, p. 6).

There is a distinction between a professional and professional behavior:

Professional: A person who is in an occupation requiring a high level of training and proficiency. This person has high standards of achievement with respect to acquiring unique knowledge and skills. A person who is committed to continued study, growth, and improvement for the purpose of rendering the most effective service. The level of training, proficiency, and ethical standards are controlled by a society of association of self-governing members. These people maintain and improve the standards and criteria for entrance and performance in the field of work or occupation (13, p. 6).

Professionalism: High level of competence exhibited in action by people in a field of work. This behavior stems from an effective integration of a person's knowledge, skills, and attitudes which are derived from a high standard of education and experience (4, p. 23).

Webster (25, p. 919) defines profession as "a calling requiring specialized knowledge and often long and intensive academic preparation; and a principal calling, vocation, or employment." A universally acceptable characteristic of a profession is adequate academic preparation at a level and of the quality normally associated with the learned professions, according to Silvern (21).

Human resource development is not the province of any one group or discipline. It should, however, be planned, designed and supervised by those who are prepared by education, practice, skill and ethics--teachers or similar specialists. Working alone or with teams or other resource persons, the professional may come from inside or outside the system (13, p. 6).

Nadler (15) said that trainers (Human Resource Development personnel) needed more professional, planned academic preparation. Relatively few institutions of higher education have a formal program specifically designed for preparing personnel for training positions in business and industry. "Unlike many of the more established professions, Human Resource Development failed to have academic programs early in its

development and a systematic body of knowledge was not present until the later stages of its development" (24, p. 89). This systematic body of knowledge has been emerging over the past two decades. However, given the rapid change in the Human Resource Development field and the revolutionary quality of its emergence toward professionalism, there is a significant need to continually diagnose the learning needs of the Human Resource Development practitioner (2).

Statement of the Problem

The increased demand for trained personnel in the field of Human Resource Development, particularly in business and industry, and the lack of supply of such personnel creates a need for higher education to provide training and upgrading in this field. The problem is that little information is available to institutions of higher education (and to other educational institutions and agencies), concerning what such programs should contain. These institutions and agencies do not have available enough relevant current data to develop educational programs for preparing personnel for Human Resource Development responsibilities.

Purpose of the Study

The purpose of this study is to identify the perceived learning needs for professional improvement of personnel responsible for Human Resource Development. The study is based on the premise that identifying learning needs of personnel responsible for human resource development will provide a basis for the establishment of educational programs

designed specifically to prepare personnel for managing training programs, or upgrading the management of training programs.

Definition of Terms

For the purposes of this study, the following definitions of terms are used:

Human Resource Development (HRD)--A series of organized activities conducted within a specified time and designed to produce the possibility of behavioral change (17). The term Human Resource Development includes training, education and development.

Training equates with technical or manual skill development. Education is concerned with the development of the mind, the transmission of knowledge, the ability to reason. Development as it's used in industry, is the broadest of the three terms. It not only embraces 'training' and 'education', but also contains efforts at developing character, interpersonal skills, self-awareness, and other dimensions of personal growth and behavior (19, p. 31).

Human Resource Development Personnel--Person(s) who serve(s) in one or more roles in the field of HRD within an organization. Specific titles for the HRD personnel might include: training director, employee development specialist, curriculum specialist, trainer, instructor, internal consultant, change agent, education specialist, and a wide variety of similar titles relating to the specific function of the individual so employed (2, p. 7).

Professional Improvement--A planned and organized effort to provide personnel with the knowledge and skills necessary to facilitate improved job performance.

Needs Assessment--The assessment of an educational need, is the determination between what an individual (or organization or society) wants himself (herself) to be and what he (she) is: the distance between an aspiration and a reality (11).

Scope of the Study

This study has the following scope:

1. This study will be confined to identifying and analyzing the perceived learning needs of Human Resource Development personnel for professional improvement.
2. This study is limited to a selected group of the national membership of the American Society for Training and Development (ASTD) and the American Society of Personnel Administrators (ASPA).

Assumptions

It is assumed that national membership in the American Society for Training and Development (ASTD) and the American Society of Personnel Administrators (ASPA) is indicative of a higher concern for professional improvement than non-membership. It is also assumed that the addresses of the survey instrument and the respondents of the survey instrument are the same persons and that the questions in the instrument have been answered honestly. It is further assumed that the study respondents are, in fact, responsible to some degree, for the Human Resource Development function.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this study was to identify the perceived learning needs for professional improvement of personnel responsible for Human Resource Development. This chapter presents a review of selected published and unpublished materials related to the problem outlined in Chapter I. In this particular study, the literature is divided into the following sections: (1) Overview of the Human Resource Development Field, (2) The Role of Human Resource Development Personnel, and (3) Professional Improvement Needs of Human Resource Development Personnel.

Overview of the Human Resource Development

Field as an Emerging Profession

In 1976, Stanley Peterfreund (19), writing in the Training and Development Journal, saw Human Resource Development on the rise as a corporate function.

In its various forms, it [Human Resource Development] constitutes a viable, growing and substantial function in industry. More and more educational and development activity is being done professionally. More frequently than ever before, corporate education and training people and their functional department heads are full-time 'professionals'. In some cases, they are the first 'full-time' persons in charge of these activities. There's no question: Human Resource Development functional office is in many ways becoming more importantly recognized, thus also providing an additional career path in its own right. The trend, in fact, is to upgrade the function organizationally (p. 37).

Lloyd Cooper (3) also indicated his belief in the maturing of the Human Resource Development field toward professional recognition when he declared:

Inevitable, the pressure on industrial, governmental and other organizations to make more effective use of these human resources in producing change. Attitudes are changing; the concept and role of the field is changing. New statutes and responsibilities are emerging (p. 21).

According to Wiggs (24), the functions of modern human resource development and the problems that led to the creation of a full-time occupation did not rise until large aggregations of people came to work together in one organization. He felt the spread of large-scale organizations in the American economy dated from the late nineteenth century and that this was a convenient starting point for viewing the Human Resource Development occupation.

It was during World War II that Human Resource Development emerged as a significant area of human endeavor, according to Nadler (17):

The sudden and immediate need to convert large numbers of our nonworking population into workers and military men heightened the role of training . . . Human Resource Development moved right into the very heart of the organization. Employers could no longer rely on receiving a skilled worker or scouting the labor market until they found what they wanted. Our industrial leadership discovered that vast numbers of the population were capable of being trained and made productive in relatively short periods of time. Human Resource Development did not have to prove itself . . . each worker who joined the production line was living proof of the value of an in-company training program . . . From this period on, Human Resource Development emerged as a discernible aspect of organizational behavior (pp. 26-27).

Nadler (15) had earlier commented on the present need of that time for training and the training function:

Even today, the Commonwealth has a vast reservoir of employable citizens who only need training to convert their forced idleness into productive labor. The railroads and mines are not employing as many of the Commonwealth's citizens

as in the past. On the other hand there are many opportunities available in state government, as well as private industry, and citizens can develop the needed skills if there are training directors capable of providing the educational leadership the situation demands (p. 4).

In a recent study by Wiggs (24) in which he developed a conceptual model for achieving professionalization of an occupation and applied it to the Human Resource Development field, he indicated his belief that even in the early days of the Human Resource Development occupation, there was fairly wide agreement as to the scope of the Human Resource Development functions being performed by a majority of Human Resource Development practitioners. Wigg's conceptual model for achieving professionalization of an occupation included:

(1) The stages of development of an occupation:

1. Creation
2. Survival
3. Stability
4. Pride and reputation
5. Uniqueness and adaptability
6. Contribution

(2) The stages of professionalization of an occupation:

1. Creation of a full-time occupation
2. Establishment of an occupational association
3. Establishment of training programs and schools
4. Change of name of the occupation
5. Development and promulgation of a code of ethics
6. Development of a feeling of autonomy
7. Seek support of the law
8. Give service to the lay public

(3) Development needs of an occupation:

1. Definition of field
2. Differentiation of the field
3. Standard-setting
4. Technological refinement
5. Respectability and justification
6. Understanding of the dynamics of the field (p. 51).

These three categories were arranged according to the developmental ages of either birth, youth or maturity. But, according to Wiggs, unlike a

majority of the established professions, Human Resource Development did not enjoy (or be restricted by the parameters of) the structure of a university training program early in its development and that a systematic body of theory was absent until the later stages of its development.

"Training [Human Resource Development] is at the point where adult education was approximately ten years ago," stated Jensen, Liveright and Hallenbeck (10, p. v) in 1964. They contend the following statements are as true for training now as they were for adult education then:

1. The field has built up a constituency.
2. The field has developed a broad base of institutional sponsorship.
3. The field has begun to develop a curriculum based uniquely on the needs of adults.
4. The field has created some new methods and techniques adapted specifically to the characteristic needs of adult learners.
5. The field has been accumulating a unique body of theory, knowledge, and practice.
6. The field has developed an expanding corps of trained workers (p. v).

Peterfreund (19) indicated the trend in Human Resource Development is away from a programmatic approach, with stand-alone courses and episodic activity, toward Training, Education, and Development as a process, as a rationalized system. Also, he indicated that as the process of continuing education becomes more closely integrated with other corporate objectives and planning, the individual becomes the focus with less emphasis on a universal basis, and far more customized, individual options. Nadler (15), on the other hand, would not predict what the Human Resource Development field would evolve to encompass:

It is not possible, and not even necessary, to predict what Human Resource Development will encompass by the end of the decade . . . It will still be a group of activities in which the job, the individual and the organization are interacting as each develops and changes (p. v).

In a recent article in the Training and Development Journal, Chester Warzynski (23) indicated he did not believe the Human Resource Development field met the "traditional model" of a profession. He felt one of the characteristics of the "traditional model," that of specialized knowledge and skill required to perform the service, prevented the field from becoming a true profession. The Human Resource Development field, based on human relations skills has a knowledge base that is broad and vague, and according to Warzynski, offers little chance of meeting this essential criterion of a profession. He did indicate, however, that the Human Resource Development field's "place in today's world will be determined, not by whether it is called a profession or not, but rather by its responsiveness to human and organizational needs . . ." (p. 12).

The Role of Human Resource Development Personnel

The role of Human Resource Development personnel has developed as the field has matured. According to Bell (2, p. 3), "The evolution of the Human Resource Development field has led to increased expansion of the role of its practitioners."

Practitioners in the Human Resource Development occupation were originally employed at other tasks in the personnel or line management functions of their employing organizations. It was during World War II that large numbers of teachers were recruited from high schools and colleges to become trainers for the armed forces and in industrial firms. Many remained after the conclusions of hostilities to become career Human Resource Development specialists both in industry and government agencies (24, p. 80).

According to Nadler (16):

As the training activity began to expand there was the necessity of appointing administrators. Management would frequently select the nearest individual who could be spared

for the assignment and frequently there was no attempt to select an individual with previous educational experience. In some cases, such haphazard selection did not prove too unsatisfactory but in many situations it proved costly and detrimental to the effective development of a sound training program (p. 11).

In 1945, Tom Keaty (10) wrote an editorial in which he identified the functions of a training director. They were at that time:

1. Executive training
2. Training of foremen and supervisors
3. The up-grading program (training given to the employee in the next higher job)
4. Training of new employees
5. Apprenticeship training (in cooperation with craft unions and state apprenticeship boards)
6. Supplementary night classes (in cooperation with various State Departments of Education)
7. Cooperation with schools and colleges (in cooperation with various state universities having Departments of Trade and Industrial Education)
8. Training of employees in improved methods (an extension of J.I.T., J.R.T., and J.M.T. programs with additions of job analysis, and time and motion study for foremen and other groups of employees)
9. Vestibule schools or pre-employment training (in cooperation with State Trade Schools, State Departments of Education)
10. Safety and health education (in cooperation with safety and medical divisions of the firm)
11. Library and magazine circulation (an adjunct to general training of employees)
12. Suggestion system (in many plants, the training department was responsible for administration of the system)
13. Employee selection and placement (although selection and placement was usually the function of the Employment Department, certain phases of the program were administered by the training department (p. 2).

Since then various attempts have been made to define the role of the Human Resource Development personnel according to their job functions, skills and knowledges needed for job performance. In 1976, the Professional Development Committee of the American Society of Training and Development undertook a study to identify basic roles performed by training and development practitioners and the basic competencies

required to perform these activities in an effort to assess more precisely the professional development needs of training and development practitioners (20). They based the premise of their research framework on the belief that before professional development can take place, and even before a role model can be developed, it is important to know what trainers actually do, based on empirical analysis of their actual activities. Their questionnaire was sent to all ASTD national members in November, 1977. The total number of usable surveys was 2,790, representing about 20 percent of surveys mailed. The results of the study indicated:

- time spent in training and development (84% devoted at least half of their time to T&D)
- the median years as a T&D professional was 5 to 10 years
- the median age was 35 to 44
- 77% were male and 23% were female
- educational levels (15% had a bachelor's degree, 24% had some graduate study, 38% had a master's degree, 9% had a doctorate (20, p. 61).

Training and development practitioner roles identified through factor analysis in the study included 14 items:

1. Needs analysis and diagnosis
2. Determine appropriate training approach
3. Program design and development
4. Develop material resources
5. Manage internal resources
6. Manage external resources
7. Individual development, planning and counseling
8. Job/performance-related training
9. Conduct classroom training
10. Group and organization development
11. Training research
12. Manage working relationships with managers and clients
13. Manage the training and development function
14. Professional self development (20, p. 61).

The items with the highest ratings for significance indicate a general concern for program design and development in meeting needs for specific learning or behavior changes. The top three items were:

1. Design specific programs to satisfy needs (e.g., management development, supervisory training, technical development)
2. Establish and maintain good relationships with managers and clients
3. Determine program content (topics) (20, p. 61).

Ward (22), in 1960, indicated a new trend had been developing since the initial attempts to provide personnel for the training function. His survey indicates business and industry seeking training directors with background experiences of two kinds: "experience actually participating in some well established industrial training program, or experience in some institution where adult education is stressed" (p. 35).

The once part-time safety instructor of the 1920's is viewed in many organizations as resident behavioral scientist, counselor, educational manager, learning specialist, sales motivator and internal change agent (2, p. 3).

Professional Improvement Needs of Human Resource Development Personnel

Nadler (15), in his study of Pennsylvania training directors, identified the needs of training directors for professional preparation. A review of the tasks he identifies indicates that many of the needs of the training director can be met by academic study of the disciplines of learning. He concludes that professional education institutions do have a responsibility for providing professional preparation for this new and significant group of adult education administrators.

Training directors, as other educational administrators, could meet some of their needs through attendance at regular courses in professional education institutions. The degree to which regular courses would be meaningful to an individual training director would depend, of course, on his own background and professional activities (p. 153).

At present we have the men (and the women) who are training directors, and the schools which are the professional

education institutions. However, it appears that they are comparatively unaware of each other's existence. One problem then, is how to bring the two together. Traditionally, institutions of higher education were adverse to competing in the market place. In recent years, these institutions have learned a great deal about reaching selected groups of students who might otherwise not have come to the institution. Some of these techniques might well be explored for their utilization in the area of establishing rapport with training directors. So far, it has been assumed that the institutions would be interested in providing the necessary educational experiences to meet the needs of training directors. Possibly other studies should be conducted from the viewpoint of the professional education institution (p. 156).

Although there is no statistical evidence available, it appears that training directors generally hold a bachelor's degree. Further research is needed to ascertain how valid the generalization is concerning the academic background of training directors. However, following the assumption most of them do have bachelor's degrees, it would appear that a degree program should be aimed at the master's level (p. 160).

Outside of the regular course offerings, professional education institutions have much to offer in the way of special workshops and seminars which could be conducted for training directors. These could be offered on either a credit or non-credit basis such as is done now by the institutions (p. 162).

Nadler (15, p. 25) felt that most training directors were not professionally prepared and that ". . . training directors need assistance in developing professionally." Bell (2, p. 3) concurred with Nadler declaring that "as adult learning facilitators, many Human Resource Development personnel have not been professionally prepared to adequately play their many new roles and functions."

It may seem that if the needs of training directors are not met by the professional education institutions, the only danger is that training directors will not be able to perform their tasks to the degree expected of them (15, p. 163).

An authority in the field of adult education, Malcolm Knowles (11), believes that:

Graduate degrees in particular educational specialties must symbolize the development of those competencies required

not only for the performance of the role of educational generalist but also for the performance of a particular specialist role. An adequate theory of graduate training is the specialist role of adult educator must be based on a similar assumption that there are certain generalized competencies that differ with the various sub-specialties within the adult educational role (p. 142).

Hodapp (6) felt that as the need for training practitioners increased, organizations would expect educational institutions to provide an appropriate study program in personnel training and development. The respondents in an earlier study by Gossage (5) believed that higher education should offer a program of courses designed especially for Human Resource Development personnel. Education and business were the major fields of study recommended most frequently. Less than three percent of the respondents, who were members of ASTD, had taken any academic courses specifically related to the Human Resource Development field. In a similar study by Bell (2), the professional learning needs of a selected group of Human Resource Development practitioners in the Washington, D. C., area were identified. Bell's questionnaire included 11 subject areas from which respondents could select the single subject area about which they preferred to learn. Respondents indicated Organizational Development, Training Design/Needs Assessment, and Consulting Processes were the three most desired subject areas. Of the eight delivery methods provided, more respondents (44.1 percent) selected short term workshop, conference or institute, than any other method. Bell recommended institutions of higher education be more aggressive in marketing academic courses and programs for the Human Resource Development practitioner that are related to their learning needs. Also recommended was a replication of the study to up-date the needs assessment.

According to Hodapp (6):

Investigation indicates a paucity of institutions of higher education that offer a complete study program for personnel training and development Practitioners. . . . Institutions of higher education have all the necessary resources for establishing appropriate study programs. A need has been indicated and the state of the art justifies implementation (p. 7).

Summary

In this chapter, relevant background information and related studies are discussed. The review of related research and literature supports the thesis that additional information concerning professional improvement needs of Human Resource Development personnel is a valuable addition to our knowledge base. The field of Human Resource Development is a changing, evolving field. Also, the role of Human Resource Development personnel is changing and expanding. Professional academic preparation can make a significant contribution to the Human Resource Development personnel's professional growth and development.

CHAPTER III

METHODOLOGY

The purpose of this study was to identify the perceived learning needs for professional improvement of personnel responsible for Human Resource Development. To achieve the purpose of this study, four steps were followed. Those were: (1) survey of the literature to determine what has been done in identifying professional improvement needs of Human Resource Development personnel, (2) development of the response form, (3) collection of the data, and (4) analysis of the data.

Research Questions

The following research questions were formulated to provide a focus for the systematic investigation of the perceived learning needs for professional improvement of Human Resource Development personnel:

1. What are the identified job responsibilities and activities of personnel responsible for Human Resource Development?
2. What is the degree of perceived interest for professional improvement of each identified job responsibility or activity by Human Resource Development personnel?
3. What is the preferred method of delivery of instruction to meet the perceived professional improvement needs?
4. What is the relationship between respondent's indicated interest in professional improvement and selected demographic factors?

Review of the Literature

The first phase of this study was to conduct a selected review of literature and research in the areas of (1) the Human Resource Development field, (2) the role of Human Resource Development personnel, and (3) professional improvement needs of Human Resource Development personnel. The review of the literature provided the background for designing the questionnaire used in this study.

Development of the Questionnaire

A self-reporting questionnaire was developed to collect the data necessary for the analysis of the problem. The questionnaire, developed following the review of the literature, was revised and refined several times on the basis of suggestions given by faculty members and fellow graduate students.

The content of the items in the questionnaire was compiled from the analysis of job responsibilities and activities identified in the review of the literature.

The projective questionnaire which asks a respondent to project himself into some situation and tell how he feels or would behave was selected as a preferred format for the questionnaire (12). The use of cartoons in the questionnaire was an experimental effort to increase the readability and, consequently, the return rate of the questionnaire.

Pilot Study

The questionnaire was pretested on a pilot group in order to: (1) determine the overall impression of the questionnaire (Appendix C),

(2) estimate the appropriateness of the format of the questionnaire, (3) determine the effectiveness of including cartoons in a research instrument, (4) determine the degree to which the instrument identified the major concerns and interest of personnel responsible for Human Resource Development, (5) determine the appropriateness of the length of the questionnaire, and (6) determine the clarity of meaning of the questionnaire items.

The questionnaire (Appendix A) and a questionnaire evaluation form (Appendix C) were mailed to the pilot group. The pilot group consisted of 29 randomly selected people from the names on the mailing list and seven people serving as program advisory committee members for the Center for Leadership Development at Oklahoma State University. Pilot group selection was accomplished by randomly selected one page of addresses from a listing of the identified group.

Thirteen of the 36 pilot group members (36 percent) responded to the questionnaire. From their responses, minor changes were made in both the wording of the questions and the format of the questionnaire. Respondents indicated clarity of meaning needed improvement. Wording of the instructions and of some of the questionnaire items were revised to facilitate clarity. The pilot group was not included in the final list of addresses comprising the study group.

Study Participants

The selected participants for the study consisted of all national members of the American Society for Training and Development, and all national members of the American Society for Personnel Administrators whose addresses placed them within 350 miles of Stillwater, Oklahoma.

The addresses used were members listed in the National Membership Directory of the ASTD, 1977-78 (27), and the National Membership Directory of the ASPA, 1977-78 (26). Eliminated from the research study participants was the pilot group. Duplication of names in the two organizations was eliminated. The final list of respondents contained 932 ASPA membership addresses and 543 ASTD membership addresses for a total of 1,475 names.

Questionnaire Mailout

Following the pilot study, the final questionnaire was modified and developed for collection of the data. The questionnaires were mailed during September, 1978, with an accompanying letter from the department head explaining the purpose of the data collection and the usage of the responses. A follow-up letter (Appendix B) and questionnaire (Appendix A) were mailed in October, 1978. The questionnaire was a postage-paid, self-addressed mailer to facilitate and encourage return.

Analysis of Information

Descriptive statistics, chi square and correlation coefficients were used to analyze participant responses. The analysis of data was based on the identified job responsibilities and activities of personnel responsible for Human Resource Development with the research questions serving as the focus for this investigation. The information was coded and transferred to computer data cards for the purpose of analysis. The Statistical Package for the Social Sciences (SPSS) was used to perform the statistical analysis of the data in this study (18).

Descriptive statistics consist of frequencies, percentages, ranks, and measures of central tendencies. Chi square analysis was used to compare the characteristics of the respondents such as age, education, etc., to degree of interest in specific items for professional improvement. Also, chi square analysis was used in tests of independence among variables.

In order to obtain more meaningful comparisons between several of the variables, some of the data (such as age and years in present position) were aggregated to smaller numbers of groups.

CHAPTER IV

FINDINGS AND ANALYSIS

The purpose of this study was to identify the perceived learning needs for professional improvement of personnel responsible for Human Resource Development.

The data for this study were obtained through a survey of individuals who were national members of the American Society for Training and Development and the American Society for Personnel Administrators whose addresses placed them within 350 miles of Stillwater, Oklahoma. This was accomplished by the administration of a questionnaire. The questionnaire provided the study participants the opportunity to respond to the degree of interest for professional improvement of selected job responsibilities. Respondents were also given the opportunity to respond to the preferred delivery system for obtaining such professional improvement. Degrees of interest which respondents could check ranged from low interest to high interest over a seven-point Likert-type scale.

Respondents

There were 421 respondents to the survey instrument. This represents a 28.5 percent return of the 1,475 names on the mailing list. A wide variety of job titles were given by the respondents. One hundred sixty-four different titles were given. Many of these titles, however, only have one word differences with the titles being essentially the

same otherwise. The title associated with the largest number of respondents was that associated with personnel, such as personnel manager, officer, administrator, director, analyst, vice-president, and consultant. Eighty-eight (20.9 percent) identified with this job title. The second largest job title response was that associated with the title of training--training representative, supervisor, manager, director, technician, coordinator, specialist, associate, consultant. This title had 48 individual responses (11.6 percent). Industrial relations (manager, director, analyst, vice-president) was given 25 times. The title employee relations (manager, director, supervisor, associate) was given 16 times. Fifteen respondents indicated their title included Human Resources or Human Resource Development. A title which included training and development was identified 12 times. Eleven respondents indicated titles with education in them--Education and Training Director, Director of Employee Education, etc. Eleven questionnaires were received which did not indicate a job title.

Demographic Data

In Tables I through V, demographic data are presented concerning the respondents.

The respondents were predominantly male. Table I shows that 310 of the 421 who completed the questionnaire checked their sex as male. Ninety-eight checked their sex as female, and 13 did not indicate their sex.

Table II contains the ages of the respondents. Respondents were typically in the 31 to 50 age group with 252 (60 percent) checking this age group. Ages ranged from 22 to 70. The largest age group was the

TABLE I
DISTRIBUTION OF STUDY RESPONDENTS BY SEX

Sex	No. of Respondents	Percentage	Expected Percentage of All Possible*
Male	310	73.6	83.0
Female	98	23.3	17.0
Not Specified	13	3.1	
TOTAL	421	100.0	100.0

*Based on percentage of males and females in total group.

TABLE II
DISTRIBUTION OF STUDY RESPONDENTS BY AGE

Age in Years	No. of Respondents	Percentage
22-30	73	17.3
31-40	131	31.2
41-50	121	28.8
51-60	67	16.0
61-70	11	2.6
Not Reported	18	4.3
TOTAL	421	100.0

\bar{X} = 40.45, Median = 39.27, Mode = 33.00.

31 to 40 year age group with 131 (31.2 percent) of the respondents checking this age group. Eighteen respondents did not check any age group.

Table III contains the years in present position as reported on the questionnaire. The years in present position ranged from less than a year to 33 years. It is noteworthy that over 60 percent of the respondents, 260 in number, had been in their present position four years or less. Only 12 indicated they had held their present position 20 or more years. Fifteen respondents did not check the number of years in present position.

TABLE III
DISTRIBUTION OF STUDY RESPONDENTS BY
YEARS IN PRESENT POSITION

Years in Present Position	No. of Respondents	Percentage
0-4	260	61.8
5-9	90	21.5
10-14	32	7.5
15-19	12	2.8
20+	12	2.8
Not Indicated	15	3.6
TOTAL	421	100.0

\bar{X} = 4.58, Median = 3.18, Mode = 1.00.

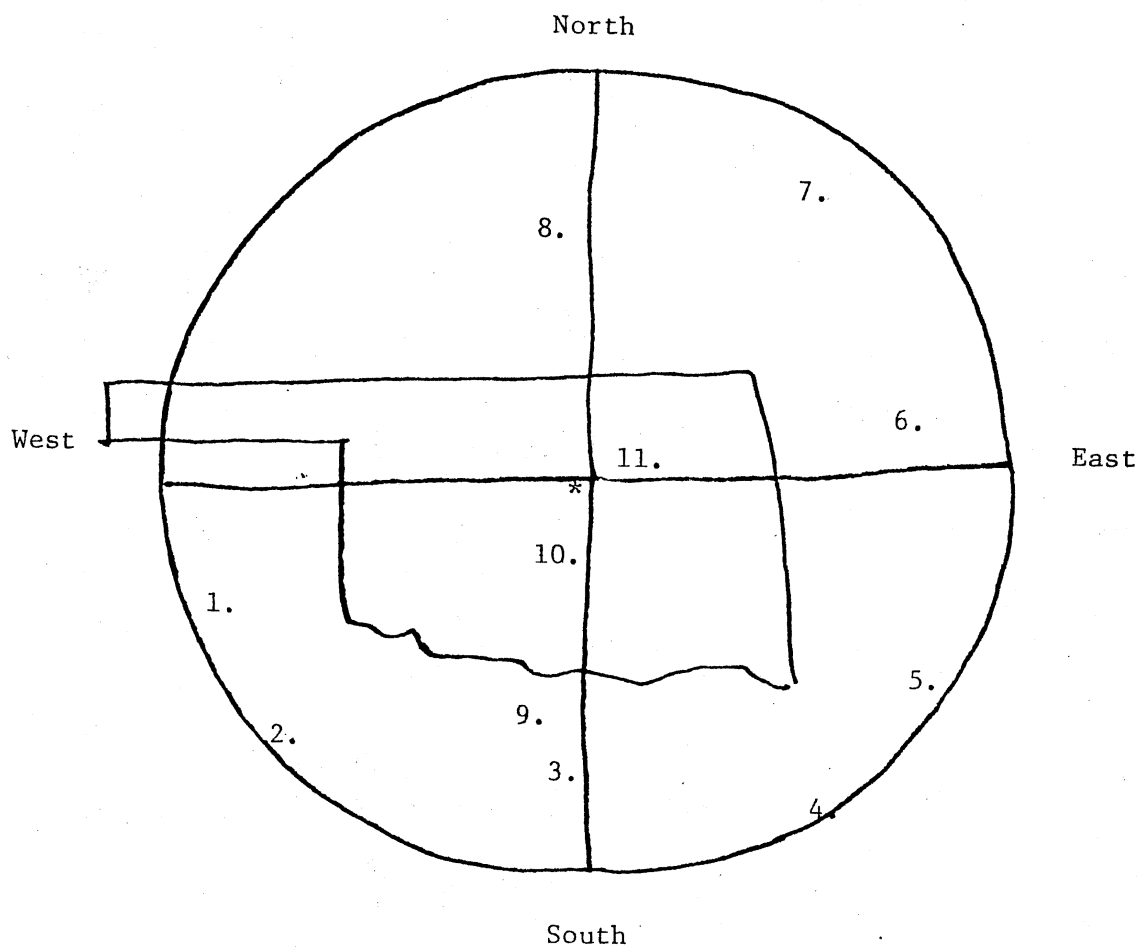
Table IV contains data on the highest educational level of the respondents. The respondents represent a relatively highly educated group with over 80 percent of them indicating a college degree. Of those responding, only 14 percent indicated less than Bachelor's degree level education.

TABLE IV
DISTRIBUTION OF STUDY RESPONDENTS BY
EDUCATIONAL LEVEL

Educational Level	No. of Respondents	Percentage
High School	3	0.7
Some College	58	13.8
Bachelor's Degree	195	46.3
Graduate Degree	152	36.1
Not Reported	13	3.1
TOTAL	421	100.0

Figure 1 shows the geographic area from which the respondents were drawn. This area represents a 350 mile radius from Stillwater, Oklahoma. The area includes most of Oklahoma and Kansas, and portions of Missouri, Arkansas, Texas, and a small area in Louisiana. An analysis of the study respondents by an East-West orientation shows 221 respondents in the East half and 177 in the West half. Twenty-three respondents'

geographic location was not given. By a North-South analysis, there were 212 known respondents from the North half and 186 from the South. A geographic breakdown by North, South, East and West locations shows 171 respondents in the Northeast quadrant, 41 in the Northwest, 136 in the Southwest and 50 in the Southeast.



*Stillwater, Oklahoma--geographic center of study area.
Numbers represent geographical metropolitan areas.

Figure 1. Distribution of Study Respondents by Geographic Location

Eleven metropolitan geographic locations are located on the map by a number in Figure 1. All respondents indicating a geographic location were assigned to the metropolitan center nearest their actual location.

Table V shows the metropolitan areas by number and name, and the corresponding number of respondents in that area. The largest number of respondents, 171 or over 40 percent, were from the Northeast area of the sampling region. This region includes the metropolitan vicinities of Kansas City, Kansas and Missouri, Tulsa, Oklahoma, and Springfield, Missouri.

Analysis of Respondents' Participation in Worker Training Courses

The survey questionnaire asked the study participants to indicate whether or not they had ever participated in a worker training course, and if so, how many. Two hundred twenty-nine (54.4 percent) of the respondents indicated they had not participated in any worker training courses. Table VI contains the respondents' answers to this question and the number of worker training courses in which the respondents reported having participated by number and percentage.

Over 17 percent indicated they had participated in at least two worker training courses. Almost five percent participated in seven or more courses. The relatively high degree of missing data was due to responses such as numerous, many, or several which could not be calculated in the data analysis.

TABLE V
DISTRIBUTION OF STUDY RESPONDENTS BY METROPOLITAN LOCATION

Assigned Number		Number of Respondents	Percentage
1	Amarillo, TX Vicinity	1	0.2
2	Lubbock, TX Vicinity	14	3.3
3	Ft. Worth/Dallas, TX Vicinity	78	18.5
4	Shreveport, LA Vicinity	9	2.1
5	Little Rock, AR Vicinity	41	9.8
6	Springfield, MO Vicinity	22	5.2
7	Kansas City, KS and MO Vicinity	107	25.5
8	Wichita, KS Vicinity	41	9.7
9	Wichita Falls, TX Vicinity	10	2.4
10	Oklahoma City, OK Vicinity	33	7.8
11	Tulsa, OK Vicinity	42	10.0
	Unclassified	23	5.5
	TOTAL	421	100.0

TABLE VI
STUDY RESPONDENTS' PARTICIPATION IN
WORKER TRAINING COURSES

Course Participation	Number of Respondents	Percentage
No Participation	229	54.4
1 Course	31	7.4
2 Courses	41	9.7
3 Courses	30	7.1
4 Courses	10	2.4
5 Courses	11	2.6
6 Courses	10	2.4
7 and Over	18	4.8
Not Indicated	41	9.7
TOTAL	421	100.0

Analysis of Respondents' Perceived Need
for Professional Improvement

The survey contained 27 items relating to the job functions of Human Resource Development personnel. The 27 items were grouped into seven Program Development items, 15 Administration items, and five Human Relations items. Respondents indicated their interest in each of the 27 items for their professional improvement by ranking each item from zero to six with zero indicating low interest and six indicating high interest. Table VII contains the percentage rankings by category, from zero to six, of the respondents for the 27 items.

Under Program Development, item number one and two, identifying personnel training needs (needs assessment) and planning programs to meet the training needs, had rankings of five or higher by more than 50 percent of the respondents. Under Administration, items 8, 13, 14, 18, 19, and 22 all had rankings of five or more by more than 50 percent of the respondents. All five of the Human Relations items were ranked five or more by 50 percent of the respondents. The highest ranked item of interest by respondents of all 27 items for professional improvement was item number 23, building positive employee attitudes toward work and training. Of the three categories, the Human Relations category had the highest rankings of interest of the largest percentage of respondents.

On the questionnaire, respondents were asked to identify the one item of the 27 items which would be the most important item to them for professional improvement. They were also asked to indicate which item would be their second choice and which would be their third choice.

TABLE VII

PERCENT OF RESPONSES BY CATEGORY FOR PROGRAM DEVELOPMENT ITEMS,
ADMINISTRATION ITEMS, AND HUMAN RELATIONS ITEMS

Item	Category							Missing
	0	1	2	3	4	5	6	
<u>Program Development Items</u>								
1. Identifying personnel needs (needs assessment).	2.6	2.9	7.6	11.9	13.1	22.6	38.5	1.0
2. Planning programs to meet training needs.	1.9	1.9	5.2	12.1	19.5	22.8	35.2	1.4
3. Analyzing jobs and operations; making job breakdowns for teaching purposes.	8.1	8.3	12.4	24.2	16.2	13.3	15.2	1.9
4. Preparing training outlines.	6.4	13.1	17.1	25.4	16.9	8.8	9.7	2.6
5. Writing manuals and other printed training materials.	10.7	13.8	19.5	22.3	12.8	8.1	10.2	2.6
6. Using and developing training aids.	4.0	10.2	11.4	24.0	19.5	16.4	12.1	2.4
7. Understanding principles of learning for adults.	4.5	6.2	6.7	15.0	17.1	20.7	28.3	1.7
<u>Administration Items</u>								
8. Training management.	4.3	3.8	6.2	10.5	16.6	19.0	36.8	2.9
9. Selecting facilities and equipment for training.	9.7	13.8	20.2	25.4	14.0	8.8	5.5	2.6
10. Budgets and cost accounting for training programs.	7.6	10.5	15.7	21.9	20.0	12.1	10.2	2.1

TABLE VII (Continued)

Item	Category							Missing
	0	1	2	3	4	5	6	
11. Publicizing and promoting training.	7.6	7.8	13.5	16.6	19.7	17.3	15.0	2.4
12. Supervising training.	6.2	5.0	9.7	14.7	19.0	21.4	21.4	2.6
13. Using management theory and concepts in training.	3.1	2.1	5.0	14.5	21.1	26.8	24.0	3.3
14. Improving the management of time.	1.4	2.4	4.8	15.4	18.8	23.0	31.4	2.9
15. Increasing knowledge of business economics.	6.4	8.8	12.1	18.5	20.0	20.0	12.4	1.9
16. Using accountability concepts.	4.5	5.0	11.2	20.2	19.0	20.0	17.6	2.6
17. Understanding industrial sociology, organizational structure.	7.4	7.6	10.9	19.7	19.0	17.8	15.7	1.9
18. Developing problem solving skills, decision-making.	1.7	3.1	4.0	11.2	19.7	25.9	31.6	2.9
19. Teaching supervisory skills and responsibilities.	2.4	2.9	7.6	10.7	16.2	25.7	32.3	2.4
20. Implementing nondiscrimination and equal employment opportunity regulations.	8.3	12.1	11.9	18.3	15.9	13.1	18.3	2.1
21. Conducting interviews.	7.4	9.7	12.8	20.9	15.4	15.4	16.2	2.1
22. Developing critical analysis and creative thinking skills.	2.6	3.6	4.8	13.5	16.2	31.6	25.4	2.4
<u>Human Relation Items</u>								
23. Building positive employee attitudes toward work and training.	0.5	0.5	2.9	6.9	12.6	22.8	52.7	1.2

TABLE VII (Continued)

Item	Category							Missing
	0	1	2	3	4	5	6	
24. Improving communications and recognizing barriers to understanding.	0.0	0.5	2.6	6.7	12.8	26.4	49.6	1.4
25. Developing leadership.	1.4	1.0	2.6	6.4	12.6	31.6	42.3	2.1
26. Using group processes.	2.1	2.6	6.2	19.5	16.6	21.4	28.5	2.1
27. Understanding human behavior.	1.4	1.9	1.9	12.6	15.9	22.8	41.3	2.1

Table VIII gives the responses of the respondents to the first, second and third rankings of the questionnaire items. The three rankings were weighted with items ranked first given three points, items ranked second given two points, and items ranked third choice given one point. The weighted numbers were then totaled for a composite score of each item. Table VIII also provides a rank column showing the relative rankings of importance of the items as perceived by respondents for professional improvement.

Item number 23, building positive employee attitudes toward work and training, received the highest ranking of the 27 items by the respondents. The second highest ranked item was item 24, improving communications and recognizing barriers to understanding. The third highest ranked item by respondents was item number 27, understanding human behavior. The top three ranked items were all human relations items. The fourth ranked item was a program development item--item number one, identifying personnel training needs (needs assessment).

Table IX gives the top three rankings of participants of the three major categories of items: program development, administration and human relations.

Table X indicates the preferred delivery system for professional improvement by the study respondents. Workshops and seminars were ranked equally with 73 respondents ranking these two types of delivery systems first. Seminars and workshops were ranked the highest for the preferred delivery method also. The high number of missing responses is due to respondents indicating more than one preferred delivery system. Those indicating more than one preferred delivery system were not calculated in the data. However, of those indicating more than one preferred

TABLE VIII

FIRST, SECOND, AND THIRD RANKINGS OF RESPONSES OF PROGRAM DEVELOPMENT,
ADMINISTRATION, AND HUMAN RELATIONS ITEMS

Item	Code			Total	Rank
	(1=3)	(2=2)	(3=1)		
<u>Program Development</u>					
1. Identifying personnel training needs (needs assessment).	29 (87)	31 (62)	16 (16)	165	4
2. Planning programs to meet training needs.	20 (60)	17 (34)	21 (21)	115	9
3. Analyzing jobs and operations; making job breakdowns for teaching purposes.	6 (18)	8 (16)	9 (9)	43	16
4. Preparing training outlines.	--	6 (12)	2 (2)	14	25
5. Writing manuals and other printed training materials.	3 (9)	7 (14)	6 (6)	29	20
6. Using and developing training aids.	--	9 (18)	9 (9)	27	22
7. Understanding principles of learning for adults.	11 (33)	14 (28)	13 (13)	74	13
<u>Administration</u>					
8. Training management.	26 (78)	14 (28)	14 (14)	120	8
9. Selecting facilities and equipment for training.	1 (3)	4 (8)	3 (3)	14	25
10. Budgets and cost accounting for training programs.	2 (6)	5 (10)	6 (6)	22	24

TABLE VIII (Continued)

Item	Code			Total	Rank
	(1=3)	(2=2)	(3=1)		
11. Publicizing and promoting training.	3 (9)	6 (12)	7 (7)	28	21
12. Supervising training.	7 (21)	4 (8)	8 (8)	37	18
13. Using management theory and concepts in training.	1 (3)	5 (10)	9 (9)	22	24
14. Improving the management of time.	11 (33)	10 (20)	25 (25)	78	12
15. Increasing knowledge of business economics.	4 (12)	3 (6)	5 (5)	23	23
16. Using accountability concepts.	13 (39)	15 (30)	12 (12)	81	11
17. Understanding industrial sociology, organizational structure.	7 (21)	7 (14)	12 (12)	47	15
18. Developing problem solving skills, decision-making.	16 (48)	27 (54)	21 (21)	123	7
19. Teaching supervisory skills and responsibilities.	19 (57)	27 (54)	15 (15)	126	6
20. Implementing nondiscrimination and equal employment opportunity regulations.	9 (27)	2 (4)	11 (11)	42	17
21. Conducting interviews.	5 (15)	4 (8)	10 (10)	33	19
22. Developing critical analysis and creative thinking skills.	24 (72)	10 (20)	19 (19)	111	10
<u>Human Relations</u>					
23. Building positive employee attitudes toward work and training.	82 (246)	43 (86)	38 (38)	370	1

TABLE VIII (Continued)

Item	Code			Total	Rank
	(1=3)	(2=2)	(3=1)		
24. Improving communications and recognizing barriers to understanding.	48 (144)	51 (153)	43 (43)	340	2
25. Developing leadership.	21 (63)	31 (62)	33 (33)	158	5
26. Using group processes.	4 (12)	13 (26)	12 (12)	50	14
27. Understanding human behavior.	31 (93)	30 (60)	23 (23)	176	3

delivery system, the highest number of respondents chose the combination of seminars and workshops.

TABLE IX
TOP THREE RANKINGS BY RESPONSES FOR PROGRAM DEVELOPMENT,
ADMINISTRATION AND HUMAN RELATIONS

Rank	Program Development Item Number	Administration Item Number	Human Relations Item Number
1	1	19	23
2	2	18	24
3	7	8	27

TABLE X
RESPONDENTS' PREFERRED DELIVERY SYSTEM
FOR PROFESSIONAL IMPROVEMENT

Preferred Delivery System	Number	Percentage
Regularly Scheduled Classes	12	2.9
Specially Scheduled Classes	16	3.8
Seminars	73	17.3
Workshops	73	17.3
Individualized Instruction	18	4.3
Other Methods	9	2.1
No Single Preference	220	52.3
TOTAL	421	100.0

The questionnaire included two open ended questions. No attempt was made to synthesis the responses. The responses are contained in the Appendix (Appendixes D and E).

Chi Square Analysis of Selected Variables

Job titles were grouped into six categories; each category being identified by one of the following key words: personnel, training, industrial relations, employee relations, human resources, and other. Chi square comparisons were made between job titles according to these groupings and the variables of age, sex, years in present position, participation in worker training courses, preferred delivery systems and geographic location. The analysis indicated the job titles were so varied, and there were so many titles which had to be classified in the "other" grouping, that no significant statistical determinations could be made by comparing these groupings with other variables.

Each of the 27 items were analyzed by age groups. Five age groups-- 20 to 30, 31 to 40, 41 to 50, 51 to 60, and 60 and over--were identified. Chi square analysis by the five age groups of each individual item revealed few differences in high and low interest by items by age groups. Item number 1 under Program Development, identifying personnel training needs (needs assessment); item number 8 under Administration, training management; and item number 20 under Administration, implementing nondiscrimination and equal employment opportunity regulations, were of slightly greater interest to the age group from 20 to 40 than the older age group (41 to 60). The only item the older age group indicated a higher interest in than the younger age group was item number 12 under Administration, supervising training.

Each of the 27 items were also analyzed by number of years in present position. Years were grouped into five categories: 0 to 4 years, 5 to 9 years, 10 to 14 years, 15 to 19 years, and 20 and over years. Chi square analysis of these two sets of variables indicated no statistically significant relationships. The difference in the degree of interest in each of the 27 items according to years in present position was not great enough to indicate any significant difference.

A Chi square analysis of respondents who had some courses in worker training and those who had not by educational levels did indicate there was a significant relationship. A Chi square of 21.16 with three degrees of freedom and a significance of 0.0001 resulted. Of the respondents, 65.8 percent with bachelor's degrees had not participated in worker training courses. The largest group of respondents were in this educational level category also.

Participation in worker training courses was also compared to years in present position. The Chi square analysis revealed the respondents with little work experience were the largest group, 155 respondents in the 0 to 4 years in present position group, having no worker training courses. This comparison was significant at the 0.017 level.

The 27 individual items were also analyzed for a relationship between the preferred delivery method of respondents and their degree of interest in the individual item. No significant differences were found because of the large number of missing data on preferred delivery systems.

The 27 individual items were grouped into three categories: Program Development, Administration, and Human Relations, and were analyzed by category rather than individual item. A Chi square relationship between these three categories and the variables of participation in worker

training courses, age, preferred delivery system, sex and job title were analyzed. In order to make this analysis, the means were computed for each respondent by category. These means were then divided into seven levels and a Chi square analysis performed against each of the variables.

Table XI indicates a significant relationship at the 0.10 significance level between respondents with no worker training course participation and high interest level in Administration items. Table XI also indicates significant relationship between preferred delivery systems and the categories of Administration and Human Relations. However, the high degree of missing data grouped into an "other" category and included in the analysis makes the analysis suspect.

TABLE XI
ANALYSIS OF ITEM CATEGORIES

Variable	Category		
	Program Development	Administration	Human Relations
Worker Training	6.384	11.649	9.344
Course Participation	0.381	0.070*	0.155
Age	14.023	16.596	13.420
	0.946	0.865	0.958
Preferred Delivery System	26.102	54.158	52.993
	0.887	0.026**	0.033**
Sex	6.871	5.783	5.038
	0.332	0.447	0.538

*p = .10. **p = .05.

Pearson Product-Moment Correlation Between
Program Development, Administration
and Human Relations Categories

The three different categories, Program Development, Administration and Human Relations were correlated. In correlating each area against the other, all were found to be positively correlated. They were all in the medium range of correlations, 0.36 to 0.63, with a significance level of 0.001.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In this study, the perceived learning needs for professional improvement of personnel responsible for Human Resource Development were analyzed.

The study was designed to answer the following questions: What are the job responsibilities and activities of personnel responsible for Human Resource Development? What is the degree of perceived interest for professional improvement of each job responsibility or activity by Human Resource Development personnel? What is the preferred method of delivery of instruction to meet the perceived professional improvement needs? What are the relationships between the respondent's indicated interest in professional improvement and selected demographic factors?

A mailed questionnaire was developed to obtain study data from individuals serving in positions of Human Resource Development. The potential respondents consisted of 1,475 national members of ASTD and ASPA whose mailing addresses placed them within a 350 mile radius of Stillwater, Oklahoma. There were 421 (28.5 percent) who responded to the study questionnaire. The Statistical Package for the Social Sciences was used to perform the statistical analysis in this study (18).

Twenty-seven job responsibilities and activities were identified. These 27 items were categorized into three major areas: Program Development (7 items), Administration (15 items), and Human Relations (five items). Respondents were asked to indicate their degree of interest in each of the 27 items from a low of zero to a high of six. Respondents were also asked to rank their first item, second, and third item of interest for professional improvement of the 27 items. The respondents were asked to indicate which system of delivery they preferred for receiving professional improvement information. Demographic data collected on each respondent included: age, sex, years in present position, job title, education level, geographic location and participation in worker training courses.

Limitations of the Study

The findings from this study must be interpreted in light of the following limitation. The study is limited to a selected group of personnel serving in a Human Resource Development capacity; national members of ASTD and ASPA. It is possible for the study respondents to be different in their interests for professional improvement and in demographic factors from the total group of Human Resource Development personnel.

Findings

Research questions were formulated to provide a basis for systematic investigation into the learning needs for professional improvement of Human Resource Development personnel. The following findings

and conclusions are based on the results of this study and are organized around these questions.

Question Number 1: What are the identified job responsibilities and activities of personnel responsible for Human Resource Development?

A search of the literature revealed that job responsibilities and activities of personnel responsible for Human Resource Development have been identified by various individuals and studies since the beginning of the field's evolution. These job responsibilities and activities were combined into a list and then condensed into 27 items which covered the range of activities. These 27 items provide an answer to the question and were, subsequently, incorporated into a questionnaire sent to the respondents (Appendix A).

Question Number 2: What is the degree of perceived interest for professional improvement of each identified job responsibility or activity by Human Resource Development personnel?

Analysis of the data indicates the study respondents were most interested in professional improvement in the Human Relations category. All five of the Human Relations items were highly ranked (five or more) by at least 50 percent of the respondents. Human Relations item number 23, "Building positive employee attitudes toward work and training," was the highest ranked item by respondents of all 27 items. The second and third ranked items of interest for professional improvement were also Human Relations items: item number two which is "Improving communications and recognizing barriers to understanding," and item number three which is "Understanding human behavior." The fourth ranked item was a Program Development item, "Identifying personnel training needs (needs assessment)."

The following items were all indicated to be of high interest for professional improvement (50 percent or more ranking five or six) by the study respondents:

1. Identifying personnel training needs (needs assessment).
2. Planning programs to meet training needs.
8. Training management.
13. Using management theory and concepts in training.
14. Improving the management of time.
18. Developing problem-solving skills, decision-making.
19. Teaching supervisory skills and responsibilities.
22. Developing critical analysis and creative thinking skills.
23. Building positive employee attitudes toward work and training.
24. Improving communications and recognizing barriers to understanding.
25. Developing leadership.
26. Using group processes.
27. Understanding human behavior.

Item number seven was also ranked five and over by a large percentage of respondents (67 percent). It is, "Understanding the principles of learning for adults." All of the remaining items were ranked five or lower by at least 50 percent of the respondents.

Question Number 3: What is the preferred method of delivery of the identified interests in professional improvement?

Analysis of the data indicates the preferred delivery systems of the respondents for receiving professional improvement were seminars and workshops, equally preferred.

Question Number 4: What is the relationship between respondent's indicated interest in professional improvement and selected demographic factors?

An analysis of the study respondents' demographic variables reveals that a profile of the typical individual in Human Resource Development would have the following characteristics:

1. Would be male,
2. Would be in the 31 to 50 age range,
3. Would have held present position four years or less,
4. Would have at least a bachelor's degree,
5. Would not have participated in any worker training courses.

This profile is based on the following major findings of the demographic study data:

1. 73.6 percent of the study respondents were male,
2. 60 percent of the study respondents were in the 31 to 50 age bracket,
3. 61.8 percent had held their present position four years or less,
4. 46.3 percent had a bachelor's degree.
5. 54.5 percent had not participated in courses on worker training.

The largest number of responses to the study came from the Northeast section of the identified geographical area with the metropolitan vicinity of Kansas City, Kansas, and Kansas City, Missouri, having the largest local response.

Chi square analysis revealed a significant relationship between participation in worker training courses and the educational level of respondents. The largest number of respondents with no participation

in worker training courses were those at the bachelor's degree educational level. The Chi square analysis also revealed that those with no participation in worker training courses were mostly individuals with less than four years in their present position and showed a high degree of interest in Administration items.

Conclusions

The field of Human Resource Development is a relatively young immature field. It is, however, evolving and moving toward a degree of professionalization. The areas of responsibility of Human Resource Development seem to be fairly well delineated. Individuals in the field of Human Resource Development are aware of the need for professional improvement activities. The review of the literature indicates there is general consensus that institutions of higher education can and should provide needed learning activities for the professional improvement of Human Resource Development personnel. These activities could be in the form of credit or non-credit offerings. Single specific offerings such as seminars and workshops aimed at one particular facet of the total group could be viable offerings to fulfill specific learning needs. For example, seminars or workshops with emphasis on administering Human Resource Development jobs for the newer personnel in the field would fulfill specific needs of a distinct group.

The literature suggests that more than just occasional offerings are needed. A specific program of study for Human Resource Development personnel aimed at the master's degree level seems to be needed for professional improvement. Courses for such a program of study could be offered as seminars or workshops to accommodate the needs of personnel

in the field. Such a program of study, as well as individual single offerings, should have a high degree of human relations emphasis.

The field seems to appeal to younger people. Therefore, there would not be need to be much replacement training due to retirement. However, there seems to be a high turnover rate indicated by the low number of years in present position by a large number of respondents.

Rather than an indication of attrition, the low number of years in present position could be indicative of the Human Resource Development position being a career path to a higher position.

Recommendations

Based on the findings of this research, the following recommendations seem to be warranted:

1. That institutions of higher education continue to seek ways to serve the professional improvement needs of Human Resource Development personnel.
2. That further research be conducted to determine if the Human Resource Development field is a career path to other related positions.
3. That institutions of higher education capitalize on the available resources within the institution to develop a graduate degree program specifically for Human Resource Development personnel aimed at the master's degree level.
4. That institutions of higher education offer seminars and workshops for Human Resource Development personnel in specific areas such as: audio-visual material development and usage, job training procedures, and communications.

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APPENDIXES

APPENDIX A

THE INSTRUMENT

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

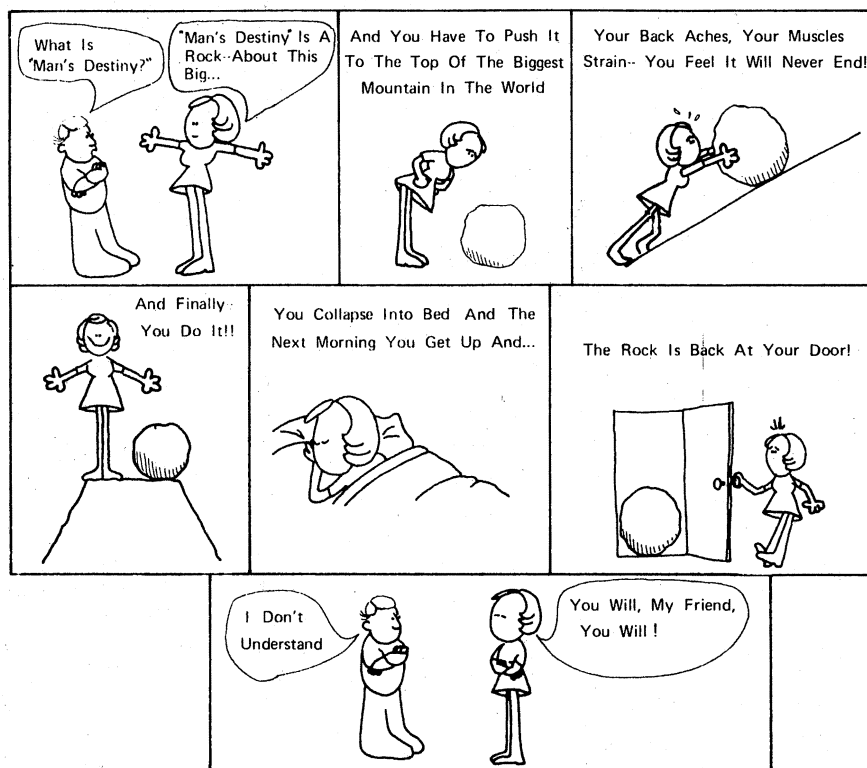
57-60

University
Microfilms
International

300 N. ZEEB RD., ANN ARBOR, MI 48106 (313) 761-4700

Have You Read the Funnies Today?

Take a Break From Your Work and Share
a Few Minutes With Us.



Does this cartoon have a message for you?

We at Oklahoma State University realize that your job has its "share of rocks." We would like to be able to help you remove some of those rocks. In order to do so, we need to know what your needs and interests are. So would you take a few minutes of your time to answer the following questions?

Name _____ Job Title _____

Age _____ Sex _____ No. of Years in Present Position _____

Educational Level: High School _____, Some College _____, College Graduate _____

Graduate Degree _____

Have you ever had any courses in college which dealt with worker training? _____

If so, how many? _____

Of all the items checked with a 4 or more, I feel item no. _____ would be the most important one for me.

I would rank item no. _____ as my second choice as most important.

Item no. _____ would be my third choice.

I would also be interested in professional improvement in _____

I would prefer to receive professional improvement in the form of:

_____ Regularly scheduled classes

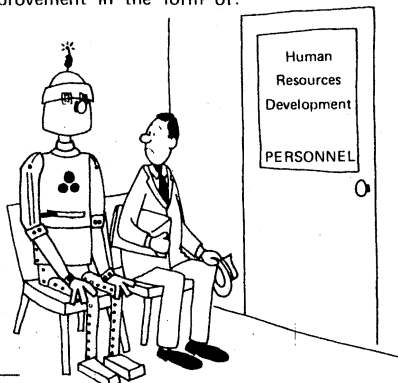
_____ Specially scheduled classes

_____ Seminars

_____ Workshops

_____ Individualized instruction

_____ Is there some other type of instruction you would prefer? If so, please list



*Cartoons from The Educational Technology Cartoon Book, published by Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632, \$9.95.

FROM _____

FIRST CLASS PERMIT No. 325 Stillwater, Okla.

BUSINESS REPLY ENVELOPE
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY —
CENTRAL MAILING SERVICES
OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLAHOMA 74074



4701

APPENDIX B

COVER LETTERS



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA 74074
CLASSROOM BUILDING 406
(405) 624-6275

September 1, 1978

Dear Colleague:

The School of Occupational and Adult Education at Oklahoma State University is conducting a study which, hopefully, will strengthen the linkages between higher education and the business and industry communities.

We are trying to determine the professional improvement needs of individuals responsible for training programs (human resource development). We feel that this study will provide information which will help us to better serve your specific educational needs.

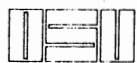
Please assist us in this endeavor by completing the enclosed questionnaire and returning it to us. No postage stamp is necessary. Simply staple it together and drop it in the mail.

Your reply will be held confidential. A copy of the results of this survey will be furnished to you if you request it.

Your assistance is appreciated.

Sincerely,

Lloyd Briggs, Director
School of Occupational and
Adult Education



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA 74074
CLASSROOM BUILDING 406
(405) 624-6275

October 20, 1978

Dear Colleague:

A questionnaire was mailed to you recently concerning the professional improvement needs of individuals responsible for training programs (human resource development). According to our records, we still have not received a response from you.

We realize that the questionnaire may have arrived at a time when you were unusually busy with your regular activities. We are sending another to you in the event that the original has been misplaced or perhaps was not received.

Please allow us to impose upon your busy schedule by asking that you respond to and return the questionnaire as soon as possible. No postage stamp is necessary. Simply staple it together and drop it in the mail.

We believe the information which you can provide will help us as a university to do a better job in meeting our responsibilities and that it will help strengthen the linkages between higher education and the business and industry communities. Thank you for your assistance with this research. Your efforts are appreciated.

Sincerely,

Kay Scruggs
Research Associate

Lloyd Briggs, Coordinator
Human Resources Development Center

APPENDIX C

PILOT STUDY QUESTIONNAIRE

EVALUATION FORM

Questionnaire Evaluation

The questionnaire you just completed is part of a research effort being conducted by Oklahoma State University to determine professional improvement training needs of Human Resource Development personnel. Your assistance in helping determine the validity of the questionnaire will help us do a better job in our research efforts.

Please rank your opinions and impressions of the questionnaire for the following items according to the following scale:

- 1 = unfavorable (very poor)
- 2 = poor
- 3 = average
- 4 = above average
- 5 = very favorable (excellent)

- | | | | | | |
|--|---|---|---|---|---|
| 1. Overall impression of questionnaire | 1 | 2 | 3 | 4 | 5 |
| 2. Format of questionnaire | 1 | 2 | 3 | 4 | 5 |
| 3. Inclusion of cartoons in a research instrument | 1 | 2 | 3 | 4 | 5 |
| 4. The degree to which the instrument identifies the major concerns and interest of personnel responsible for Human Resource Development | 1 | 2 | 3 | 4 | 5 |
| 5. Length of questionnaire | 1 | 2 | 3 | 4 | 5 |
| 6. Clarity of meaning | 1 | 2 | 3 | 4 | 5 |
| 7. Compared to other questionnaires you have answered, how would you compare this one? | 1 | 2 | 3 | 4 | 5 |

Do you feel you would fill out the questionnaire and return it if it were sent to you? _____ If not, why? _____

Please offer any specific suggestions for improving this questionnaire in the space below.

APPENDIX D

RESPONSES TO THE QUESTION "I WOULD BE
INTERESTED IN PROFESSIONAL
IMPROVEMENT IN . . ."

I would be interested in professional improvement in:

- bridging the gap between non-management and management
- career assessment
- job evaluation and competitive compensation planning
- communications between management and employees
- behavior modification
- application of behavior modification to total organizations
- time management, increasing productivity and job analysis
- decision making and interviewing
- developing materials and presentation
- training as it relates to personnel management
- visual aids and getting positive involvement
- creativity
- incentives in learning
- developing supervisory and management training programs
- bi-lingual training
- safety
- problem-solving/decision-making
- measurement techniques of training's effectiveness
- measuring behavioral traits and relating results of position requirements
- any seminars teaching behavior, or attitudes and dealing with such
- EEO, wage/salary administration, benefits development
- determining training needs and implementing solutions
- self-paced and CRI instruction
- communications, human behavior
- developing leadership
- using and developing training aids
- helping staff to learn to work effectively with different work steps and work values
- ASPA certification
- learning how to make individuals more effective
- all training aspects
- improving communications
- speech
- personnel legislation
- task analysis--training design
- the many different uses of the computer in management development and manpower planning
- speaking effectively to a group for training purposes
- program planning
- team building, setting of meaningful objectives
- selling myself
- management theory
- research methods as an internal consultant
- designing quantitative job standards
- accountability concepts
- evaluating training
- letter writing, proposal writing
- personal growth, self awareness
- managing superiors
- clinical and/or applied psychology

- teaching people how to learn and teach themselves every day
- large group presentations
- human relations skills area for all levels of management
- leadership activities
- inter-personal skills
- evaluation of results
- improving communication skills, particularly speaking
- training methodology
- technical training in industry
- labor relations
- general communication with supervisors who are set in their ways
- budgeting
- conducting meetings
- MBO, corporate strategy development, converting organization objectives into training objectives
- market research for product and service design and development
- behavior modeling
- co-ordination with equal and/or competing organizations
- supervisor training
- management development
- setting performance standards
- upgrading basic teaching skills
- classroom teaching techniques and writing workshops
- human relations
- understanding human behavior
- labor relations
- industrial service school's problems and methods
- human resource development--overall approach
- disciplinary tactics
- developing training programs, techniques, visual accessories
- selecting competent personnel for instructor positions
- performance appraisal
- consulting styles, selling OD to line managers, cost benefit analysis of training
- sales management and salesmanship . . . more specifically, how to train salesmen
- career pathing systems
- management assessment
- how to handle job stress
- writing manuals
- industrial and public relations
- collective bargaining
- use of video and multi-media training tools
- assertive management
- salary administration
- organizational analysis
- personnel development
- selling proposals to management; manpower planning, designing effective organizations
- supervisory training
- group processes, organizational development
- career planning and counseling, especially for women--both traditional and non-traditional jobs and opportunities

- organizational development
- executive search
- effective supervision
- motivational techniques
- techniques used in selling
- the development and training of employees
- corporate written communication
- human relations and understanding
- positive disciplinary alternatives
- moving the bureaucracy
- priority rating of jobs causing time conflicts, relations with supervisors and management, goal setting
- job attitude
- administration
- counseling in evaluating work performance
- time use and identifying training needs, this linked to productivity and cost
- personnel areas
- problem solving and decision making
- principles of adult learning
- cross training--from functional areas (finance to manufacturing, etc.)
- the specialty of organizational development
- how to "sell" awareness training UP the line
- the art of selection of quality training resources to meet specific needs from the multitude of resources available
- development of young supervisors
- EFOC hearings
- wage and salary administration
- training chief executives
- training for personal growth
- application of data processing to planning and forecast manpower trends and needs
- objective setting and relating objectives to salary administration
- improving teamwork, improving productivity
- motivation of state employees
- management skills
- communication area
- labor relations within various situations
- time management and organizational development
- training evaluation
- plant and corporate communications
- in-house consulting
- media
- public service administration
- organization development processes and techniques
- labor relations
- ability to help others perform at their best in their work environment
- developing training aids
- planning
- developing self-confidence and self-assertiveness
- labor management
- adult learning
- entire gamet of wage and salary

- professional career development
- employee performance appraisal
- methods for teaching/training communications skills for people in multicultural communities and multinational organizations

APPENDIX E

RESPONDENTS' INDICATED PREFERENCE FOR
ANOTHER TYPE OF DELIVERY SYSTEM
FOR ATTAINING PROFESSIONAL
IMPROVEMENT INFORMATION

Other type of delivery system:

- directed studies
- correspondence courses
- programmed learning
- articles and books
- self-study
- 3/4" VTR-self study courses
- home study
- professional publications
- in-plant training
- programmed learning (tapes, etc.)
- periodicals
- correspondence
- success reinforcement
- audiovisual self instruction
- simple book instructions
- self development
- application workshops
- on-the-job projects supervised by your staff through correspondence or infrequent visits to campus
- extension classes in Tulsa
- retreats
- apprenticeship
- accomplish on own time when I can make the time
- coordinate with individual needs and schedule around full time work environment
- cassett taped seminars
- specific "how-to" seminars--not generalizations
- printed materials
- correspondence
- correspondence instruction
- using media based individualized instruction
- video cassettes
- correspondence courses
- extension courses
- seminars and workshops in Tulsa and Oklahoma city
- correspondence course, evening continuing education classes
- programmed texts
- learning laboratories
- "retreat" isolation in one or two week blocks
- reading material
- classes on an extension basis for non-residents
- correspondence because of location (Dallas)
- literature
- some kind of external way to receive good instruction and credit from good university. I could be given study material--come at a later time and spend two weeks--then take a comprehensive final exam--both graduate and undergraduate.
- audio-visual cassettes
- on-the-job training
- talkback TV
- correspondence--self study followed by short intense group sessions using content and method experts

VITA²

Kay LaWayne Scruggs

Candidate for the Degree of

Doctor of Education

Thesis: PERCEIVED PROFESSIONAL IMPROVEMENT NEEDS OF HUMAN RESOURCE DEVELOPMENT PERSONNEL

Major Field: Technical-Vocational and Career Education

Biographical:

Personal Data: Born in Rocky, Oklahoma, February 2, 1940, the daughter of Ira and Eula Merchant.

Education: Graduated from Rocky High School, Rocky, Oklahoma, in May, 1958; attended Southwestern Oklahoma State University at Weatherford, Oklahoma, 1958-1960; attended Austin Peay State University of Clarksville, Tennessee, 1960-1962; received a Bachelor of Science degree in Secondary Education with a major in Home Economics and a minor in Biological Sciences in May, 1962; engaged in graduate study at Oklahoma State University, Stillwater, Oklahoma, in 1975; completed requirements for the Master of Science degree with a major in Vocational-Technical and Career Education at Oklahoma State University in July, 1976; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1979.

Professional Experience: General Science Teacher at Hopkinsville, Kentucky, 1963; Extension Home Demonstration Agent for the Texas Cooperative Extension Service from September, 1963, to May, 1970; Extension Home Economist for the Oklahoma Cooperative Extension Service from November, 1970, to June, 1974; Coordinator for the Oklahoma Extern Program for Leadership Development with the State Department of Vocational Technical Education, 1978 and 1979; Vocational Training Coordinator for Employment and Training, State Department of Vocational Technical Education, 1979.

Professional Organizations: Member of the Oklahoma Vocational Association; Adult Education Association of the U.S.A.; Oklahoma Adult and Continuing Education Association; South Central Association for Life-Long Learning; Phi Delta Kappa (OSU Chapter); Kappa Delta Pi (Lambda Chapter).