

DEVELOPMENT OF INSTRUMENTATION FOR
QUANTIFYING ORGANIZATIONAL SUPPORT
FOR TRAINING PROGRAMS:
A DELPHI APPROACH

By
ONYEMA GILBERT NKWOCHA
Bachelor of Science
in Technical Education
Oklahoma State University
Stillwater, Oklahoma
1984

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
December, 1986

Thesis
1986
N738d
Cop 2

DEDICATION

To my mother, Adaure Juliana Nkwocha, who inspired me in the highest pursuit of knowledge; to my father, Ezenwa Vitalis Nkwocha, who, more than anybody I have come across, exhibited to me the importance of education to mankind by sending me to school and supporting me through these grueling days in college; and to all others who, in one way or the other, contributed to the success of this study.

@ Copyright

by


Onyema G. Nkwocha

1986




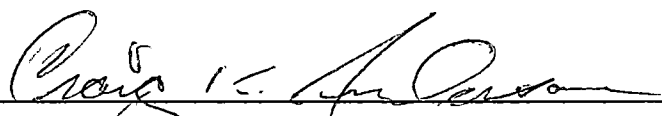
DEVELOPMENT OF INSTRUMENTATION FOR
QUANTIFYING ORGANIZATIONAL SUPPORT
FOR TRAINING PROGRAMS:
A DELPHI APPROACH

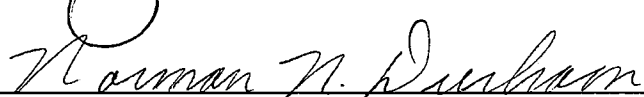
Thesis Approved:



Thesis Advisor







Dean of the Graduate College

1264022

ACKNOWLEDGEMENTS

Let me take this opportunity to thank the Almighty God for His divine providence. Although a dream has come true, without God's divine providence, it is very improbable that I would have come to this height. Special thanks are extended to Dr. John L. Baird for not only serving as chairman of this graduate committee as well as thesis advisor, but also for providing me immeasurable support, insight, and professional guidance during the course of this study. Other members of the committee also provided fruitful suggestions and insights. To Dr. William R. Venable and Dr. Craig K. Anderson, I extend my gratitude. I wish also to extend special thanks to the individual experts, those respondents who sacrificed their time to provide the necessary data with which this study was completed.

I wish to extend my personal appreciation to Dr. Fitzpatrick U. Amanze-Anyanwu for his helpful suggestions and advice throughout the course of the study. I wish to express my appreciation to Dr. Emmanuel Ngwang for his editorial services and constructive criticisms, Wilda Reedy for her clerical assistance, and John and Sam Okere for their help in time of need. I also am grateful to the

School of Occupational and Adult Education for allowing me the facilities to complete this study.

Finally, my special thanks are extended to members of my family, my father, Ezenwa V., my mother, Adaure J., brothers, and sisters for their patience, love, sacrifice, encouragement, tolerance, and financial and moral support.

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Statement of the Problem	3
	Purpose of the Study	3
	Assumptions	3
	Limitations	4
	Definitions	4
II.	REVIEW OF LITERATURE	7
	Introduction	7
	The Importance of Training to Corporate Objectives	7
	The Administrative Functions	13
	The Training Functions	15
	The Organizational Support Systems	17
	The Decision-Making Role	26
	Summary	30
III.	METHODOLOGY	32
	The Delphi Technique	32
	Overview of Development Process	33
	Step 1.....	36
	Step 2.....	37
	The Process of Screening	38
	Step 3. Round One.....	39
	Step 4. Round Two.....	41
	Step 5.....	42
	Step 6. Round Three.....	43
	Step 7.....	45

Chapter	Page
IV. ANALYSIS OF DATA	47
Round One	48
Round Two	48
Round Three	50
Summary of Findings	52
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	54
Summary	54
Conclusions	54
Recommendations	55
A SELECTED BIBLIOGRAPHY	57
APPENDIXES	61
APPENDIX A - CORRESPONDENCE I TO ASTD MEMBERS TO IDENTIFY THE FIRST TIER OF STUDY PARTICIPANTS AND FOLLOW-UP LETTER	62
APPENDIX B - CORRESPONDENCE II TO FIRST SET OF IDENTIFIED STUDY PARTICIPANTS TO IDENTIFY THE SECOND TIER OF STUDY PARTICIPANTS AND FOLLOW-UP LETTER	65
APPENDIX C - CORRESPONDENCE III AND SURVEY INSTRUMENT FOR ROUND ONE OF STUDY	68
APPENDIX D - CORRESPONDENCE IV AND SURVEY INSTRUMENT FOR ROUND TWO OF STUDY	72
APPENDIX E - CORRESPONDENCE V AND SURVEY INSTRUMENT FOR ROUND THREE OF STUDY	90
APPENDIX F - MODEL INSTRUMENT TO QUANTIFY LEVELS OF ORGANIZATIONAL SUPPORT FOR TRAINING PROGRAMS--THE ORGANIZATIONAL TRAINING SUPPORT INVENTORY (OTSI)	97
APPENDIX G - PROFILE SCORES	113
APPENDIX H - RANK-WEIGHTED SCORES	129

LIST OF TABLES

Table		Page
1	Identified People Within an Organization Who Should Appropriately Respond to Each Item and the Nature of Support of Each Item	51

CHAPTER I

INTRODUCTION

In the field of human resource development there is no standardized analytical instrument readily available in business and industrial organizations to assess or measure organizational support for training programs. The responsibilities of both management and training officers in maintaining a continued and adequate support for training programs is hampered by lack of means for determining where support does or does not exist. Today's managerial responsibilities are such that departments within organizations compete for limited resources; therefore, management must prioritize its commitments in order to ensure fairness.

This competition has further complicated management decisions to implement departmental programs such as training, research and development, and production and marketing. The onus of justifying the need for management to support departmental projects lies with the department that is seeking such support. Thus, any department that fails to adequately justify the importance of any of its programs to the organization's management is prone to suffer

stagnation, neglect, lack of support, or the complete elimination and extinction of its programs.

Gaining continued support for training programs cannot happen overnight nor should one individual or agent have to make sure that it does. Different managers, including the training director, have different responsibilities to the organization. These responsibilities are identifiable from the goals and strategies developed in each unit of the organization.

The extent to which management has collectively attached importance to training programs, together with the responsibilities of both management and training officers in regard to ensuring continued and full support for training programs, has not been easily established. This shortcoming may have been due, in part, to the lack of an analytical tool to measure the type and levels of support for training in the organization.

This study was designed to develop an analytical management instrument which may be used in business, industry, and service oriented organizations, not only to measure levels of organizational support for training programs, but also to identify points of disagreement between disparate groups within the organization. From the review of literature it was evident that there has been little written about methods for determining management support for training and development functions. Since there

was no management analytical tool to carry out this task, regarded as important in the field of human resource development, this study may be timely in responding to this need.

Statement of the Problem

An analytical management tool for measuring levels of organizational support for training programs has not existed. Such a management analytical tool has been considered to be critical in developing strategies to ensure organizational support for training programs. In the absence of an analytical tool, such measurement has eluded quantification. With the development of this instrument there may be a means of measuring indicators of organizational support for training programs, and identifying the basis for strategies to achieve or maintain support.

Purpose of the Study

The purpose of this study was to develop an analytical management tool for measuring levels of organizational support for training programs.

Assumptions

The following assumptions were made with respect to this study:

1. As the result of a nonproductive search of the related literature, it was assumed that there were no previously validated instruments for measuring levels of organizational support for training.
2. It was assumed that the participant responses from the study would reflect a synoptic view of the relevant questions to be included in the instrument.
3. It was assumed that participants in this study responded honestly and without bias.

Limitations

This study was limited to elements of support for training as related to organizational objectives. Use of the Delphi Technique for reaching consensus among project participants was conducted by mail, thereby limiting clarification in communication.

Definitions

Curriculum: Curriculum is an orderly arrangement of integrated subjects, activities and experiences which students (learners) pursue for the attainment of a specific goal. In each case the learning involves the acquisition of knowledge, mastery of certain skills, and the development of desirable attitudes. The curriculum generally extends over a definite period of time and is usually designed for

certain groups of students (learners). (Giachino and Gallington, 1977, p. 24).

Delphi Technique: This is a research methodology "conceived by Rand specialists to allow informed individuals (experts) to focus their opinions on an unknown in hopes of reaching a discernible convergence of opinion." The technique employs a series of successive questionnaires, with subsequent questionnaires building on data from preceding questionnaires (Zemke and Kramlinger, 1984, p. 149-150).

Executive Level Management: This term is operationally defined as the Chief Executive Officer and all officers at the immediate level below Chief Executive Officer. This term also is frequently interchanged with the term "top level management."

Human Resource Development: "... those learning experiences which are organized, for a specified time, and designed to bring about the possibility of behavioral change" (Nadler, 1980, p. 5).

Human Resource Development Department: This term is often used synonymously with "training department" and because of this practice both terms mean essentially the same in this study. For purposes of this study, it is the department that is responsible for bringing about desired changes in the organization through the training, education, and development of employees in an organized manner.

Learning Experience: This is a consciously conceived learning activity or exercise that is a planned part of the curriculum.

Levels of Support: This term is operationally defined as the quantification of behaviors, policy, procedures, and perceptions that enhance the function of training within an organization.

Trainee: This term is operationally defined as an employee who is currently involved in learning that relates specifically to the present job.

Training: This term means learning that is focused on the job presently held by an employee. Such learning experiences are concerned with actual job performances. Application is expected immediately or in the near future. (Nadler, 1980).

Training Director: This is the chief officer of human resource development programs. Responsibilities include developing personnel, supervising programs, maintaining relations, and arranging facilities and finance. (Nadler, 1980).

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this study was to develop a model instrument for use in measuring levels of organizational support for training programs. The review of literature covered the following topics:

1. the importance of training to corporate objectives,
2. the administrative function,
3. the training function,
4. the organization support systems, and
5. the decision making role.

The Importance of Training to Corporate Objectives

Training as used in this study means learning that is focused on the job presently held by an employee. Such learning experiences are concerned with actual job performance. Application is expected immediately or in the near future. Training then is a process of redirecting an employee's behavioral patterns toward desired goals.

Behavior patterns include all the learning domains described by Krathwohl, Bloom, and Masia (1964), the affective, the cognitive, and the psychomotor.

Training programs need workable assumptions and philosophies to be meaningful. One of the assumptions is that training aims at helping people acquire new predetermined behavior. Another assumption is that training is directed toward equipping people with the latest technology for current jobs. The underlying factor is that the trainee must be attuned to learning the materials presented. With these assumptions, training can then fit well into the human resource development function of the organization. (Laird, 1984).

Human resource development includes "... those learning experiences which are organized for a specified time, and designed to bring about the possibility of behavioral change," such as training programs (Nadler, 1980, p. 5). Training programs then must be founded under workable philosophies, since they are designed to enable the employee to apply learned skills to current jobs. When formulating training philosophy, it is desirable to consider the corporate goals, the content of the job, the needs of the performer, and customer satisfaction, as well as how learned skills are to be applied to work. Another thing that must be considered when planning training programs is the funding of the program in the context of the specific goals to be

achieved. As one of the inherent support systems, training requires appropriate funding for the level of execution desired. In this situation, the corporate investment in training needs to be accounted for as a fair return on investment. This implies that training officers need to be more cost-effective in planning and executing training programs. (Laird, 1984).

Another benefit of training is its capacity to prepare workers to meet and face changing technologies. Needs assessments are normally conducted to identify relevant technological skills workers lack. The training program is of greater value if it is planned for the identified technological skill needed for the execution of the work (Nadler, 1980; Stephen, 1980; Kirkpatrick, 1978). With the acquisition of new skills, the worker will be more able to increase present performance. Under normal working conditions, with enhanced technological knowledge and skills, there may be increased productivity. There is the likelihood, too, that the quality of the products will improve (Glueck, 1979).

According to Laird (1984) desired performance does not come about accidentally. With any job, related units of work are grouped together to form a specific position. If the necessary skills to execute any of the units of that job is lacking, it may be concluded that training should be provided for the worker. With the acquisition of

technological knowledge and skills effectively implemented, there is increased probability that improved productivity will be realized. Organizations are then more apt to have competent workers who are better able to meet organizational goals.

Training contributes to corporate goals when the organization operates under feasible and realistic behavioral objectives (Smith, et al., 1985). According to the Bureau of Business Practice (1974, p. i), any good training program is supposed to meet the following criteria:

- o improve supervision and administration,
- o assist in bringing about more effective teamwork,
- o reduce grievance,
- o reduce costs of supervision and overhead,
- o speed adaptation and adjustment to new assignments,
- o improve job performance,
- o prevent absenteeism and tardiness,
- o reduce accident and labor turnover,
- o help employees in self-improvement, and
- o reduce waste.

Apart from the above enumerated objectives, training is essential for acquiring relevant technology and understanding and implementing administrative policies (Nadler, 1980). In addition, Knowles (1981, p. 105) indicates that "the purpose of training is either (to)

introduce a new behavior or (to) modify the existing behavior so that a particular and specified kind of behavior results."

The essence of employee training in attaining corporate goals is that it is designed to help employees get ready for their work. With relevant input from resources that is required to get the job done, along with the training given to workers, a balance is drawn between employee performance, the task itself, and the established goals. Essentially, training is important to corporate goals because of its ability to help workers fight performance problems (Hart, 1983). According to Hart, training equips workers with the relevant technology required to perform their duties in the manner established for the particular tasks. The performance of workers to the required standard involves the mastering of relevant technologies through the acquisition of related skills and knowledge from the organization's training activities (Szakonyi, 1985; Laird, 1984, and Medcof, 1985).

To avoid obsolescence, corporations must invest in the training and retraining of employees. Workers whose jobs are threatened by new technology need to be prepared to deal with that new technology. The most efficient way to do this is to provide relevant training to workers (Hart, 1983; Fox, 1985, and Urban et al., 1985). Training becomes essential to the achievement of corporate goals because with

appropriate technologies acquired from the training and then correctly applied to current jobs, there is an anticipated change in worker behavior (Moser, 1986). Such anticipated change in employee behavior includes increased performance, improved quality of work life such as increased personal growth, reduction of waste and cost of supervision, reduction in tardiness, and improved services to customers. Workers also will show improved relations with management (Carmel and Dolan, 1984; Keiser, 1986).

In essence, with the acquisition of relevant technologies, it is expected that improved performance may result. As employees then show changed attitudes and behavior, it is hoped that organization policies and decisions will be translated into desired outputs or in improved performance (Nelson, 1985 and Moser, 1986).

It is difficult for training to abide by resource allocation without adequate ways of evaluating and weaving training into mainstream corporate goals (Fox, 1985). Trainers have the responsibility to document performance evaluations for managerial decision-making (Smith and Clay, 1983). The evaluation results should be reported to management for necessary support decisions (Howell and Dipboye, 1982). Prompt evaluation and documentation, and a subsequent report to management, are important in acquiring resources to continue training functions. In times of decision making related to training, it is wise to involve

the training director because the implementation of those decisions is the director's primary responsibility (Urban et al., 1985).

The Administrative Functions

Function as used in this study means the identifiable roles of the training officer. These roles, performed by the officer, determine the status of the training programs under the officer's custody, and the entire corporate performance. Roles include all duties, direct or indirect, assigned to the training officer by the organization. The assigned roles should elicit certain behavior directly related to the officer's expected functions (Nadler, 1980).

One of the many roles of the training and development officer is the administrative function. In Laird's (1984) opinion, the officer should play all the roles of a manager or administrator as fulfilled by other managers in the particular organization. Further, the roles should include the planning, organizing, directing, and controlling of current activities by the officer. This role capacity depicts the training officer as a manager of human resources. The training officer controls and regulates the activities in the department and screens eligible staff for hiring and promotion (Hercus and Oades, 1982).

Laird (1984) suggests the officer should place emphasis on areas that can ensure highest return on investment to the

organization when making training decisions. It is desirable that the officer forecast future needs rather than attempt to cure the problems that have already done damage.

Policy making is another administrative function of the training officer (Nadler, 1984). Policy serves as a guideline in meeting organizational expectations. Policies regarding scheduling of training, evaluation standards, needs assessment, post-needs assessment, and performance standards are some of the areas that would be included in training policies. According to Nadler (1980, p. 47), "...obtaining feedback on performance where appropriate, identification and utilization of instructors, liaison with the curriculum builders, etc.," are among the sacred roles of the trainer at the administrative level.

Many of the administrative functions of the training officer hinge on both intracorporate and outside relations. At the intracorporate level, the officer is expected to maintain communication with other heads of departments. It is also appropriate to communicate with the union and with members of the training department. Communication external to the organization may be achieved through press releases, papers, talks, or participation on panels (Nadler, 1980). Another dimension of outside relations is bringing outside specialists into the organization to provide special training or seminars. According to Hackman and Lloyd (1977), there is need to manage the quality of work life, which

influences individual productivity and organizational effectiveness. The training officer may further add to the quality of work life of the staff by influencing the physical environment under which people work. All these arrangements or role activities of the training officer require several informed decisions aimed at carrying them out.

Nadler (1980) identifies the role "maintainer of relations" as an important part of the administrator's functions. McCormack (1984, p 64) further points out that

... you (the training officer) must figure out a way to let the true decision makers know how good you really are without making enemies of the people in-between. This can be complicated. You have got to be able to jump up several notches, to alert those several rungs above you to your (administrative) talents. At the same time, you must make the middle guys think that by supporting you and (helping) you up to the top guy they will look better as managers. ... Meanwhile, you must keep your peers as friends and maintain the support of your subordinates. It is not only complicated, it can also get pretty unpleasant. It is one of the big reasons so many people become turned off by working for a company.

It is not an easy job to perform administrative tasks. To obtain support for training programs, however, these responsibilities must be met.

The Training Functions

In addition to the administrative roles, the training officer also performs training functions. The ultimate role in this function is the delivery of instructional materials.

Laird (1984) and Zemke and Kramlinger (1984) assert that prior to the delivery of instructional materials, the training director should carry out a needs assessment in order to find out the training needs of the employee. Therefore, needs analysis is an additional function of the training director. Laird (1984) points out that the training director then selects and designs an effective learning or teaching method with which to bring about a practicable training session. Laird also suggests that the training officer be well versed in the various instructional methods, learning theories, and the entire learning system in order to be able to bring about efficient and effective instruction.

Knowles (1981) recognizes facilitation as one of the various roles of the training officer. According to Laird (1984), facilitation is a situation in which the training officer works with the learner by drawing or helping the learner draw from past experiences. Similarly, Nadler (1980, p. 43) defines facilitator as a "person who directly interfaces with the learner in the learning situation." Nadler further gives a concise summary of the role of the training officer as that of a "learning specialist," which is made up of three roles: "facilitator of learning," "curriculum builder," and "instructional strategies developer."

The Organization Support Systems

According to Szakonyi (1985) in most organizations improving training is the training officer's main job. This job may not be quite as simple as it appears because it is the organization's principle policy makers, not the training officer, who are the key actors in improving training programs. Szakonyi suggests training officers can do their job well only if they realize that their foremost responsibility is knowing at what planning stage of the training program to involve the organization through its policy makers and managers. Nadler (1980, p. 125) suggests that organizations be generally involved in four distinct stages of any given training program: pre-training, training, job linkage, and evaluation. Nadler integrates these four stages into what he described as "organization involvement." Organization involvement consists of behaviors that not only suggest support but are also noticeable and practical in nature, such as budgeting enough time and funds for training (Nadler, 1980).

According to Machpail-Wilcox and Hyler (1985), the provision of enough time for training and its execution at the convenience of the trainees is an observable support to training. Medcof (1985) suggests that prior to the training exercise, managers should visit with prospective trainees and obtain their views about their training needs in order to align training needs to the organization goals.

Machpail-Wilcox and Hyler argued that this practice is logical since it is the trainees who need to be adequately trained, their views of the needs and the goals desired are essential in decision making. Wedley and Field (1982) recommend, too, that predecision consultation with prospective trainees would help in gathering appropriate time to conduct the training. Wedley and Field (1985, p. 696) point out that "these a priori metadecision or predecisions as they are called here, are influenced by situational variables that interact and in turn, affect the ultimate decisions." A further organization pre-training support is in the provision of funds for resource facilities that would enable an efficient and effective accomplishment of the training exercise when started (Nadler, 1980). Hart (1983, p. 14) had earlier suggested that an "individual training account ... be established for every one of the (organization's) payroll workers and funded by contributions from both workers and employers." As the cost of training and re-training may be costly to defray, "workers could use the money in the (Individual Training Account) to cover re-training and moving costs if they were displaced ... or collect it with interest at retirement" (Hart, 1983, p. 14).

Medcof (1985) calls for organization pretraining support in the nature of coordinating and selecting participants for the training to make the actual training effective and profitable. Nadler (1980) calls for the

establishment of training committees, consulting with training officers in regard to work station coverages, coordination and selection of individuals for training, selection and organization of training materials.

During the training itself, Nelson (1985) suggests that management use coordinating units and liaison services which would attempt to proximate trainees with what goes on in the organization while they are away attending the training exercise. Nelson also argues that the liaison committee's other function would be to report to the training coordination unit on the effectiveness of the on-going training activity, thus helping in sustained reinforcement. Szakonyi (1985) suggests that the use of a coordinating unit becomes more effective when standard procedures are adopted such as knowing what to look for during such liaison interfaces.

Keiser (1986) suggests that during the period of actual training, the organization can provide supportive leadership to the participants through its managers. Keiser (1986, pp. 45-46) narrates four different ways the organization can accomplish this, as follows:

The first factor, establishing directions, includes the inductive process of shaping a vision for the work (training unit), as well as tying that vision to the goals, aspirations and values of employees (which leads to) more clarity. Multiple communication channels are required to keep the dialogue open between managers and employees (trainees) ... The second success factor is coaching. To coach effectively, managers must simultaneously challenge and support employees...

Effective coaching produces performance at potential and actually increases potential over time. Effective coaching also helps retain key employees by reducing the chance of stagnation or burnout. The third is provide feedback... Rewards and corrective advice can produce dramatic improvements in motivation and performance... By giving effective feedback managers increase the competency, confidence and ultimately, the performance level of employees (when other appropriate environment prevails). The fourth key success factor is building commitment (through) the adoption of participative management. Employees who feel truly involved in the decisions that affect their work are more (likely committed to their work.

Balance of corporate objectives and relevant training to acquire needed technologies for improved performance is a necessary management responsibility which may encourage workers' commitment.

According to Hollmann and Campbell (1984), organization participation in all the interphases relative to training programs complements the decision to give members of the training unit the opportunity to participate in decisions affecting them. The issue of participative support calls for the organization, through its managers, to consider the need to allow members of the organization to participate in decision making, especially with decisions that affect their growth and career (Hollmann and Campbell, 1984). Vicere (1985, p. 234) support this proposition by saying:

The participation principle holds that by encouraging participation in policy and decision making processes, organizations give their members a better understanding of the institution, the interdependencies of its parts, and its external environment. The personal involvement encouraged by participation helps foster coordination,

integration, continuity and consistency within the institution.

Allowing workers to participate in decisions that affect them is a strong supportive managerial practice.

Lawler (1985, p. 9) asserts that organizations need to encourage the "lower level employee (to have) more power to control their work lives; changing management style should involve the participation of employees in decision and policies affecting their styles." Employers can do this by power sharing with employees through the creation of quality circles, the use of surveys to identify employee needs, self-managing work teams and other job-enrichment approaches designed to give employees a chance to make more day-to-day decisions concerning their work. Joint employee-management committees prior to and after training exercises are other avenues of encouraging employee participation (Lawler, 1985).

Hollmann and Campbell (1984, p. 93) further elucidate the issue of participation: "Human resource managers will need to become key decision makers and participate more actively in a wide range of organizational decision (in order to) become more effective change agents." Trainees need to be persuaded that the organization supports the training program. In view of this, Hollmann and Campbell (1984, p. 93) suggest that managers of the organization should "develop skills of persuasion, selling and negotiation; sometimes, allowing employees and managers

alike the privilege of understanding organizational climate will help the communication relations among organization members." To encourage trainees to sustain what they learned during the training exercise, the organization should allow and help employees to be creative and innovative in the application and use of the newly acquired skills and knowledge (Moser, 1986).

Organization support to training also extends to the quality worklife and safety of trainees and the other members of the organization. Carmel and Dolan (1984, p. 120) call for support of trainees right to know benefits after or during training. Although the Occupational Safety and Health Administration provisions mandate employers to provide employee training, employers should at the same time institute ways of informing employees of their "rights of access afforded to them under applicable statutes..." This right of access should include the trainees' right-to-know what they should gain after training such as more efficient work and satisfaction, growth, promotion, or possible transfer to other units of the organization. Carmel and Dolan (1984, p. 120) therefore suggest that: "all statutes permit employees to receive copies of Material Safety Data (MSD) sheets or similar information concerning chemicals they work with." Organizations should endeavor to support workers' quality work life.

A major organization support practice is the issue of reintegration of the trainee into the main work stream upon the trainee's return to the normal work schedule (Hart, 1983, p. 13). Hart suggests that the organization be prepared to help returning trainees "in making the massive adjustments that lie ahead." Such a reintegration practice, Nadler (1980) argues, allows the trainee not only to get back into normal work flow, but also enables the trainee to apply and share with peers what has been learned during the training session. As the trainee returns to the main work or task, he comes in with new roles to play, (Medcof, 1985). Medcof suggests that management help at this stage in fostering the trainee's awareness of the new roles ahead. In Medcof's opinion, management should be very careful in orienting the returned trainee to the after-training or new responsibilities and make sure to educate the trainee on the disparities between the old and the new responsibilities.

One very important aspect of organization support is the evaluation of returned trainees once they are fully reintegrated into the normal task assignments. As Medcof (1985) asserts, trainees and the training unit need a constant evaluation of the performance of the returned trainee against set standards and against the previous performance chart of the trainee prior to the current training experience. In order to enhance the real value of

the newly acquired knowledge or experience, periodic evaluation of trainee's performance is essential.

Szakonyi (1985) suggests that prompt evaluation would help the trainee to better transfer the relevant mix of skills and technologies to the current task. In Lee's (1986) view, the organization can help to appraise trainee's performance by training those involved in appraising the performance of the trainee once back at work. To avoid errors in judgment resulting from misinformed appraisal report, Lee (1986, pp. 238 and 330) proposes the following:

The training of raters (evaluators) to avoid cognitive errors and to observe and record specific ratee behavior is necessary for increased accuracy in behavior observation... Appraising performance according to the nature of the task, matching task nature with performance appraisal format, and designing training programs to increase observational accuracy may improve performance appraisal system as well as contribute to successful organizational placement and promotion decisions.

In addition to matching the organization's goals and standards against the new performances or behavior of the returned trainees through continuous evaluation process, Nadler (1980, p. 142) suggests that there should be a built-in follow-up to evaluation, as follows:

The purpose of follow-up is to build on the training experiences so that (it) is not an isolated period in the employee's life with the organization. It is partially reinforcement (of the past) and partially prediction (for the future). It deals with helping the trainee (though he is now out of training) to recall the experience and to build on it. It helps the trainee, with the manager, to identify other learning need.

Vicere (1985) argues that constant evaluation and follow-up leads to the continuity of the unit in particular and the organization at large. The organization can holistically engage in a continuous evaluation activity aimed at developing further policies that align with the goals and missions of the organization (Keiser, 1986). Vicere (1985, p. 233) refers to the works of Clark on the issue of consistency and continuity.

Continuity and consistency over time leads to the development of what Clark called an organizational saga. 'An organizational saga is a powerful means of unity in the formal place (meaning the work place). It makes links across internal divisions and organizational boundaries as internal and external groups share their belief. With deep emotional commitment, believers define themselves by their organizational affiliation, and in their bond to other believers (in the organizational philosophy) they share an intense sense of the unique.'

In a general overview of organization support, Korinek, Schmid and McAdams (1985), identify some of the practices which an organization may adopt as feasible and observable support actions for training programs. The first identification of organization support is that the training exercise should be conducted at the work place. In addition, these researchers stated the following:

... Training activity should be planned at the convenience of trainees. Rewards and reinforcement should be an integral part of (training programs). Training programs should be planned in response to assessed needs... Participants should help plan the goals and activities of the inservice training. Goals and objectives should be clear and specific. Individualized programs are usually more effective

than those using the same activity (facility) for the entire group... Demonstrations, supervised practice, and feedback are more effective... Evaluation should be built into the inservice training activity (1985, p. 35).

Management shows positive support when it can schedule training periods during normal work-paid time or hours to give the trainees the needed motivation.

Finally, to further ensure the continuity of the organization and its component units, Moser (1986) suggests that where the training of employees is conducted in conjunction with a college, university or vocational technical institute, the organization should consider forming a partnership with such institution. This partnership should help organizations in planning, executing and evaluating training programs in order to have the best professional judgment for desired decisions affecting the programs.

The Decision-Making Role

The decision to support any unit of the organization rests on three organizational factors: the size, the affluence, and the amount of employee education (Daft, 1978, p. 6). Daft wrote that every organization is faced with the problem of allocating scarce economic resources to its units. According to Daft, "...decisions about budgets, expenditure, salary levels, and other resource allocation matters occupy a substantial place in the activities of

organization participants." The organization's structure, environment, power, and political relationships as well as objective factors are the variable that influences the organization's decision to support training (Daft, 1978).

Smith et al. (1985) identify three basic areas affecting training in which management could possibly show support by deciding to what degree of impact these areas would have on training. These areas are the technical efficiency of the training unit and its programs, political support for training, and the coordination of the different activities affecting training. According to Smith et al., management supports training by deciding what to do to maximize the organization's technical efficiency and integrating the organization's total system in such a way that training becomes the apparatus for keeping all the units abreast of new technologies. Top management can, through the internal political and power base systems, influence individuals who have the potential of helping in the efficiency of training activities. The potential resource people could help through role-playing and motivating subordinates to commit themselves to training.

Hart (1983) argues that management need to make supportive and effective decisions at the right time to help workers deal with the effects the impact of new technologies has on them. To avoid obsolescence, workers need adequate and constant training and retraining. This need would not

occur if management made the right decision at the right time to provide the desired training program. Since the organization needs continuity, Nadler (1980) suggests that the decision to affect changes in worker-behavior should be an on-going or continuous one. With favorable decisions to provide all needed resources for employee training, and with the acquisition of the relevant skills and knowledge, increased and improved performance may likely occur (Nadler, 1980). He concludes that the decision to support training or any other unit of the organization requires an enduring commitment, involvement, constant appraisal, and renewal of support decisions.

Wedley and Field (1982, p. 698) were of the opinion that management should make use of computers to track data base collected both from within and outside the organization in order to make the necessary decisions to support training. According to them, a decision support system is vital in managerial effectiveness. This system is designed to:

1. Improve personal efficiency by allowing a manager to perform a task in a different way that uses less time or less effort,
2. Expedite problem solving by providing faster turnaround, newer insights, better consistency, and greater accuracy,
3. Facilitate interpersonal communication both with specific individuals and across organizational boundaries,
4. Foster learning or training, and

5. Improve overall control.

With the current organizational demand to meet certain deadlines, along with the need to make fast decisions that would effect desired changes, it may be pertinent for organizations to install decision-making support systems to enable fast and accurate decisions. To arrive at the desired performance, managers need to make desired and appropriate decisions in favor of training issues (Szakonyi, 1985).

Finally, as Hill et al. (1979, p. 24) pointed out,

The decision itself is the culmination of the process (of support). Regardless of the problems, the alternatives, the decision aids, or the consequence to follow, once a decision is made, things begin to happen. Decisions trigger action, movement, and change. Once a decision is made there is a strong tendency to 'stick with it.'

Making a favorable decision to support training is one of the greatest functions managers can perform (Powers and Powers, 1985). The skillful execution of this function is what training officials and participants expect from management because it is a reassurance of the training officer's effort and performance. Such expected support decisions must not only be favorable, they must be sound decisions that invoke management's commitment to them (Driscoll, 1978). In reality, then, "sound corporate decision-making is a constant process of staying current (of improving worker-behavior and performance), of perceiving how new information can alter old decisions, of anticipating

the future," and with the right information and data, along with the need for such a support decision, management becomes attuned to making effective and desired decisions to affect changes (McCormack, 1984, p. 234).

Summary

The importance of management support for training programs have been identified. To maintain the support, both management and the training officers should play their respective roles to ensure the continuity of this support. There is the expectation that management needs to be involved in training programs from the planning stage to the closing ceremonies. At the same time, during periods of evaluation and possible updates, management needs to be featured prominently. It would not be overstatement to mention once more that the financial burden of supporting training programs lies in the hands of management. However, training officers should sensitize themselves to the corporate culture to learn not only its philosophy, objectives and goals, but also where the organization is headed in the future. The knowledge of these fundamental issues is the basis of operation that leads to a cohesive and complete integration of training in the organizational. It is also hoped that the training officer will develop suitable and practical training programs that will ensure timely return on investment. Management at all levels in

the organization should be involved in the pre-training phases, training itself, job linkage, and follow-up phases.

To make effective decisions, management expects to obtain adequate and convincing data about evaluation and training-related issues from the training officer. The effectiveness of the demand for management support depends to some reasonable extent on how the training officer amalgamates his leadership competencies and charisma in his responsibilities. Common sense demands that while carrying out his duties the trainer should give management enough time to think about the need to support training. In lieu of this, relevant reports and appraisal exercises need to be considered before making decisions that affect training. It is management's responsibility to make the decisions that will affect the desired changes.

CHAPTER III

METHODOLOGY

The purpose of this research was to develop a model instrument for use in measuring levels of organizational support for training programs.

Chapters one and two provided the basic descriptive review of relevant literature that supports the study. However, the remaining methodology for this study is grouped into: (1) the Delphi Technique, (2) selection of respondents, (3) process of developing the instrument, (4) collection of the data, and (5) analysis of the data. Each of these steps is detailed in this chapter.

The Delphi Technique

The Delphi Technique was selected as the method of choice for obtaining a consensus of opinion from well informed participants. This process was developed by the Rand Corporation as a reliable method of achieving consensus goals. According to Key (1985, p. 110),

The Delphi Technique is used in the planning process, especially in that part of the process having to do with appraising the future political, economic, and social environment, and ascertaining the role of the organization in this environment, and anticipating and perceiving the needs and requirements of client groups. The Delphi

Technique is a means of securing expert convergent opinion without bringing the experts together in face-to-face confrontation (to maintain anonymity and prevent status influences). This opinion of experts is usually gained through the use of successive questionnaires and feedback with each round of questions being designed to produce more carefully considered opinion. (It could be recalled that The Delphi Technique was developed by the Rand Corporation, and has been found to be a reliable method for achieving consensus goals).

This study avoided face-to-face contact, a feature that is necessary when using the Delphi Technique.

Through the Delphi process, this researcher sought to attain a converged opinion of recognized experts concerning the items that should be included in an instrument designed to test or measure levels of management support for training programs. Effort also was made to identify which items should be directed to managers and supervisors, training directors, trainees, and executive officers in order to provide a comprehensive perspective of organization support for training programs.

Overview of Development Process

Because the Delphi process used in this study was somewhat complex, an effort to bring clarity was provided in the following brief outline of distinct activity steps in this research project.

Step 1. Thirty-five board members of the American Society for Training and Development (ASTD) were selected and requested to assist in

identifying a respondent group for this study. This effort produced 30 recommended potential respondents.

Step 2. Each of the 30 human resource development professionals identified in step one were subsequently requested to recommend 5 or more human resource development professionals to participate in this study. This effort produced 63 referrals which, when added to the original 30 identified in step one, gave 93 potential respondents.

Step 3. Round One Instrument Structure: 93 potential respondents were asked to provide questions for the development of the instrument. This effort generated 314 root questions from 49 respondents.

Step 4. Round Two Instrument Structure: The process of analysis and consolidation began at this stage by structuring and classifying the root questions according to their relatedness to each other. The group of questions were synthesized and structured for more clarity. For each group of related questions, a single synthesized question which captured their essence was produced. Each question and group of questions respectively, were checked

against the other to eliminate redundant and unrelated items. As a result of this examination, the 314 root questions were at first reduced to 244 items and after consolidation, 59 condensed or synthesized questions were finally produced.

Step 5. A panel of human resource development (HRD) experts was used at this stage. The panel was requested to identify appropriate respondent groups in an organization to react to each question. The panel also was asked to identify the nature of support and the level of importance for each question.

Step 6. Round Three Instrument Structure: Refined instrument from Round Two which was classified according to the nature of support such as either perceptual, behavioral, or structural, formed the basis for preparing the instrument for Round Three of this study. The instrument was also classified according to the persons in an organization who are most appropriate to provide the responses to each of the questions. The refined and consolidated instrument resulting from this exercise was then sent back to respondent group for final consensus and suggestions.

Step 7. Respondents recommended minor changes and suggestions. These were affected and incorporated into the final instrument. The original questions were grouped into 4 separate formats, reflecting the different respondent groups to which the final instrument would be administered.

Each of the steps listed will now be elaborated upon in further detail.

Step 1.

Thirty-five board members of the American Society for Training and Development (ASTD) were selected and requested to assist in identifying a respondent group for this study. This effort produced 30 recommended potential respondents.

The thirty-five Board members of the American Society for Training and Development (ASTD) were identified as the primary referral group, using the following criteria. Each person had to have been a member of any of the various boards of the American Society for Training and Development and had to have been either a titled officer in the board to which he or she belonged, or an active practitioner in human resource development. Finally, each member should have been willing to participate in identifying actual study participants, by either recommending study participants or otherwise indicating willingness to participate.

Total membership on the four respective boards was 53. Some members belonged to more than one of the boards. All 35 members were listed with addresses at their respective employment.

Step 2.

Each of the 30 human resource development professionals identified in step one were subsequently requested to recommend five or more human resource development professionals to participate in this study. This effort produced 63 referrals which, when added to the original 30 identified in step one, provided 93 potential respondents.

The following points were the selection criteria for the actual study participants:

1. A board member, as referred to above, may recommend himself/herself by indicating interest to participate in all the rounds of the study.
2. Each participant must be recommended by a peer who recognizes the participant's professionalism.
3. Each participant must be recognized as an active and expert professional in his/her field based on his/her professional publications in recognized periodicals, in the presentation of seminars relative to the particular field, or in consulting activities.

4. Each participant recommended must be associated with either training, education, management development, industrial psychology, administration, management, or any other field relating to human resource development.
5. Each participant must indicate a positive interest to participate in the three rounds of the Delphi study.

The Process of Screening

This researcher adopted the following screening procedures to finally select the recommended participants for the study: A zero (0) point was assigned to either a board member or a recommended participant who indicated a clear intention not to participate in the study. Another zero (0) point was assigned to recommended study participants who indicated their intention only to participate in one or two, but not all of the rounds of the study. One (1) point was assigned to both board members and referrals (recommended study participants) who indicated positive interest to participate in the three rounds of the study. At the end, those whose names reflected a score of zero (0) point were automatically dropped from the study, while those who scored one (1) point were finally included in the Delphi study.

Step 3. Round One

Round One Instrument Structure: 93 potential respondents were asked to provide questions for the development of the instrument designed to measure levels of organizational support for training programs. This effort generated 314 root questions from 49 respondents.

The mailing for Round One was developed and sent November 25, 1985. From the original pool of 93 potential respondents, 49 responded by identifying the kinds of questions that should be included in the proposed instrument. The first inquiry to consensus participants was an open-ended request that invited them to provide general parameters and directions of topics and questions to be included in the final instrument. Respondents were asked to generate questions that they believe would be helpful in identifying organizational support for training.

Specifically, respondents were requested to structure questions (instrument items) as they would be presented to persons from diverse areas within the organization. Thirty-three respondents indicated willingness to continue in the next two rounds of the review. The first round produced 314 root items which were refined to 244 items listed on 35 typed pages. (Each root question was checked against the other in order to identify and delete redundant and unrelated questions, hence the reduction came to 244 items.)

Each of the 244 questions was also checked and compared against the others in order to identify their relatedness. Item questions that shared commonalities were grouped together. In many cases, some groups of the questions contained items more related to each other than other groups were. After this grouping, the groups of related questions were then structured and synthesized into a single integrating question that tried to capture the essence of each group of related questions. This effort resulted in the reduction of the 244 items into 59 condensed or synthesized questions. The reduction occurred by careful elimination of item questions that were clearly redundant or were not related to the issue of developing an analytical instrument.

Finally, the synthesized 59 questions were edited for more clarity, flow, and consolidation. The consolidation resulted in 12 pages of reduced print listing items for use in Round Two. To get the 59 items ready for Round Two, a bracket to the left of each item question was provided for the respondents to check if they concurred with the synthesized question. To the right of each synthesized question were provided the following: H for high, M for medium, L for low, for the respondents to circle and indicate the relative importance of the question to the proposed instrument. The materials mailed in Round One of the process are presented in Appendix C.

Step 4. Round Two

Round Two Instrument Structure: The process of analysis and consolidation began at this stage by structuring and classifying the root questions according to their relatedness to each other. The group of questions were synthesized and structured for more clarity. For each group of related questions, a single synthesized question which captured their essence was produced. Each question and group of questions respectively, were checked against the other in order to eliminate redundant and unrelated items. As a result of this examination, the 314 root questions were at first reduced to 244 items and after consolidation, 59 condensed or synthesized questions were finally produced.

The root items and 59 synthesized questions developed in Round One were presented in a twelve page booklet in which respondents were requested to indicate whether they agreed upon the synthesized statements by checking a bracket provided to the left of each item and to indicate the level of importance of the questions as high (H), medium (M), or low (L) provided to the right of each item. Of the 33 respondents sent the materials in Round Two, 23 responded. At the recommendation of one particularly well-informed respondent, the researcher implemented the services of a small panel of human resource development experts here at the University to further refine and classify the responses

to Round Two. The materials used in Round Two are presented in Appendix D.

Step 5.

A Panel of human resource development (HRD) experts was used at this stage for further refinement of the instrument. The committee members were 7 in number. The criteria used in selecting them were:

1. They must have been actively engaged in human resource development, either as graduate students, researchers, or have completed their doctoral programs, or have advanced in their doctoral programs;
2. They must have been actively engaged in vocational programs such as the Oklahoma State Department of Vocational and Technical Education, or related fields at the University.
3. They must have been willing to participate in the review and must be readily available.

Two of the committee members were working in the State Department of Vocational Technical Education, one with a doctoral degree while the other was advanced in the doctoral program with the area of specialization in Occupational and Adult Education, with emphasis in human resource development. One was working at Oklahoma State University as a full-time employee and as an administrative officer and

advanced in the doctoral program with emphasis in human resource development.

One committee member had just been conferred with the doctoral degree in the field of Occupational and Adult Education with major in human resource development and worked as a graduate assistant. One other member had just passed the doctoral comprehensive examination, while the others were advanced in their doctoral programs. All members were involved in the area of human resource development with adequate knowledge in research and program evaluation. Specifically, this committee was requested to identify the most appropriate respondent(s) for each question. Consequently, the committee identified the most appropriate respondent(s) for each question. The appropriate respondents included trainees, managers or supervisors, training directors, and executive level officers. For each item, one or more appropriate respondent groups were identified as the most likely to provide the data required. This committee was also requested to indicate the nature of support indicated by each item as structural, behavioral, or perceptual. These materials are presented in Appendix D.

Step 6. Round Three

Round Three Instrument Structure: Refined instrument from Round Two which was classified according to the nature

of support such as either perceptual, behavioral, or structural, formed the basis for preparing the instrument for Round Three of this study. The instrument was also classified according to the person in an organization who are most appropriate to provide the responses to each of the questions. The refined and consolidated instrument resulting from this exercise was then sent back to respondent group for final consensus and suggestions.

The instrument developed by this researcher and reviewed by the panel of human resource development experts formed the basis for Round Three. Identified at the left of the instrument were the most appropriate respondents - subordinates, managers or supervisors, training directors, and executive level officers. Identified on the right was the nature of support to or of each item question such as perceptual, behavioral, or structural in nature. Again, to the left of the instrument for Round Three were ratings set in a bracket against each item question.

The ratings were arrived at for each question by using what this researcher called "A Rank-Weighted" method specifically for this purpose. The Rank-Weighted method operates by assigning points to the level or degree of importance of each question to the proposed instrument. Thus, a one (1) point was assigned to a low (L) importance score, two (2) points, to a medium (M) importance score, while three (3) points were assigned to a high (H)

importance score. In this case, the average (3) rating for each question as indicated by the left margin was arrived at thus: in item one, the 2.93 was arrived in this way, 21 of the 23 respondents indicated that the item merited a high importance, while 2 indicated the question had a medium importance. Then multiplying 21 by 3 gave 63, while 2 multiplied by 2 gave four. Then, 63 plus 4 equaled 67, which was divided by 23 to obtain 2.93, and so on to the other items.

On Round Three, each respondent was requested to indicate their agreement of the appropriateness of each item, the designated respondent(s), and the nature of support. They were also requested to identify any factors in which they dissented from the group consensus. Materials used in Round Three are presented in Appendices E and H.

Step 7.

Respondents suggested some changes which were incorporated in the finally developed instrument. The original questions were grouped into 4 separate formats, reflecting the different respondent groups to which the final instrument would be administered.

Responses from Round Three resulted in small revisions and provided the basis for structuring four instrument forms, one for each of the appropriate respondent groups. One of the item questions was discovered to be a

repeat/duplicate question and was deleted, reducing the total item questions to 58. Several of the items were included in more than one of the forms. The materials are presented in Appendix F.

As can be observed from the table in Appendix H, the columns appearing under the heading: "Number of Respondents Indicating the Degree of Importance of Each Item," indicates how the respondents reacted to the degree of importance they attached to each item question. Predominantly, respondents attached high degree of importance to all the questions. In most cases, where only one figure appeared in one column, with the other columns scoring a zero (0) point against the particular item number, it indicates the number of respondents who responded to that item question. For instance, if item question 22, under the column "High" (H) scored say, 19, it means that only 19 respondents responded to this question and scored it as having a high degree of importance. The two zeros (0) in the columns "medium," and "low" against question 22 means that no respondent rated it as medium or low. These materials are presented in Appendix E and H respectively.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to develop an instrument for use in measuring levels of organization support for training programs in business, industry, and service-oriented organizations. The instrument was designed to elicit varied sources of response from trainees, supervisors and managers, training directors, and executive level officers. The types of support were identified as behavioral, structural, or perceptual.

The purpose of this chapter is to present and analyze the data obtained in the study. Using a referral process, 93 professionals in the fields of administration, management, training and development, and education relative to human resource development were identified and asked to participate in this study. The purpose was to determine the critical issues or questions upon which to construct an instrument to be used in measuring levels of organization support for training programs. In order to achieve consensus, the Delphi process was implemented using three successive reviews of information by the respondent group. These reviews were designated as Round One, Round Two, and Round Three, respectively.

Round One

The mailing for Round One was sent November 25, 1985.

From the original pool of 93 potential respondents, 49 responded by identifying the kinds of questions that should be included in the proposed instrument. Thirty-three respondents indicated willingness to continue in the next two rounds of the review. The first round produced 314 root items which were refined to 244 items comprising 35 typed pages. These were further consolidated and edited into twelve pages of reduced print listing items for use in Round Two. This stage of consolidation required extensive effort on the part of the researcher and the research advisor. Redundant and duplicate items and the identification of items that were clearly not appropriate for the instrument were eliminated. The remaining root questions were grouped according to their relatedness to each other. An attempt was made to structure and synthesize a single question that captured the essence of each group of related questions. The majority of the groupings contained a large number of root questions, while others contained only a few. This effort resulted in 59 questions.

Round Two

The root items and 59 synthesized questions developed in Round One were presented in a twelve page booklet in which respondents were requested to indicate whether they

agreed on the synthesized statements and to indicate the level of importance of the questions as high, medium, or low. Of the 33 respondents who were sent the materials in Round Two, 23 responded. At the recommendation of one particularly well-informed respondent, the researcher implemented the services of a small panel of human resource development experts to further refine and classify the responses to Round Two. This panel reviewed the proposed instrument items and classified them in two dimensions. The first was to determine the nature of support as indicated by each item. These were classified as perceptual (what people in the organization think about training), structural (supportive policies and procedures), or behavioral (what people do relative to training). They also assisted in determining the types of people within an organization who should appropriately respond to each item in the final form of the instrument. These were classified as trainees, supervisors/managers, training directors, and executive level officers. These materials are presented in Table I. Several instrument items were found to fit into more than one category for type of support, and several were identified as appropriate for more than one respondent group. With this information, a final draft of 59 instrument items was prepared for Round Three.

Round Three

Responses from Round Three resulted in small revisions and provided the basis for structuring four instrument forms, one for each of the appropriate respondent groups. Several of the items were included in more than one of the forms, and in the scoring profile, they provided comparative information. The classification of type of support was also used in structuring the scoring profile. Examples of profile scores are presented in Appendix G.

The development of this inventory instrument yielded 58 questions which were classified as to the kind of support they represented: structural, perceptual, or behavioral. The actors in the organization who should respond to the question were also identified. There might be any one or combination of classifications of each type. The combinations and permutations that were possible initially posed the problem of how to best present findings so that they would make sense to potential users. After extensive experimentation in presentation format, it was concluded that the most viable format at this stage of development was a profile chart based on questions responded to by different respondents or combinations of respondents. The nature of support would then be arranged and identified within each profile format.

TABLE I
 IDENTIFIED PEOPLE WITHIN AND ORGANIZATION
 WHO SHOULD APPROPRIATELY RESPOND TO
 EACH QUESTION, AND THE NATURE
 OF SUPPORT OF EACH ITEM

People within an organization who should appropriately respond to each item:	Nature of support of each item:
1. Subordinates/Trainees	1. Perceptual
2. Managers/Supervisors	2. Behavioral
3. Training Directors/Officers	3. Structural
4. Executive Level Officers	

There was only one group of items that were designated for one respondent group only, the training directors, T. There were three groups of items which were designated to have two respondent groups. These were T and M, S and T, and T and E. One group of questions was designated as appropriate for three respondent groups, S, M, and T (S = subordinates, T = training directors, M = managers or supervisors, and E = executive level officers). Typical profiles are presented for each group of items as follows: It should be noted that these profiles were based on

hypothetical response values as empirical data has not yet been collected. These profiles were presented in Appendix G.

Profile for Trainers 1....2....3....4....5

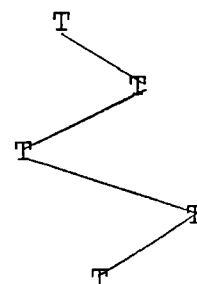
XXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXX



Summary of Findings

Research questions were formulated to provide relevant items for inclusion in the Organizational Training Support Inventory (OTSI), a management analytical tool designed to measure levels of organizational support for training programs. The following findings were based on the results of this study.

1. Most of the items (questions) generated in this study were related or similar to each other.
2. The instrument could be classified into two dimensions. The first dimension was the nature of support, while the other dimension was the type of person within an organization who should appropriately respond to each question.
3. The nature of support which an organization could give to training programs include, behavioral

support (what people do relative to training), perceptual support (what people in the organization think about training), or structural support (supportive policies and procedures).

4. The people within the organization who should appropriately respond to each question were identified as trainees, training officers/directors, supervisors/managers, and executive level officers.
5. Several of the questions were identified as having more than one nature of support as well as having more than one person in an organization to appropriately respond to it.
6. Several of the items (questions) were, as a result, included in more than one of the four instrument formats.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to develop an analytical management tool for measuring levels of organizational support for training. The Delphi Technique was used to determine the items that should be used in such an instrument, the appropriate persons to respond to each item, and the kind of support that would be indicated by each item. The final format of the instrument, titled the Organizational Training Support Inventory, was comprised of four formats, one for each of four respondent groups, and a scoring format that provided both quantitative and comparative information profiles.

Conclusions

The continued participation of 23 respondents in a complex and demanding process of group consensus resulted in the conclusion that there is, in fact, a real need for the Organizational Training Support Inventory, and the instrument at this stage is ready for use in establishing base reference data in several types of

organizations. It is recognized, however, that this instrument is at an embryonic stage of development, and that there likely will be need for further refinement as it is used in a variety of types of organizations.

Recommendations

The following recommendations emanate from the findings of this study, the interpretation of the literature, the consensus information shared by respondents, and the integration of these sources of information by the researcher. The recommendations are as follows:

1. The Organizational Training Support Inventory (OTSI) should be used by training directors in a variety of types of organizations so that base line data profiles for different types of organizations may be established.
2. Training officers should use OTSI findings to establish baseline data for their own organizations and to develop strategies for improving organizational support for training.
3. As more information becomes available, the OTSI should be further refined to provide further improved information for training directors and decision makers.

Finally, it should be noted that a face-validity was built into this instrument by the use of experts in the

Delphi Technique. At this stage, the instrument cannot be readily tested for reliability as no data have yet been collected. It is suggested however, that what organizations may do for now is to use groups and committees within them to test for both internal reliability and validity of the instrument. The collection of empirical data would help in validating this instrument.

64
86

(38)

SELECTED BIBLIOGRAPHY

- Ammerman, S. Mary. "Personal Correspondence to the Researcher." Bryn Mawr, Pennsylvania, 1985.
- Bureau of Business Practice. The Bureau of Business Practice Training Directors' Handbook. Waterford, Conn.:Bureau of Business Practice Inc., 1974.
- Carmel, Matthew M. and Michael F. Dolan. Personnel Administration. "An Introduction to Employee Right-To-Know Law." Vol. 29, p. 12. Alexandria, VA: Personnel Administrator, 1984.
- Daft, Richard L. Academy of Management Journal. "Systems Influence on Organizational Decision Making: The Case of Resources Allocation." Vol. 21, #1, p. 6-22. Madison, Wisconsin: The Academy of Management, 1978.
- Driscoll, James W. Academy of Management Journal. "Trust and Participation in Organizational Decision Making as a Predictor of Satisfaction." Vol. 21, #1, pp. 44-56. Madison, Wisconsin: The Academy of Management, 1978.
- Drucker, F. Peter. Management. London: Pan Books Ltd., 1979.
- Fox, Darwin. "Integrating Training into the Organization." Xerox Learning Systems Xchange Journal. Connecticut: Xerox Corporation, Jan., 1985, pp. 11-12.
- Giachino, W. Joseph and Ralph O. Gallington. Course Construction in Industrial Arts, Vocational and Technical Education. Illinois: ATP American Tech., 1977.
- Glueck, F. William. Foundations of Personnel. Dallas, Texas: Business Publications Inc., 1979.
- Hackman, J. Richard and Suttle J. Lloyd. Improving Life at Work: Behavioral Science Approaches to Organizational Change. Santa Monica, California: Goodyear Publing. Co., Inc., 1977.

- Hart, Gary. Computers and People. "Endangered People, and the Individual Training Accounts." Newtonville, MA: Berkeley Enterprises Inc., May-June, 1983.
- Hill, H. Percy et al. Making Decisions. Reading, Mass.: Addison-Wesley Publishing Co., 1980.
- Hollmann, Robert W., and Mary Ellen Campbell. Personnel Administrator. "Communication Strategies for Improving HRM Effectiveness." Alexandria, VA: Personnel Administrator, 1984, Vol. 29, p. 1, 2.
- Howell, C. William and L. Robert Dipboye. Essentials of Industrial and Organizational Psychology. Revised Ed. Homewood, Illinois: The Dorsey Press, 1982.
- Keiser, Thomas C. Training. "The Rules of the Game Have Changed." Minneapolis: Lakewood Training Inc., January 1986.
- Key, P. James. AGED 5980: Research Design. Stillwater: Oklahoma State University, 1985.
- Kirkpatrick, L. Donald. "Determining Supervisory Training Needs and Setting Objectives." Training and Development Journal. Alexandria, VA: American Society for Training and Development, Inc., May, 1978, pp. 16-19.
- Knowles, Malcolm. The Adult Learner: A Neglected Species. 2nd Ed. Houston: Gulf Publishing Co., 1981.
- Korinek, Lori, Rex Schmid, and Martha McAdams. Journal of Research and Development in Education. "Inservice Types and Best Practices." Vol. 18, #2. Athens, Georgia: The University of Georgia, Winter, 1985.
- Krathwohl, David R., Benjamin S. Bloom and Bertram B. Masia. Taxonomy of Educational Objectives: The Classification of Educational Goals. New York: David McKay Co., Inc., 1964.
- Laird, Dugan. Approaches to Training and Development. Reading, Massachusetts: Addison-Wesley Publ. Co., 1984.
- Lawler, Edward E. Personnel Psychology. "Education, Management Style, and Organizational Effectiveness." Vol 38, #1. Columbus, Ohio: Personnel Psychology, Inc., 1985.
- Lee, Cynthia. Academy of Management Review. "Increasing Performance Appraisal Effectiveness: Matching Task

- Types, Appraisal Process, and Rater Training." Vol. 10. Mississippi: Mississippi State University, 1986.
- Machpail-Wilcox, Bettye and Linde R. Hyler. Journal of Research and Development in Education. "Improving the Quality of Worklife for Teachers: A Contingency Approach." Vol. 18, #3. Athens, Georgia: The University of Georgia, 1985.
- McCormack, H. Mark. What They Don't Teach You at Harvard Business School. New York: Bantam Books, 1984.
- Medcof, John W. Research Management. "Training Technologists to Become Managers." Vol. 28. New York: Research Management Inc., 1985.
- Moser, Katherine. Lifelong Learning: An Omnibus of Practice and Research. "Business-Industry Linkages with Post-Secondary Institutions: Implications for Building Successful Partnerships." Washington, D.C.: American Association of Adult and Continuing Education, May 1986.
- Nadler, Leonard. Corporate Human Resources Development. New York: Van Nostrand Reinhold Co., 1980.
- Nelson, Robert E. Journal of Small Business Organizations. "Training Needs of the Small Enterprise Sector in Asian Countries." New York: Pergamon Press, Inc., 198.
- Powers, David R. and Mary F. Powers. Administrative Science Quarterly. "Making Participatory Management Work: Leadership of Consultative Decision Making in Academic Administration." New York: Administrative Science Quarterly, Inc. Vol. 30, 1985.
- Smith, H. Wayne and Clay E. George. "Systematic Program Evaluation." Human Resource Planning Journal. Publisher, Unknown. Vol. 6, 1983, pp. 95-100.
- Smith, Ken G. et al. Academy of Management Journal. "Top Level Management Priorities in Different Stages of the Organizational Life Cycle. Madison, Wisconsin: The Academy of Management Journal, Vol. 28, #4, pp. 799-820, 1985.
- Szakonyi, Robert. Research Management. "To Improve R&D Productivity, Gain the CEO's Support." New York: Research Management, Inc., Vol. 28, 1985.

Training House, Inc. "Reasons Why Training Programs Succeed or Fail." Princeton, New Jersey: Training House, Inc., 1984.

Urban, F. Thomas et al. "Management Training: Justify Costs or Say Goodbye." Training and Development Journal. Washington, D.C.: American Society for Training and Development, Inc., March, 1985, pp. 68-71.

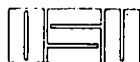
Vicere, Albert A. Adult Education Quarterly. "Creating Order from the Chaos: Academic Integrity in Continuing Professional Education." Washington, D.C., Vol. 35, 233, Summer, 1985.

Wedley, William C. and Richard H. G. Field. Academy of Management Review. "A Predecision Support System." Mississippi State University, Vol. 6, 696-703, 1982.

Zemke, Ron and Thomas Kramlinger. Figuring Things Out. Reading, Massachusetts: Addison-Wesley Publishing Co., 1984.

APPENDICES

APPENDIX A
CORRESPONDENCE I TO ASTD MEMBERS
TO IDENTIFY THE FIRST TIER OF
STUDY PARTICIPANTS AND
FOLLOW-UP LETTER



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

August 21, 1985

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

Dear Sir/Madam:

I am a graduate student in the School of Occupational and Adult Education. My area of concentration is in Human Resource Development. I am now working on my thesis to complete requirements for the masters degree. In the field of Human Resource Development, a very important and interesting area exists regarding the development of a research tool to test the importance of and responsibilities of both management and training officers to ensure a continued top management support for training programs. The study I will be conducting will rely on the collective experience of experts in the field of administration, management, and training, respectively, using a modified Delphi Technique.

You have been selected from a list of those who are professionally active in the field of administration, management, or training, and who attaches importance to employee training for effective performance.

I would like to invite you to take part in identifying three or more active professionals whom you would regard as experts in the fields of administration, management, or training. I would appreciate it if you could please indicate in which area- administration, management, or training the identified person(s) is active. A final selection of professionals who will participate in the succeeding series of this study will be made based on these responses. A copy summarizing the final report will be sent to you.

Please mail your response in the enclosed self-addressed stamped envelope at your earliest possible convenience. Thank you for your cooperation.

Sincerely,

Onyema G. Nkwocha
Masters Degree Candidate
School of Occupational and
Adult Education
Oklahoma State University

October 1, 1985

Dear Sir/Madam:

In late August, we sent a letter to your office, requesting your assistance in a research project being conducted at the Human Resource Development Center here at Oklahoma State University.

With the end of summer vacation periods, we did not get the number of responses that are needed. Yours was not among those which were received.

We had discussed our need for developing instruments for quantifying levels of management support for training programs. Our specific need from you was to help us identify three or more persons who are active either in the fields of training and development, education, management, or administration, to serve as a panel of experts for the validation of this study. We are still in need of your assistance and hope that you can give your thought to our request and refer to us professionals who are knowledgeable, competent individuals in the fields listed above.

We would appreciate it if you could provide us with business or professional addresses of the identified persons so that we can make further contact. We would also like your permission to indicate that you had recommended these persons. We would like to begin our validation work by 11-25-86. We hope that you can respond by this date. You may want to call the office of Dr. John L. Baird or his secretary at (405) 624-6275.

If you have already mailed us your response, please disregard this letter. At this time, we would like to thank you for your cooperation.

Sincerely,

Gilbert N. Oneyma
Masters Candidate, OAED

John L. Baird
Associate Professor
Occupational & Adult Education
Oklahoma State University

APPENDIX B
CORRESPONDENCE II TO FIRST SET OF
IDENTIFIED STUDY PARTICIPANTS TO
IDENTIFY THE SECOND TIER OF
STUDY PARTICIPANTS AND
FOLLOW-UP LETTER

October 1, 1985

Dear Sir/Madam:

Through research being done at the Human Resource Development Center at Oklahoma State University, we are attempting to develop a model instrument to quantify management support for training programs. In order to validate this work we are identifying competent professionals either in the fields of training and development, education, administration, or management to serve as a panel of experts to confirm the appropriateness of our work.

Through a referral process which is a variation of the Delphi technique for consensus refinement, you have been brought to our attention as a professional in the field of Human Resource Development with a strong background in training and development.

In the Delphi process the selection of a panel of experts is accomplished by a two-tier referral. You were identified in the first tier of this referral. We are now ready for the second tier and are in need of your cooperation to identify expert consultants for this validation process. We would at this time request you to help in identifying five or more other active professionals in any of the fields mentioned above, who will be participating as panel members in the successive rounds of the Delphi study. We would appreciate it if you would please indicate the area in which the identified persons are active. Please identify yourself if appropriate.

We would like to begin the development of an appropriate instrument by November 25, 1985 and encourage you to mail us your response on this date in the enclosed self-addressed stamped envelope. We do also request that you give us the professional address and phone number (if available) of the identified experts. If you think your response may not reach us by this time, feel free to call the office of John L. Baird or his secretary, (405) 624-6275. We will return a call if necessary.

We shall look forward to hearing from you in the near future.

Sincerely,

Gilbert N. Onyema, M.S. Degree Candidate

John L. Baird, Associate Professor
Occupational & Adult Education, OSU

November 7, 1985

67

Dear

In early October, we sent a letter to your office requesting your assistance in a research project being conducted at the Human Resource Development Center here at Oklahoma State University.

We had discussed our need for developing instruments for quantifying levels of management support for training programs. Our specific need from you was to help us identify three or more persons who are active either in the fields of (1) training and development, (2) education, (3) management, or (4) administration, to serve as a panel of experts for the validation of this study. We are still in need of your assistance and hope that you can give your thought to our request and refer to us professionals who are knowledgeable, competent individuals in the fields listed above.

We are ready to begin a validation process but do not have a sufficient number of responses. In examining our response sources, yours was not among those which were received.

We would appreciate it if you could provide us with business or professional addresses of the identified persons so that we can make further contact. We would also like your permission to indicate that you had recommended these persons. We plan to begin our validation work as soon as possible and hope that you can respond. You may want to call the office of Dr. John L. Baird or his secretary at (405) 624-6275.

If you have already mailed us your response, please disregard this letter. At this time, we would like to thank you for your cooperation.

Sincerely,

Onyema G. Nkwocha
Masters Candidate, OAED

John L. Baird
Associate Professor
Occupational & Adult Education

APPENDIX C
CORRESPONDENCE III AND SURVEY
INSTRUMENT FOR ROUND ONE
OF STUDY



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

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

November 25, 1985

Dr. Charles Fitzsimmons
13103 West Joppa Road
Ruxton, MD 21204

Dear Dr. Fitzsimmons:

Here at the Human Resources Development Center of Oklahoma State University we are attempting to develop an instrument for use in measuring levels of management support for training programs. We have attempted to identify competent professional people to help us validate this work.

Through a referral process, you have been recommended to us by Dr. Leonard Nadler to participate as a member of a panel of experts. The panel will contribute by way of the Delphi Technique to arrive at a consensus of what items should be included in the instrument being developed. The Delphi Technique was developed by the Rand Corporation, and has been found to be a reliable method for achieving consensus goals.

We would like to make it clear that the goal of this effort is to develop a reliable instrument with which to measure management support for training programs. We believe that the proposed instrument would have real value both in planning and in implementing training programs. We do not intend to administer the instrument to any participant in this developmental effort, but the finished product with rights for its use will be provided to you.

We need your cooperation and expert informed opinion. Through a series of three rounds of information exchange, central issues and questions for measuring management support will be identified and ranked.

This first round of study is designed to provide general parameters and directions of topics and questions to be included in the final instrument. You are asked to generate questions that you believe would be helpful in identifying management support for training. In the second round you will be asked to respond to the topics and questions generated in the first round, and to indicate any adjustments that you believe should be made in the relative ranking of importance for these items. A third round will likely be needed to achieve clarity of consensus in the identification of topics and appropriateness of questions for use in the final instrument.

All responses you provide will be treated in confidence and will be known only by the principal researchers. Your responses will be destroyed upon completion of the project. Anonymous listings of questions, with

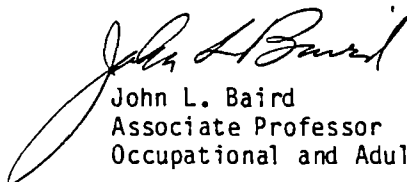
Page 2

frequency listings, will be shared with you in each successive round. In the final documentation of this effort, you will be identified as having served as a member of the panel of experts, unless of course you instruct us to the contrary.

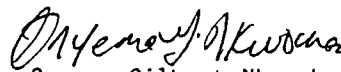
To enable us to complete this study in a timely schedule, we wish to begin analysis for the first round by December 9th and encourage you to send us your response as soon as possible in the enclosed self addressed, stamped envelope. Please telephone us at (405) 624-6275 if you have questions or need clarification.

In advance, we wish to thank you for your efforts in developing this instrument.

Sincerely,



John L. Baird
Associate Professor
Occupational and Adult Education



Onyema Gilbert Nkwocha
Research Assistant
Human Resources Development

MANAGEMENT SUPPORT INVENTORY

Oklahoma State University
Human Resource Development

Delphi Technique: Round I

We need for you to phrase questions which you think would be of help in determining management support of training activity within an organization setting. Please structure your questions as they would be presented to managers from diverse areas within the organization. It may be helpful for you to write questions as they might relate to specific aspects of support which make sense to you.

If you need additional response space, use additional pages as needed.

If you have specific questions, or need clarification, please call us at (405)624-6275. Also, in the event that we might need to contact you by phone, it would be helpful if you would provide your name and phone contact number in the space provided. Thank you for your assistance in this effort.

Name _____ Phone _____

APPENDIX D
CORRESPONDENCE IV AND SURVEY
INSTRUMENT FOR ROUND TWO
OF STUDY



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

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

March 7, 1986

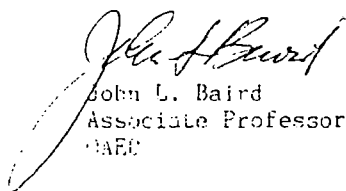
Dear Colleagues:

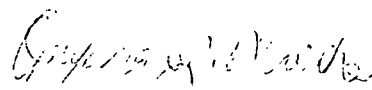
We were not sure we would make it to this stage! Your response on the first round of this process was so thorough that we ended up with thirty-five typed pages of root questions. Through a series of sorts and groupings we have condensed this to twelve pages of reduced print. Please do not give up on us at this stage, for we are now at the critical point in the development of this inventory instrument.

This second cycle of the development of the instrument is not as complex as it may appear upon first glance. The root questions that were generated on the first round have been gathered into related groupings, and we have attempted to structure a synthesized question that captures the essence of those several related questions. Some of those groupings include a large number of root questions, whereas others may represent only a few.

Instructions for your response are printed on page one of the enclosed Round II booklet. The pages may appear large in number, but the task is the crucial part of this process, and it will move very quickly after you have done the first three or four.

Thank you for your assistance. If you have questions or need clarification, please call us at (405) 624-6275.


John L. Baird
Associate Professor
QAED


Gilbert N. Onyema
Researcher
QAED



ORGANIZATIONAL SUPPORT INVENTORY

Oklahoma State University
Human Resource Development

Delphi Technique: Round II

We need your help in the following way:

1. Read a set of related root questions and the synthesized question presented in capital letters.
2. Check in the bracket to the left if you concur with the synthesized question.
3. If you do not concur, then please edit the question to your satisfaction.
4. Finally, in the space to the right of the synthesis indicate the relative importance of the question by circling H (high), M (medium) or L (low).

What is the purpose of training and development in your organization?

[] TO WHAT EXTENT DO EMPLOYEES IN YOUR ORGANIZATION UNDERSTAND
THE PURPOSE OF TRAINING AND DEVELOPMENT? H M L

How often are employees given an assignment for training or development?

How often is training provided?

[] TO WHAT EXTENT DO EMPLOYEES BELIEVE THEY RECEIVE NEEDED
TRAINING? H M L

What are employee attitudes about training?

How do the employees view the training received at your company?

Are subordinates interested in training?

Do subordinates apply for training?

[] TO WHAT EXTENT DO EMPLOYEES EXPRESS POSITIVE FEELINGS ABOUT
THE TRAINING PROGRAMS? H M L

Are changes brought about more smoothly through organizational training, than not?

Are you convinced that improvements could be achieved through . . . training?

[] TO WHAT EXTENT IS TRAINING PERCEIVED AS A MECHANISM FOR
FACILITATING ORGANIZATIONAL CHANGE? H M L

Do managers generally perceive their role as taking responsibility for people development
as well as work supervision?

How involved do you think managers should be in the training and development of their
people?

[] TO WHAT EXTENT DO MANAGERS PERCEIVE THEIR ROLE AS BEING
RESPONSIBLE FOR BOTH EMPLOYEE DEVELOPMENT AND WORK SUPERVISION? H M L

Is there a corporate plan for training which is monitored by management?

To what extent are training activities tied into the organization's strategic plans?

Is training related to the strategic plans of your company?

[] ARE PROVISIONS FOR TRAINING INCLUDED AS PART OF CORPORATE
STRATEGIC PLANNING? H M L

Is there a corporate HRD plan which is monitored by executive level management?

[] TO WHAT EXTENT IS THERE A CORPORATE HRD OR TRAINING PLAN WHICH
IS MONITORED BY EXECUTIVE LEVEL MANAGEMENT? H M L

Does the training director (or key training person . . . whatever the title) have access to senior management, senior management meetings?

[] TO WHAT EXTENT DOES THE CHIEF TRAINING OFFICE HAVE ACCESS
TO SENIOR MANAGEMENT? H M L

Does the HRD manager actively participate as a team member in the planning function and activities of the organization?

Is there a training person included with management in the program (pre-budget) stages of planning?

[] TO WHAT EXTENT IS THE CHIEF TRAINING OFFICER INVOLVED IN
EXECUTIVE LEVEL PLANNING? H M L

Is the training staff function involved in the essential business of the agency; is the value on using training and development to develop and sustain competencies in the workforce, and not simply to be in compliance with training regulations?

[] HOW MUCH IS THE TRAINING STAFF INVOLVED IN SETTING THE
ORGANIZATION'S TRAINING GOALS AND OBJECTIVES? H M L

Does your corporation have written policies and procedures covering internal and external training activities?

Does the organization have a policy statement relevant to training employees?

Is HRD considered a factor in the organization's written mission, policy, goals, objectives, plans, etc.?

Is training a considered factor in the organization's missions, goals, objectives, plans, and activities?

What is your company's philosophy on training department?

Is training conducted by internal personnel or outside consultants?

[] DOES YOUR ORGANIZATION HAVE A POLICY SPECIFICALLY RELATED
TO TRAINING PRACTICES? H M L

What policy role does the HRD manager serve:

- a) Develop policy for the company?
- b) Recommend policy for the company?
- c) Approve policy for the company?
- d) None of the above?

[] IS THE CHIEF TRAINING OFFICER INVOLVED IN THE FORMULATION
OF TRAINING POLICIES? H M L

How do you see training improving productivity in your department?

Do you think training can contribute?

What do you think of training in your organization?

Has training supported your goals and objectives in the past?

Are past training programs valuable?

What can training do for you?

How can management insure that the expected behavior of company employees will generate the greatest productivity for the organization?

How can management conduct daily operations on organization so as to achieve maximum productivity in a way that is consistent with long-term goals?

What advantages do you see in providing training for your people?

How do you use training as a resource in helping you achieve your organization's objectives?

[] TO WHAT EXTENT DOES THE TRAINING DEPARTMENT ASSIST
ORGANIZATIONAL UNITS IN THE ACHIEVEMENT OF UNIT GOALS AND
OBJECTIVES?

H M L

How many people from your group do you plan to send to training?

How many people did you recommend for training last year; how many actually attended the programs for which they were scheduled?

What percent of your unit's personnel (including yourself) participated in formal training for professional development purposes?

What percentage of your population will be trained next year:

What percentage for seniors, middle level, supervisors, professionals, nonexempt employees?

[] TO WHAT EXTENT DOES YOUR ORGANIZATION MAINTAIN DETAILED RECORDS? H M L

What percent of your annual budget are you willing to allocate for training activities?

Does the person responsible for training have a budget?

Does it (HRD Department) have adequate financial resources?

How much money do you budget for training and development of your people?

Does the training unit have a budget and staff reflective of its mission?

Is there a training budget?

What percent of the total human resources budget does management feel should be allocated to training?

Over the last 12 months, what percent of your unit's (department, division, etc.) operational budget was dedicated to professional development through formal training activities?

What percent of your operating costs are devoted to training?

To what extent do operational areas support training efforts through budget allocations specifically for training activities?

Do managers give budget support to training activities?

How much money does the company spend on formal training each year - total dollars and as a percentage of total company operating expenses?

To what degree are executives and managers in your organization willing to commit corporate funds to pay for training materials and overhead?

How much per person are you willing to spend on the average per year for training?

What is the annual per employee expense for training?

What would happen to the operations of your company if the training activities were reduced?, eliminated?

Do agency managers demonstrate their commitment to training by allocating resources for evaluation and accountability of training?

[] WITHIN THE BUDGET ALLOCATION FOR THE ORGANIZATION, WHAT IS
THE EXTENT OF IDENTIFIABLE COMMITMENT TO TRAINING?

H M L

What do you expect in the way of return on investment from your training dollars?

Does management expect meaningful results?

How important does management feel it is to relate skill training to the achievement of company goals?

Is there an existence of an operational training investment/cost benefit model?

What rate of return on productivity can management expect from the investment of employee time and company money on a systematic employee development program?

Is it less costly to provide employees with training activities on "Time Management" than to absorb the financial cost of lost time in company operations?

Do you have to convince the top management about a return on investment?

[] TO WHAT EXTENT IS THERE AN EFFORT TO CALCULATE RETURN ON
INVESTMENT FOR TRAINING ACTIVITIES?

H M L

Has the training budget been growing?

Does the training area have a meager, adequate, or lavish budget?

[] TO WHAT EXTENT ARE EXPENDITURES FOR TRAINING ADEQUATE TO MEET
THE TRAINING NEEDS OF THE ORGANIZATION?

H M L

Are funds provided for staff attendance at training activities such as:

- conferences?
- college or university credit course?
- external workshops?
- external seminars?

How does the amount of the training budget compare with industry averages?

- [] TO WHAT EXTENT IS THERE A SYSTEMATIC PROCESS USED FOR THE SELECTION AND EVALUATION OF TRAINING PROGRAMS USED IN THE ORGANIZATION?

H M L

Who makes the final decision as to which programs to buy or to develop?

- [] TO WHAT EXTENT DO MANAGERS AND SUPERVISORS PARTICIPATE IN ADVISORY COMMITTEES FOR THE PURPOSE OF KEEPING TRAINING PROGRAMS UP-TO-DATE?

H M L

Do managers voluntarily contribute time as a resource person in training activities?

Are managers available for kick-off sessions and for periodic updates of training activities?

Would you participate in a steering or advisory committee for training involving major time commitment?

How successful have efforts of this type (advisory) been in the past?

To what extent does senior management and line management participate in developing training plans and priorities for a given year (fiscal or annual)?

Do you include supervisors in planning and organizing training programs?

Do managers generally accept responsibility for diagnosing the learning needs of their workers?

Policy-level management: names appropriate personnel to training design committee;

- [] TO WHAT EXTENT DO EMPLOYEES HAVE OPPORTUNITY TO HELP DETERMINE THE KINDS OF TRAINING PROGRAMS MADE AVAILABLE?

H M L

Is there anywhere these people can turn to get you over-ruled or anyone?

- [] TO WHAT EXTENT ARE EXECUTIVES AND MANAGERS WILLING TO PREVIEW CONTENTS OF TRAINING PROGRAMS?

H M L

Who will be the primary contact person (during a training project) and, if that person is someone other than yourself, will he/she have the credibility or clout with participants to get them to focus on results?

- [] TO WHAT EXTENT DOES THE TRAINING UNIT RESPOND TO THE TRAINING NEEDS IDENTIFIED BY OTHER UNITS OF THE ORGANIZATION?

H M L

To what degree are executives and managers in your organization willing to attend special sessions designed to give higher level managers an overview of the content and to teach the same skills?

Policy-level management participates in preview of training programs?

[] TO WHAT EXTENT DOES YOUR TRAINING PROGRAM ADDRESS SPECIAL NEEDS OF YOUR ORGANIZATION?

H M L

How long does it take you to obtain approval for a certain training?

What percent of employee training do you initiate rather than approve when requested?

Do only certain departments of the organization receive training?

What areas of responsibilities are now not covered by training programs?

[] TO WHAT EXTENT DO YOU PROVIDE DIFFERENT KINDS OF TRAINING FOR PERSONNEL AT DIFFERENT LEVELS OF RESPONSIBILITY?

H M L

Are you working in a multi-national organization: Does your organization deal internationally? Does the top management support international orientation programs.?

Which department receives training?

What percentage of training pertains to management at different levels?

Which management levels do receive training?

Do certain departments of the organization need training most?

[] TO WHAT EXTENT ARE TRAINING ACTIVITIES PERCEIVED TO ADDRESS BOTH INDIVIDUAL NEEDS AND ORGANIZATIONAL NEEDS?

H M L

What kinds of training and development programs are provided for senior level, middle level, supervisors, professionals, nonexempt employees?

What type of subject matter is covered in training this training: technical, supervisory, skill building, other?

In what areas would you like your managers and professionals to gain additional knowledge/skills: Please give specific examples:

- a) technical,
- b) supervisory,
- c) skill building,
- d) other

[] TO WHAT EXTENT DOES YOUR ORGANIZATION PROVIDE DIVERSITY IN THE MODES OF TRAINING, SUCH AS LECTURES, OJT, SEMINARS, ETC.?

H M L

How crucial do you feel training activities is to an effective organization?

Is training valued and recognized as a fulfilling liaison function between and among various cultural elements of the organization?

Is training valued as a legitimate means for improving individual and organizational performance by all cultural elements?

Is there recognition of training accomplishments?

What do you believe is the principal benefit(s) to the person(s) and to the organization to be derived from training?

To what extent does management feel that training results in changes to business indicators (profits, loss, sales, costs of product, etc.)?

Do you think your organization has an obligation to train/develop people, or do you believe it is up to the individuals to take the initiative for their own development?

[] TO WHAT EXTENT IS THE ORGANIZATION WILLING TO ACCEPT
UNSKILLED PERSONS OR DISPLACED EMPLOYEES AND TRAIN THEM
FOR NEW ASSIGNMENTS?

H M L

How would they (managers) better obtain these additional knowledge/skills?: on-the-job training; internal lecture?: external lecture?: internal seminar/workshop?: external seminar/workshop?; and other?

What do you believe is the best method of training: on-the-job, formal classes, night school courses, etc.?

What would be the most efficient and productive method of allocating resources for achieving the knowledge/skills?

If the same results could be achieved would you prefer training presented by an in-house trainer vs. someone outside the company?

Do you have a certain flexibility and freedom of creativity regarding training programs?

Are you willing to take inexperienced personnel and train them?

[] TO WHAT EXTENT ARE TRAINING PERSONNEL CONSULTED BY MANAGERS
AND SUPERVISORS FOR ASSISTANCE IN EMPLOYEE AND ORGANIZATIONAL
PERFORMANCE PROBLEMS?

H M L

Do executive level managers request assistance of the HRD manager and staff on problems related to organizational and individual performance deficiencies?

Does management ask (initiate)/request for assistance of training manager and staff, especially related to organizational and individual performance problems?

When I HAVE "people" problems I (Never/Sometimes/Often) think of training as a possible solution.

When I have "Bottom-line" problems I (Never/Sometimes/Often) think of training as a possible solution.

[] TO WHAT EXTENT IS A NEEDS ASSESSMENT PROCEDURE REGULARLY USED
TO IDENTIFY THE TRAINING NEEDS OF EMPLOYEES?

H M L

What provisions are made by your organization to get training needs from staff?

How are training needs identified in your organization?

Do managers provide training to employees on the basis of real needs?

How do you determine whether training is needed or not?

What is the problem you are trying to solve?

What are your areas of greatest concern?

Are training programs based on frequently conducted analysis?

[] TO WHAT EXTENT IS THERE AN ESTABLISHED MECHANISM THROUGH WHICH MANAGEMENT PERSONNEL AND TRAINING STAFF REGULARLY COME TOGETHER TO EXCHANGE VIEWS REGARDING THE EFFECTS AND OUTCOMES OF TRAINING PROGRAMS?

H M L

Is there a continuing interaction with management beyond the planning cycle?

Has the training staff direct access to top management?

Also has it access to (and is it sought out by) the organization's informal leadership?

Is the impact of training reported to higher management?

Policy-level management issues statement on new performance levels expected following training.

[] TO WHAT EXTENT IS THERE A SYSTEMATIC EFFORT TO CORRELATE EMPLOYEE SUCCESS IN TRAINING WITH SUCCESSFUL PERFORMANCE ON THE JOB?

H M L

Is there a correlation between employees who participate in regular training activities and productivity, as opposed to employees who do not?

Is training impact evaluated?

Are training outcomes measured?

[] TO WHAT EXTENT DO MANAGERS AND SUPERVISORS PROVIDE FEEDBACK TO TRAINING SPECIALISTS CONCERNING THE EFFECTIVENESS OF THE TRAINING PROGRAM?

H M L

Do managers give feedback to the training staff regarding the results of their training?

Do they (managers) conscientiously report these needs (training needs) to the training staff?

Are person(s) designated as training managers?

[] TO WHAT EXTENT IS THE PERFORMANCE OF TRAINEES EVALUATED AFTER RETURN TO THE WORK ASSIGNMENT?

H M L

Is the trainee evaluated?

What changes have you seen in employee behavior since attending training?

What do you want people (employees) to do differently?

Is that something they can do without changing policies or procedures or other administrative/managerial support?

How does the company determine what the attendee at training learned, and what can be applied to the company environment?

Do you try to objectively measure the results of training, i.e., back on the job performance?

Do managers generally accept responsibility for followup activities in support of training activities?

Give specific examples of training that has paid off in your organization?

Do you conduct pre- and post-tests (including a comparison group) in order to evaluate the achievement and the transfer of training to the job? Do supervisors assist you in such evaluations? Which form of evaluation is used in your organization?

Do you set objectives for training and then follow-up with trainees after they attended class to coach them and evaluate their progress? How formal is this?

[] TO WHAT EXTENT DOES THE ORGANIZATION USE A SYSTEMATIC PROCESS
FOR SELECTION OF EMPLOYEE PARTICIPATION IN TRAINING?

H M L

Policy-level management requires the attendance at training for certain categories of employees?

How are decisions made as to who receives training and what kind of training they receive?

How is it determined who receives training and what their needs are?

When project teams are formed what percent of the employees involved are there as a learning experience?

Are subordinates chosen at random for training programs?

Are participants selected and if so, how?

[] TO WHAT EXTENT DOES ORGANIZATIONAL POLICY SPECIFY MINIMAL
LEVELS OF TRAINING FOR PROMOTION CONSIDERATIONS?

H M L

Is there a specific annual requirement of X hours of training?

Does the company specify a minimum number of mandatory days by organizational level each employee is to spend in formal training during the year?

[] TO WHAT EXTENT DOES YOUR ORGANIZATION HAVE PROVISIONS TO SUPPORT
EMPLOYEES WHO SEEK RELEVANT TRAINING FOR CURRENT JOBS IN OUTSIDE
INSTITUTIONS SUCH AS COLLEGES, VOCATIONAL SCHOOLS, ETC.?

Policy-level management gives preference to trainees for promotions following training?

Does the company financially support and encourage continuing education courses from outside educational institutions for its employees?

How committed is management to providing funds to partially support upgrade training of workers in educational systems outside the workplace?

[] TO WHAT EXTENT DO MANAGERS AND SUPERVISORS COMMUNICATE WITH
EMPLOYEES TO DISCUSS AND REINFORCE THE IMPORTANCE OF TRAINING? H M L

Do managers talk to employees after they have gone to training to find out what was learned so that it can be reinforced?

To what degree do executives and managers in your organization say positive things privately to subordinates and others about training?

To what degree do executives and managers in your organization say positive things in public about training?

To what degree do managers frequently give positive reinforcement to subordinates who are displaying skills being used?

What ways does management make a commitment to support training?

To what extent is management committed to helping the employee use the skills after training is completed?

To what degree are executives and managers in your organization willing to meet with subordinates on a regular basis to determine the degree to which the subordinate is applying the skills learned in the training session?

Do managers model skills taught in training programs. . . or is the training different from the organizational climate?

[] TO WHAT EXTENT DOES THE REWARD SYSTEM REFLECT SUCCESSFUL
EMPLOYEE PARTICIPATION IN TRAINING ACTIVITIES? H M L

Is participation in training activities used as a criterion for pay increases and/or promotion and retention?

Are training activities related to promotion?

Do managers typically reward their workers for participating in training activities?

Is promotion more likely possible after participating in training programs?

Are management and staff included in the formal and informal recognition and reward system?

Are there salary incentives for staff who participate in corporate training activities?

To what extent is participation in training considered necessary to career advancement in that organization?

Does the company have a training curriculum that must be completed before an employee is considered for promotion from management level to another?

Does the organization have a system whereby experienced employees act as resource persons to inexperienced employees in team effort training projects?

[] TO WHAT EXTENT ARE EXPERIENCED EMPLOYEES MATCHED WITH
INEXPERIENCED EMPLOYEES IN TRAINING PROGRAMS?

H M L

Policy-level management participates in one or more training sessions?

Policy-level management approves use of confidential organizational data as resources for training?

Policy-level management notifies employee by letter of selection for training?

Policy-level management meets with trainees to discuss ways to apply new behaviors?

[] TO WHAT EXTENT DOES MANAGEMENT CONVEY TO EMPLOYEES THE
IMPORTANCE OF PARTICIPATION IN TRAINING PROGRAMS?

H M L

Does the policy-level management authorize production differentials for trainees for short periods back on the job?

Policy-level management authorizes released time or changed work hours to allow participation in training?

Would you provide release time to staff to participate in training activities; if so, how much?

How much time per year is an employee actually involved in formal training; informal training?

To what extent does management feel that the time spent training is as important to the success of the business as time spent doing normal office work?

Will management permit workers to participate in training during working hours?

Does the organization provide adequate time off for training activities, i.e., so many days per year, catch-or-catch can, only after work hours, etc.?

How much time are you willing to allow an employee to be off work attending training (hours per year)?

On the average, how much time per person was spent during the last year in some type of formal training: classes, vestibule, correspondence classes, computer aided instructions?

[] TO WHAT EXTENT DOES MANAGEMENT ACCOMMODATE TO PROBLEMS OF
EMPLOYEES BEING AWAY FROM THE WORK STATION DURING TRAINING
PERIODS?

H M L

What are the internal activities that interfere with training?

How do you respond to the statement: "Training employees just helps them move, and that hurts my unit's performance?"

[] TO WHAT EXTENT ARE THERE IDENTIFIABLE DISINCENTIVES FOR
SUPERVISORS OR MANAGERS TO SUPPORT TRAINING PROGRAMS?

H M L

Are managers/supervisors formally held accountable for the training and development of their subordinate employees?

Are managers formally held accountable for training and development of their people?

Do supervisors/managers have performance requirements for training subordinates?

[] TO WHAT EXTENT IS THERE FORMALIZED POLICY WHICH HOLDS MANAGERS AND SUPERVISORS ACCOUNTABLE FOR THE TRAINING AND DEVELOPMENT OF EMPLOYEES?

H M L

Do you deliver programs yourself?

Do you plan and develop training programs yourself?

[] TO WHAT EXTENT ARE SUPERVISORS EXPECTED TO PROVIDE TRAINING OPPORTUNITIES TO EMPLOYEES AS PART OF THEIR SUPERVISORY RESPONSIBILITY?

H M L

Is top management the "client"?

How many of your top executives have attended training?

Is top management required to take training?

[] TO WHAT EXTENT DOES TOP LEVEL MANAGEMENT PARTICIPATE IN TRAINING AND DEVELOPMENT ACTIVITIES?

H M L

What percentage of supervisors in the company have received formal training in supervisory skills?

What percent of your time is involved in training?

Over the last 12 months: on the average, what percent of your staff, your subordinates, was dedicated to professional development through formal training activities?

What percentage of your time should be devoted to developing and training your staff?

[] TO WHAT EXTENT DO MID-LEVEL MANAGERS AND SUPERVISORS PARTICIPATE IN TRAINING AND DEVELOPMENT ACTIVITIES?

H M L

To what degree are we willing to teach in the program either as a sole instructor or to team-teach with others?

Do you make sure supervisors participate in training programs as instructors in order to get their support?

Are you willing to designate an individual with the responsibility for training? If yes, at what level?

Do you do more, less, or an equal amount of the training of the average supervisor in your unit?

To what extent are you willing to participate in training activities in your department?

Do managers regard positions in an HRD function as career enhancing?

Do managers and individual training professionals regard training positions as career enhancing?

[] TO WHAT EXTENT ARE MANAGERS ENCOURAGED TO SERVE AS
INSTRUCTORS OR RESOURCE PEOPLE IN THE TRAINING PROGRAMS? H M L

How does your immediate superior support training?

What have you done in the past to show your support of specific training effort?

If your subordinates were asked: "Does your boss support training?" what would they say?

Does management get support of educational training from the top management for all levels of employees?

How much support does management get from participants' supervisors?

Policy-level management participates in advance briefing of managers and supervisors on training programs.

[] TO WHAT EXTENT ARE SUPERVISORS AND MANAGERS EXPECTED TO SUPPORT
TRAINING PROGRAMS? H M L

Does management feel they should also participate in the training and learn the skills being taught their subordinates?

To what degree are executives and managers in your organization aware of the specific content of training programs being offered to subordinates?

[] TO WHAT EXTENT DO SUPERVISORS AND MANAGERS ACQUIRE THE KNOWLEDGE
THEIR SUBORDINATES ACQUIRE IN TRAINING PROGRAMS? H M L

How many days/years (approximately), do your managers and professionals spend in training programs? a) 0, b) 0-5, c) 5-10, d) more than 10?

To what degree do executives and managers in your organization make time available away from normal work routine to attend training sessions?

[] TO WHAT EXTENT ARE EXECUTIVES AND MANAGERS WILLING TO ATTEND
REGULAR TRAINING SESSIONS? H M L

Is there a department of training and human resource development?

Is there an HRD department; is it staffed adequately to serve the organization?

Does the company have a professional training group or department?

Is training provided in the organization?

[] IS THERE AN ESTABLISHED HRD OR TRAINING UNIT WITHIN THE
ORGANIZATION? H M L

What title does the person responsible for training hold?

Is the grade/career level of the training director appropriate? (Recognizes the value of the position)?

What is the level of the individual who heads up the training program?

Does the HRD Department manager report to a key senior manager?

Is there a management Advisory Committee or higher management authority that HRD Department manager consults with/appraises on HRD matters?

Does the HRD manager have direct access to executive level management and to the organization's informal leadership?

Is training at your company centralized? Decentralized?

[] WHERE DOES THE CHIEF OFFICER RESPONSIBLE FOR TRAINING REPORT
WITHIN THE ORGANIZATION?

H M L

____ CEO
____ DIVISION DIRECTOR
____ TASK FORCE
____ NO ONE
____ OTHER (SPECIFY)

What is the size and make-up of your training department?

How many trainers do you have as a staff?

[] TO WHAT EXTENT ARE FACILITIES SPECIFICALLY COMMITTED TO
TRAINING ACTIVITIES?

H M L

Where is the training department housed?

[] TO WHAT EXTENT ARE FACILITIES COMMITTED TO TRAINING
CLASSES APPROPRIATE FOR VARIOUS TYPES OF TRAINING?

H M L

How would you rate the facilities provided the department responsible for training?
a) excellent, b) good, c) fair, d) poor

Does it (HRD department) have adequate physical resources?

How would you rate the facilities used to hold your training activities?
a) excellent, b) good, c) fair, d) poor

Describe the facilities that are dedicated to training?

[] TO WHAT EXTENT ARE TRAINING PERSONNEL SPECIFICALLY QUALIFIED
FOR THEIR ASSIGNMENTS?

H M L

What kind of support staff is provided the training department?

What professional organizations do your trainers belong?

Do you provide train-the-trainer workshops for your line managers?

Is the trainer evaluated?

Is there a systematic method of identifying internal and external trainers?

Are (training) management and staff included in the formal and informal reward structures?

[] ARE TRAINING PERSONNEL INCLUDED IN THE REWARD STRUCTURE? H M L

Can you produce a catalog describing your organization's training activities?

Is the purpose of each program clarified?

How are training programs marketed in your organization?

[] TO WHAT EXTENT DOES THE TRAINING UNIT PROMOTE TRAINING PROGRAMS WITHIN THE ORGANIZATION? H M L

Do executive level managers accept and encourage a proactive role by the HRD staff/department?

Does management accept and encourage a proactive role by training and development staff?

Does management assign high quality professionals to training positions?

How hard are you willing to push to get the changed behavior we are talking about?

[] DOES MANAGEMENT ACTIVELY ENCOURAGE HRD OR TRAINING STAFF TO PLAY PROACTIVE PROFESSIONAL ROLES IN DEVELOPING TRAINING ACTIVITIES? H M L

Does the language (written and oral) utilized by executive level management incorporate proper usage of HRD terminology?

Does the language used in written and verbal communication indicate an understanding and acceptance of the terminology of the training and development business?

[] TO WHAT EXTENT DOES MANAGEMENT ENCOURAGE USE OF APPROPRIATE HRD TERMINOLOGY IN BOTH WRITTEN AND ORAL COMMUNICATION AMONG CORPORATE LEVEL PERSONNEL? H M L

APPENDIX E
CORRESPONDENCE V AND SURVEY
INSTRUMENT FOR ROUND THREE
OF STUDY



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

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

June 16, 1986

Dr. August Spector
9029 Falls Chapel Way
Potomac, MD 20782

Dear Dr. Spector:

In the process of developing instrument items for measuring levels of support for training programs, we encountered difficulties. Our first round of the process generated thirty-five pages of root questions creating a problem of managing bulk. Our effort to consolidate these into a reasonable number of instrument items was only moderately successful. A suggestion for working out this difficulty came from Dr. Mary Broad, and as the result of her recommendation of interjecting the use of a small panel of experts, we are now ready for the final phase of this project.

From the information you provided in the last round of processing, we were able to refine and edit the questions and in using a weighting formula, were able to rank them in importance as indicated by your ratings of "high", "medium" or "low" importance.

From the literature we have concluded that factors which are supportive of training may be classified as perceptual (what people think), behavioral (what people do) and structural (supportive policies and procedures).

Following the suggestion of Dr. Broad, we implemented a small panel of HRD experts to assist us in classifying the nature of support, that is perceptual, behavioral, or structural, and also to help us identify the type of respondents who would best provide the answers that are needed. The types of respondents were identified as (1) subordinates, (2) managers, (3) trainers, or (4) executives.

As you may have surmised, some items were identified as fitting into more than one category of nature of support, and many items were identified as having more than one appropriate respondent group.

At this stage we envision the final instrument as having four parts, one for each of the appropriate respondent groups. Some questions would be used in more than one part whereas others would be appropriate for only one part of the instrument. From those questions used in more than one part, any differences between the groups responding would be enlightening data. For all questions, a profile of typical responses for a large

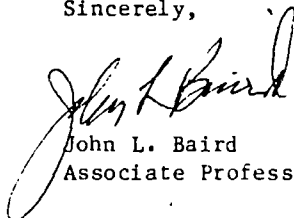
Page 2

number of similar organizations would serve as a norm reference for interpretation.

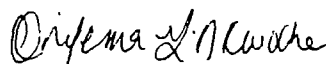
Interpretation will be accomplished by comparison of profiles to provide contrast to a norm referenced base. Just as important, specific item interpretation will need to be made by persons who are familiar with the organization, and in light of the many factors related to the climate of the organization. These same people would then be in a position to recommend specific prescriptive efforts to enhance organizational support of training. In order to get to this point we need your help in the last review of the instrument items.

We will send you a copy of the final set of instruments and hope that you will be able to use them and may contribute to a collection of data to produce some norm profiles. In any event, we are most appreciative of your contribution to this effort.

Sincerely,



John L. Baird
Associate Professor



Oneyma G. Nkwocha
Research Assistant

JLB/OGN/wr

INSTRUCTIONS:

ROUND III

In this last cycle of the item review process, we have presented each item in descending order of importance as indicated by you and other respondents in the previous review cycle. The number in brackets indicates the average rating with high = 3.00, medium = 2.00 and low = 1.00.

To the left of each item are the letters, S M T E, indicating most appropriate respondents for providing this data, (S) Subordinates, (M) Manager or Supervisor, (T) Training Director or (E) Executive Level Officer. For each item, one or more of the letters are underlined to indicate the most appropriate respondents as interpreted by our small panel of experts.

To the right of each item are the letters, S B P, indicating the nature of the item as (S) structural, (B) behavioral and (P) perceptual, as described in the cover letter. For each item, one or more of the items are underlined to indicate the interpretation by our small panel of experts.

We need for you to do the following:

Step 1. Read each item.

- a. If you believe it should not be used, put a line through it and go to the next item.
- b. If you believe it should be used, go to Step 2.

Step 2. Examine the indication of appropriate respondents and nature of support for this item.

- a. If you agree with those underlined, go on to the next item.
- b. If you do not agree with those underlined, circle those you believe to be appropriate and then go to the next item.

MOST APPROPRIATE RESPONDENTS

NATURE OF SUPPORT

Subordinates				Perceptual			
Managers or Supervisor				Behavioral			
Training Director				Structural			
Executive Level Officer							
S	M	T	E				
<u>S</u>	<u>M</u>	<u>T</u>	<u>E</u>	[2.93]	To what extent is the performance of trainees evaluated after return to the work assignment?	<u>S</u>	<u>B</u> P
S	M	T	E	[2.87]	To what extent do employees believe they receive needed training?	S	B <u>P</u>
S	M	<u>T</u>	<u>E</u>	[2.80]	To what extent is there an effort to calculate return on investment for training activities?	<u>S</u>	<u>B</u> P

<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.80]	To what extent is a needs assessment procedure regularly used to identify the training needs of employees?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.73]	To what extent do employees express positive feelings about the training programs?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.73]	To what extent is training perceived as a mechanism for facilitating organizational behavior modification?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.67]	To what extent do managers perceive their role as being responsible for both employee development and work supervision?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.67]	To what extent is there an identifiable budgetary commitment to training and development?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.67]	To what extent is there a systematic process used for the selection and evaluation of training programs used in the organization?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.67]	To what extent do managers and supervisors provide feedback to training specialists concerning the effectiveness of the training programs?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.60]	To what extent does the chief training officer have access to management business strategy?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.60]	To what extent do managers and supervisors participate in advisory committees for the purpose of keeping training programs up-to-date and design new programs?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.60]	To what extent is there a systematic effort to correlate employee success in training with successful performance on the job?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.60]	To what extent do managers and supervisors communicate with employees to discuss and reinforce the importance of training?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.60]	Is there an established HRD or training unit within the organization?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.53]	To what extent is training included as part of corporate strategic planning?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.53]	To what extent is the training staff involved in setting the organization's training goals and objectives?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.53]	To what extent does the organization use a systematic process for selection of employee participation in training?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.47]	To what extent is the chief training officer involved in executive level planning?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.47]	To what extent does the training department assist other organizational units in the achievement of unit goals and objectives?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.47]	To what extent are expenditures for training adequate to meet the training needs of the organization?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.47]	To what extent do employees have opportunity to help determine the kinds of training programs made available?	<u>S</u> <u>B</u> <u>P</u>

S <u>M</u> <u>T</u> <u>E</u>	[2.47]	To what extent are training personnel consulted by managers and supervisors for assistance in employee and organizational performance problems?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.47]	To what extent is there an established mechanism through which management personnel and training staff regularly come together to exchange views regarding the effects and outcomes of training programs?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.47]	To what extent does management convey to employees the importance of participation in training programs?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.47]	Where does the chief officer responsible for training report within the organization?	S <u>B</u> <u>P</u>
		<input type="checkbox"/> CEO <input type="checkbox"/> Division Director <input type="checkbox"/> Task Force <input type="checkbox"/> No one <input type="checkbox"/> Other (Specify) _____	
S <u>M</u> <u>T</u> <u>E</u>	[2.40]	To what extent do employees in your organization understand the meaning and purpose of training and development as intended by the organization?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.40]	To what extent is there a corporate HRD or training plan which is monitored by executive level management?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.47]	To what extent does the training unit respond to the training needs identified by other units of the organization?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.40]	To what extent do mid-level managers and supervisors participate in training and development activities?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.33]	To what extent does your organization have a policy specifically related to training practices?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.33]	To what extent does top level management participate in training and development activities?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.33]	To what extent are executives and managers willing to attend regular training sessions?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.27]	To what extent are managers encouraged to serve as instructors or resource people in the training programs?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.20]	To what extent is there formalized policy which holds managers and supervisors accountable for the training and development of employees?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.20]	To what extent do supervisors and managers regularly participate in training sessions to learn the same skills taught to their subordinates?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.20]	To what extent are managers and supervisors expected to support training programs?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.13]	To what extent are adequate facilities specifically committed to training activities?	S <u>B</u> <u>P</u>
S <u>M</u> <u>T</u> <u>E</u>	[2.13]	To what extent is the chief training officer involved in the formulation of training policies?	S <u>B</u> <u>P</u>

<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.13]	To what extent does your organization maintain detailed training and development records?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.13]	To what extent are training activities perceived to address both individual needs and organizational needs?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.13]	To what extent does the reward system reflect successful employee participation in training activities?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.13]	To what extent does management accommodate to problems of employees being away from the work station during training periods?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.13]	To what extent are supervisors expected to provide training opportunities to employees as part of their supervisory responsibility?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.13]	To what extent does your training program address special needs of your organization?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.10]	To what extent are different kinds of training for personnel at different levels of responsibility provided?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.10]	To what extent are experienced employees matched with inexperienced employees in training programs?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.10]	To what extent are facilities specifically committed to training activities?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.10]	To what extent are executives and managers willing to preview contents of training programs?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.00]	To what extent does organizational policy specify minimal levels of training for promotion considerations?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[2.00]	To what extent are there identifiable supervisor or manager disincentives for support of training programs?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[1.93]	To what extent are facilities committed to training classes appropriate for various types of training?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[1.93]	To what extent does your organization provide diversity in the process of training, such as lectures, OJT, seminars, etc.?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[1.87]	To what extent is the organization willing to accept unskilled persons or displaced employees and train them for new assignments?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[1.87]	To what extent does your organization have provisions to support employees who seek relevant training for current jobs in outside institutions such as colleges, vocational schools, etc.?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[1.80]	To what extent are training personnel included in the reward structure?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[1.80]	To what extent does management actively encourage HRD or training staff to play proactive professional roles in developing training activities?	<u>S</u> <u>B</u> <u>P</u>
<u>S</u> <u>M</u> <u>T</u> <u>E</u>	[1.73]	To what extent does the language used in written communication indicate an understanding and acceptance of the terminology of the training and development of business?	<u>S</u> <u>B</u> <u>P</u>

APPENDIX F
MODEL INSTRUMENT TO QUANTIFY LEVELS OF
ORGANIZATIONAL SUPPORT FOR TRAINING
PROGRAMS--THE ORGANIZATIONAL
TRAINING SUPPORT INVENTORY
(OTSI)

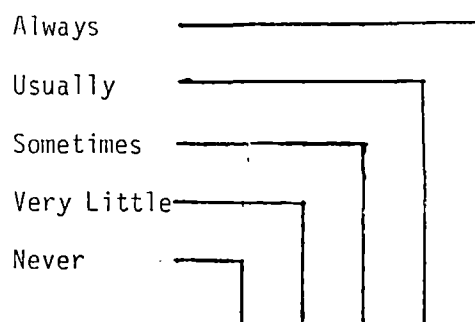
Organizational Training Support Inventory

Directions:

1. Read each of the questions on the following pages.
2. On a scale of 1 to 5 mark your perception of how training is conducted in your organization.

- 1 = none or never
- 2 = very little
- 3 = sometimes
- 4 = usually
- 5 = always

Please keep in mind that there are no right or wrong responses. We need only to know your opinions on each question.



To what extent is the performance of trainees evaluated after return to the work assignment?	1	2	3	4	5
To what extent do employees believe they receive needed training?	1	2	3	4	5
To what extent is a needs assessment procedure regularly used to identify the training needs of employees?	1	2	3	4	5
To what extent do employees express positive feelings about the training programs?	1	2	3	4	5
To what extent is there a systematic effort to correlate employee success in training with successful performance on the job?	1	2	3	4	5
To what extent do managers and supervisors communicate with employees to discuss and reinforce the importance of training?	1	2	3	4	5
To what extent do employees have opportunity to help determine the kinds of training programs made available?	1	2	3	4	5
To what extent does management convey to employees the importance of participation in training programs?	1	2	3	4	5
To what extent do employees in your organization understand the meaning and purpose of training and development as intended by the organization?	1	2	3	4	5
To what extent are training activities perceived to address both individual needs and organizational needs?	1	2	3	4	5
To what extent does the reward system reflect successful employee participation in training activities?	1	2	3	4	5
To what extent does management accommodate to problems of employees being away from the work station during training periods?	1	2	3	4	5
To what extent are supervisors expected to provide training opportunities to employees as part of their supervisory responsibility?	1	2	3	4	5
To what extent does your organization have provisions to support employees who seek relevant training for current jobs in outside institutions such as colleges, vocational schools, etc.?	1	2	3	4	5

Organizational Training Support Inventory

Directions:

1. Read each of the questions on the following pages.
2. On a scale of 1 to 5 mark your perception of how training is conducted in your organization.

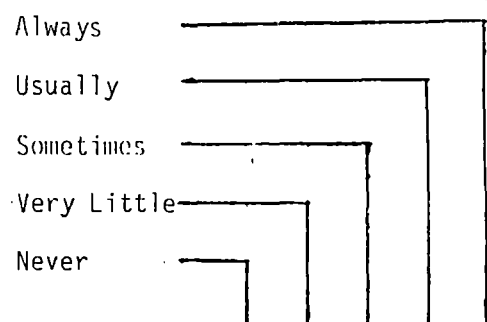
- 1 = none or never
- 2 = very little
- 3 = sometimes
- 4 = usually
- 5 = always

Please keep in mind that there are no right or wrong responses. We need only to know your opinions on each question.

	Always					
	Usually					
	Sometimes					
	Very Little					
	Never					
		1	2	3	4	5
-	To what extent is the performance of trainees evaluated after return to the work assignment?	1	2	3	4	5
	To what extent do employees believe they receive needed training?	1	2	3	4	5
	To what extent is a needs assessment procedure regularly used to identify the training needs of employees?	1	2	3	4	5
	To what extent do employees express positive feelings about the training programs?	1	2	3	4	5
	To what extent is training perceived as a mechanism for facilitating organizational behavior modification?	1	2	3	4	5
	To what extent do managers perceive their role as being responsible for both employee development and work supervision?	1	2	3	4	5
	To what extent is there an identifiable budgetary commitment to training and development?	1	2	3	4	5
	To what extent is there a systematic process used for the selection and evaluation of training programs used in the organization?	1	2	3	4	5
	To what extent do managers and supervisors provide feedback to training specialists concerning the effectiveness of the training programs?	1	2	3	4	5
	To what extent do managers and supervisors participate in advisory committees for the purpose of keeping training programs up-to-date and design new programs?	1	2	3	4	5
	To what extent is there a systematic effort to correlate employee success in training with successful performance on the job?	1	2	3	4	5
	To what extent do managers and supervisors communicate with employees to discuss and reinforce the importance of training?	1	2	3	4	5
	To what extent is training included as part of corporate strategic planning?	1	2	3	4	5
	To what extent does the organization use a systematic process for selection of employee participation in training?	1	2	3	4	5
	To what extent does the training department assist other organizational units in the achievement of unit goals and objectives?	1	2	3	4	5

Always
Usually
Sometimes
Very Little
Never

To what extent are expenditures for training adequate to meet the training needs of the organization?	1	2	3	4	5
To what extent do employees have opportunity to help determine the kinds of training programs made available?	1	2	3	4	5
To what extent are training personnel consulted by managers and supervisors for assistance in employee and organizational performance problems?	1	2	3	4	5
To what extent is there an established mechanism through which management personnel and training staff regularly come together to exchange views regarding the effects and outcomes of training programs?	1	2	3	4	5
To what extent does management convey to employees the importance of participation in training programs?	1	2	3	4	5
Where does the chief officer responsible for training report within the organization?	1	2	3	4	5
<input type="checkbox"/> CEO <input type="checkbox"/> Division Director <input type="checkbox"/> Task Force <input type="checkbox"/> No one <input type="checkbox"/> Other (Specify) _____					
To what extent do employees in your organization understand the meaning and purpose of training and development as intended by the organization?	1	2	3	4	5
To what extent does the training unit respond to the training needs identified by other units of the organization?	1	2	3	4	5
To what extent do mid-level managers and supervisors participate in training and development activities?	1	2	3	4	5
To what extent does your organization have a policy specifically related to training practices?	1	2	3	4	5
To what extent does top level management participate in training and development activities?	1	2	3	4	5
To what extent are executives and managers willing to attend regular training sessions?	1	2	3	4	5
To what extent are managers encouraged to serve as instructors or resource people in the training programs?	1	2	3	4	5
To what extent is there formalized policy which holds managers and supervisors accountable for the training and development of employees?	1	2	3	4	5



To what extent are managers and supervisors expected to support training programs?	1	2	3	4	5
To what extent are managers and supervisors expected to support training programs?	1	2	3	4	5
To what extent are adequate facilities specifically committed to training activities?	1	2	3	4	5
To what extent does your organization maintain detailed training and development records?	1	2	3	4	5
To what extent are training activities perceived to address both individual needs and organizational needs?	1	2	3	4	5
To what extent does the reward system reflect successful employee participation in training activities?	1	2	3	4	5
To what extent does management accommodate to problems of employees being away from the work station during training periods?	1	2	3	4	5
To what extent are supervisors expected to provide training opportunities to employees as part of their supervisory responsibility?	1	2	3	4	5
To what extent does your training program address special needs of your organization?	1	2	3	4	5
To what extent are different kinds of training for personnel at different levels of responsibility provided?	1	2	3	4	5
To what extent are executives and managers willing to preview contents of training programs?	1	2	3	4	5
To what extent does organizational policy specify minimal levels of training for promotion considerations?	1	2	3	4	5
To what extent are there identifiable supervisor or manager disincentives for support of training programs?	1	2	3	4	5
To what extent does your organization have provisions to support employees who seek relevant training for current jobs in outside institutions such as colleges, vocational schools, etc.?	1	2	3	4	5
To what extent does management actively encourage HRD or training staff to play proactive professional roles in developing training activities?	1	2	3	4	5

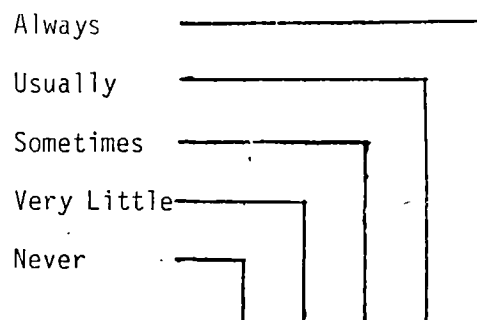
Organizational Training Support Inventory

Directions:

1. Read each of the questions on the following pages.
2. On a scale of 1 to 5 mark your perception of how training is conducted in your organization.

- 1 = none or never
- 2 = very little
- 3 = sometimes
- 4 = usually
- 5 = always

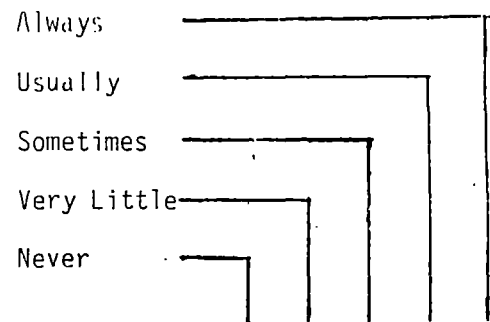
Please keep in mind that there are no right or wrong responses. We need only to know your opinions on each question.



To what extent is the performance of trainees evaluated after return to the work assignment?	1	2	3	4	5
To what extent do employees believe they receive needed training?	1	2	3	4	5
To what extent is there an effort to calculate return on investment for training activities?	1	2	3	4	5
To what extent is a needs assessment procedure regularly used to identify the training needs of employees?	1	2	3	4	5
To what extent do employees express positive feelings about the training programs?	1	2	3	4	5
To what extent is training perceived as a mechanism for facilitating organizational behavior modification?	1	2	3	4	5
To what extent do managers perceive their role as being responsible for both employee development and work supervision?	1	2	3	4	5
To what extent is there an identifiable budgetary commitment to training and development?	1	2	3	4	5
To what extent is there a systematic process used for the selection and evaluation of training programs used in the organization?	1	2	3	4	5
To what extent do managers and supervisors provide feedback to training specialists concerning the effectiveness of the training programs?	1	2	3	4	5
To what extent does the chief training officer have access to management business strategy?	1	2	3	4	5
To what extent do managers and supervisors participate in advisory committees for the purpose of keeping training programs up-to-date and design new programs?	1	2	3	4	5
To what extent is there a systematic effort to correlate employee success in training with successful performance on the job?	1	2	3	4	5
To what extent do managers and supervisors communicate with employees to discuss and reinforce the importance of training?	1	2	3	4	5
Is there an established HRD or training unit within the organization?	1	2	3	4	5

	Always					
	Usually					
	Sometimes					
	Very Little					
	Never					
		1	2	3	4	5
To what extent is there an effort to calculate return on investment for training activities?		1	2	3	4	5
To what extent is training perceived as a mechanism for facilitating organizational behavior modification?		1	2	3	4	5
To what extent is there an identifiable budgetary commitment to training and development?		1	2	3	4	5
To what extent is there a systematic process used for the selection and evaluation of training programs used in the organization?		1	2	3	4	5
To what extent does the chief training officer have access to management business strategy?		1	2	3	4	5
To what extent do managers and supervisors communicate with employees to discuss and reinforce the importance of training?		1	2	3	4	5
Is there an established HRD or training unit within the organization?		1	2	3	4	5
To what extent is training included as part of corporate strategic planning?		1	2	3	4	5
To what extent is the training staff involved in setting the organization's training goals and objectives?		1	2	3	4	5
To what extent is the chief training officer involved in executive level planning?		1	2	3	4	5
To what extent does the training department assist other organizational units in the achievement of unit goals and objectives?		1	2	3	4	5
To what extent are expenditures for training adequate to meet the training needs of the organization?		1	2	3	4	5
To what extent does management convey to employees the importance of participation in training programs?		1	2	3	4	5
Where does the chief officer responsible for training report within the organization?		1	2	3	4	5

☐ CEO
☐ Division Director
☐ Task Force
☐ No one
☐ Other (Specify) _____



To what extent are different kinds of training for personnel at different levels of responsibility provided?	1	2	3	4	5
To what extent are executives and managers willing to preview contents of training programs?	1	2	3	4	5
To what extent does organizational policy specify minimal levels of training for promotion considerations?	1	2	3	4	5
To what extent are there identifiable supervisor or manager disincentives for support of training programs?	1	2	3	4	5
To what extent does your organization have provisions to support employees who seek relevant training for current jobs in outside institutions such as colleges, vocational schools, etc.?	1	2	3	4	5
To what extent does management actively encourage HRD or training staff to play proactive professional roles in developing training activities?	1	2	3	4	5

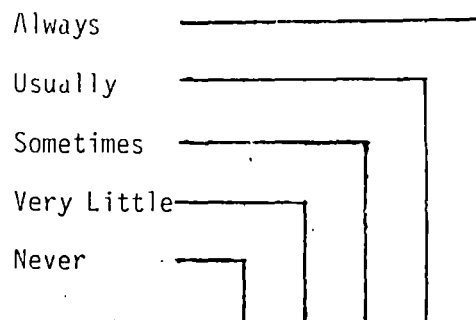
Organizational Training Support Inventory

Directions:

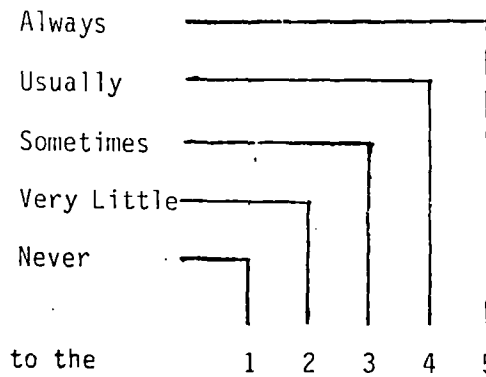
1. Read each of the questions on the following pages.
2. On a scale of 1 to 5 mark your perception of how training is conducted in your organization.

- 1 = none or never
- 2 = very little
- 3 = sometimes
- 4 = usually
- 5 = always

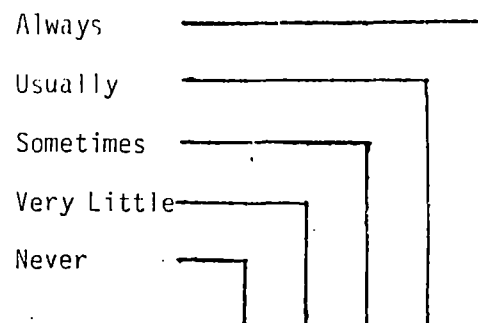
Please keep in mind that there are no right or wrong responses. We need only to know your opinions on each question.



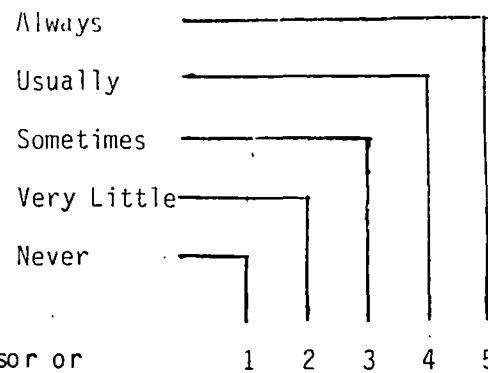
To what extent is training included as part of corporate strategic planning?	1	2	3	4	5
To what extent is the training staff involved in setting the organization's training goals and objectives?	1	2	3	4	5
To what extent does the organization use a systematic process for selection of employee participation in training?	1	2	3	4	5
To what extent is the chief training officer involved in executive level planning?	1	2	3	4	5
To what extent does the training department assist other organizational units in the achievement of unit goals and objectives?	1	2	3	4	5
To what extent are expenditures for training adequate to meet the training needs of the organization?	1	2	3	4	5
To what extent do employees have opportunity to help determine the kinds of training programs made available?	1	2	3	4	5
To what extent are training personnel consulted by managers and supervisors for assistance in employee and organizational performance problems?	1	2	3	4	5
To what extent is there an established mechanism through which management personnel and training staff regularly come together to exchange views regarding the effects and outcomes of training programs?	1	2	3	4	5
To what extent does management convey to employees the importance of participation in training programs?	1	2	3	4	5
Where does the chief officer responsible for training report within the organization?	1	2	3	4	5
<input type="checkbox"/> CEO <input type="checkbox"/> Division Director <input type="checkbox"/> Task Force <input type="checkbox"/> No one <input type="checkbox"/> Other (Specify) _____					
To what extent do employees in your organization understand the meaning and purpose of training and development as intended by the organization?	1	2	3	4	5
To what extent is there a corporate HRD or training plan which is monitored by executive level management?	1	2	3	4	5



To what extent does the training unit respond to the training needs identified by other units of the organization?	1	2	3	4	5
To what extent do mid-level managers and supervisors participate in training and development activities?	1	2	3	4	5
To what extent does your organization have a policy specifically related to training practices?	1	2	3	4	5
To what extent does top level management participate in training and development activities?	1	2	3	4	5
To what extent are executives and managers willing to attend regular training sessions?	1	2	3	4	5
To what extent are managers encouraged to serve as instructors or resource people in the training programs?	1	2	3	4	5
To what extent is there formalized policy which holds managers and supervisors accountable for the training and development of employees?	1	2	3	4	5
To what extent are managers and supervisors expected to support training programs?	1	2	3	4	5
To what extent are adequate facilities specifically committed to training activities?	1	2	3	4	5
To what extent is the chief training officer involved in the formulation of training policies?	1	2	3	4	5
To what extent does your organization maintain detailed training and development records?	1	2	3	4	5
To what extent are training activities perceived to address both individual needs and organizational needs?	1	2	3	4	5
To what extent does the reward system reflect successful employee participation in training activities?	1	2	3	4	5
To what extent does management accommodate to problems of employees being away from the work station during training periods?	1	2	3	4	5
To what extent are supervisors expected to provide training opportunities to employees as part of their supervisory responsibility?	1	2	3	4	5
To what extent does your training program address special needs of your organization?	1	2	3	4	5



To what extent is there a corporate HRD or training plan which is monitored by executive level management?	1	2	3	4	5
To what extent do mid-level managers and supervisors participate in training and development activities?	1	2	3	4	5
To what extent does your organization have a policy specifically related to training practices?	1	2	3	4	5
To what extent does top level management participate in training and development activities?	1	2	3	4	5
To what extent are executives and managers willing to attend regular training sessions?	1	2	3	4	5
To what extent are managers encouraged to serve as instructors or resource people in the training programs?	1	2	3	4	5
To what extent is there formalized policy which holds managers and supervisors accountable for the training and development of employees?	1	2	3	4	5
To what extent are managers and supervisors expected to support training programs?	1	2	3	4	5
To what extent are adequate facilities specifically committed to training activities?	1	2	3	4	5
To what extent is the chief training officer involved in the formulation of training policies?	1	2	3	4	5
To what extent does your organization maintain detailed training and development records?	1	2	3	4	5
To what extent are training activities perceived to address both individual needs and organizational needs?	1	2	3	4	5
To what extent does the reward system reflect successful employee participation in training activities?	1	2	3	4	5
To what extent does your training program address special needs of your organization?	1	2	3	4	5
To what extent are different kinds of training for personnel at different levels of responsibility provided?	1	2	3	4	5
To what extent are executives and managers willing to preview contents of training programs?	1	2	3	4	5
To what extent does organizational policy specify minimal levels of training for promotion considerations?	1	2	3	4	5



To what extent are there identifiable supervisor or manager disincentives for support of training programs?

1 2 3 4 5

To what extent does your organization have provisions to support employees who seek relevant training for current jobs in outside institutions such as colleges, vocational schools, etc.?

1 2 3 4 5

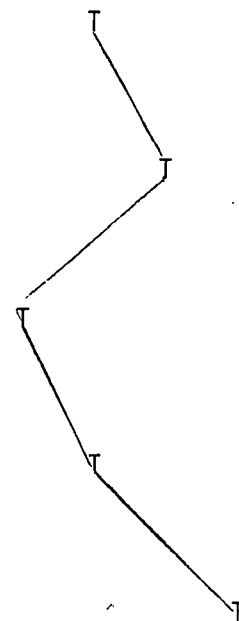
To what extent does management actively encourage HRD or training staff to play proactive professional roles in developing training activities?

APPENDIX G

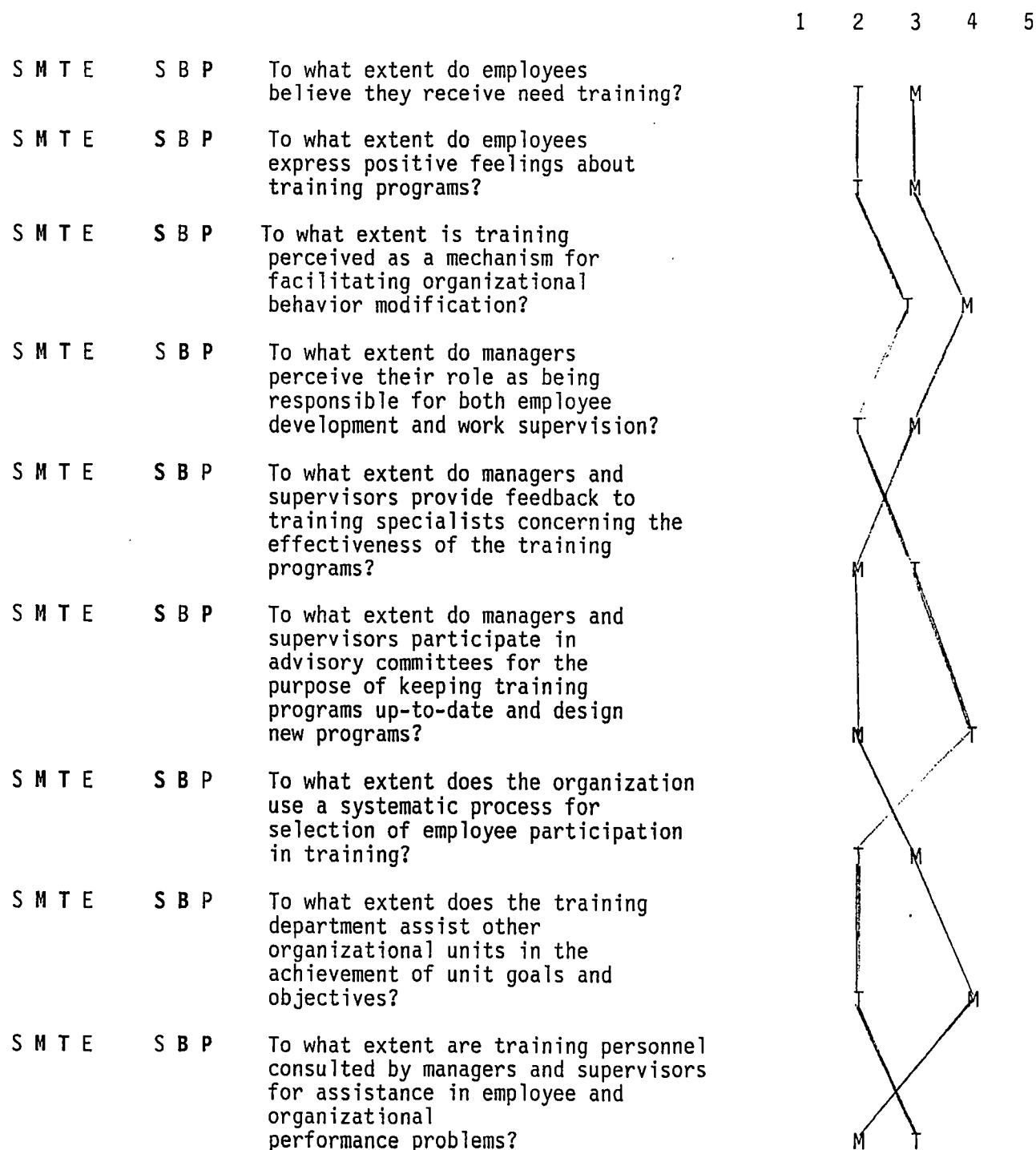
PROFILE SCORES

PROFILE SCORES FOR TRAINING DIRECTORS (T)

			1	2	3	4	5
S M T E	S B P	To what extent does the chief training officer have access to management business strategy?					
S M T E	S B P	To what extent is the training staff involved in setting the organization's training goals and objectives?					
S M T E	S B P	To what extent are training activities perceived to address both individual needs and organizational needs?					
S M T E	S B P	To what extent are different kinds of training for personnel at different levels of responsibility provided?					
S M T E	S B P	To what extent are facilities committed to training classes appropriate for various types of training?					



PROFILE SCORES FOR MANAGERS OR SUPERVISORS AND
TRAINING DIRECTORS (M and T)



1 2 3 4 5

S M T E S B P To what extent is there an established mechanism through which management personnel and training staff regularly come together to exchange views regarding the effects and outcomes of training programs?

S M T E S B P Where does the chief officer responsible for training report within the organization?

_____ CEO
 _____ Division Director
 _____ Task Force
 _____ No one
 _____ Other (Specify) _____
 M

S M T E S B P To what extent do employees in your organization understand the meaning and purpose of training and development as intended by the organization?

S M T E S B P To what extent does the training unit respond to the training needs identified by other units of the organization?

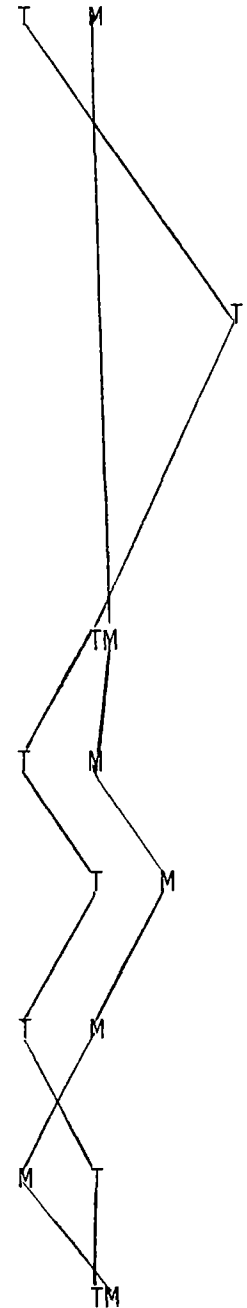
S M T E S B P To what extent do mid-level managers and supervisors participate in training and development activities?

S M T E S B P To what extent are managers encouraged to serve as instructors or resource people in the training programs?

S M T E S B P To what extent is there formalized policy which holds managers and supervisors accountable for the training and development of employees?

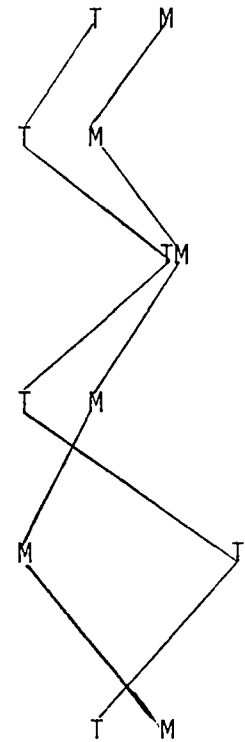
S M T E S B P To what extent do supervisors and managers regularly participate in training sessions to learn the same skills taught to their subordinates?

S M T E S B P To what extent are managers and supervisors expected to support training programs?



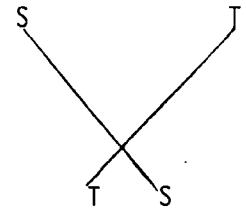
1 2 3 4 5

S M T E	S B P	To what extent does your training program address special needs of your organization?
S M T E	S B P	To what extent are experienced employees matched with inexperienced employees in training programs?
S M T E	S B P	To what extent are there identifiable supervisor or manager disincentives for support of training programs?
S M T E	S B P	To what extent is the organization willing to accept unskilled persons or displaced employees and training them for new assignments?
S M T E	S B P	To what extent does management actively encourage HRD or training staff to play proactive professional roles in developing training activities?
S M T E	S B P	To what extent does the language used in written communication indicate an understanding and acceptance of the terminology of the training and development of business?

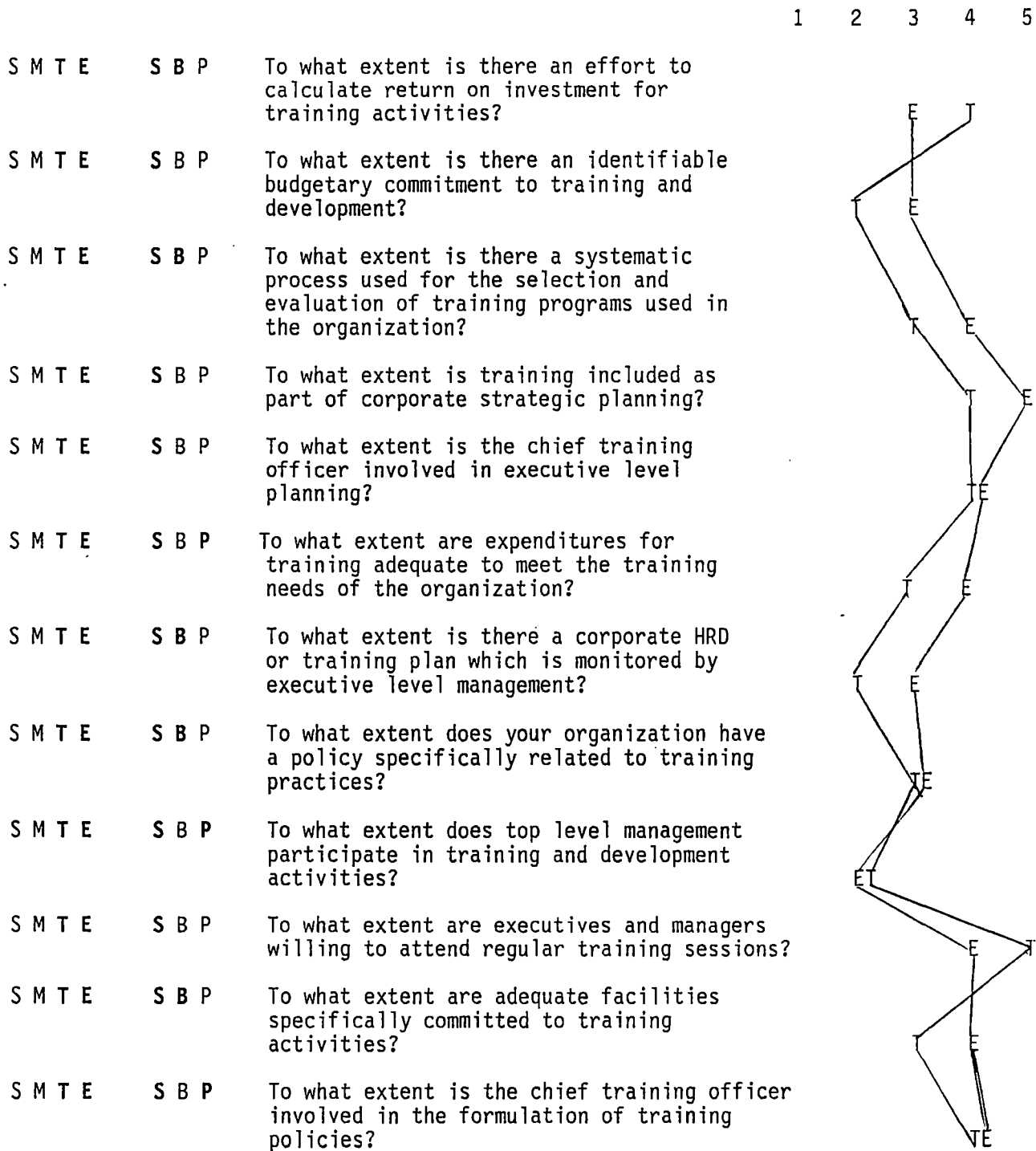


PROFILE SCORES FOR SUBORDINATES AND
TRAINING DIRECTORS (S and T)

			1	2	3	4	5
S M T E	S B P	To what extent do employees have opportunity to help determine the kinds of training programs made available?					
S M T E	S B P	To what extent does your organization have provisions to support employees who seek relevant training for current jobs in outside institutions such as colleges, vocational schools, etc.?					



PROFILE SCORES FOR TRAINING DIRECTORS AND
EXECUTIVE LEVEL OFFICERS (T and E)



1 2 3 4 5

S M T E S B P To what extent are facilities specifically
committed to training activities?

S M T E S B P To what extent are executives and managers
willing to preview contents of training
programs?

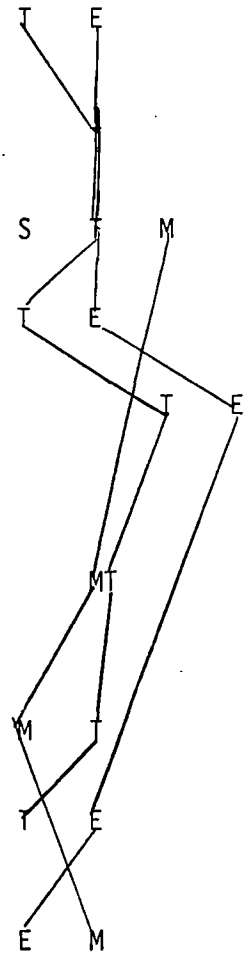


PROFILE SCORE FOR SUBORDINATES, MANAGERS OR SUPERVISORS,
AND TRAINING DIRECTORS (S, M, and T)

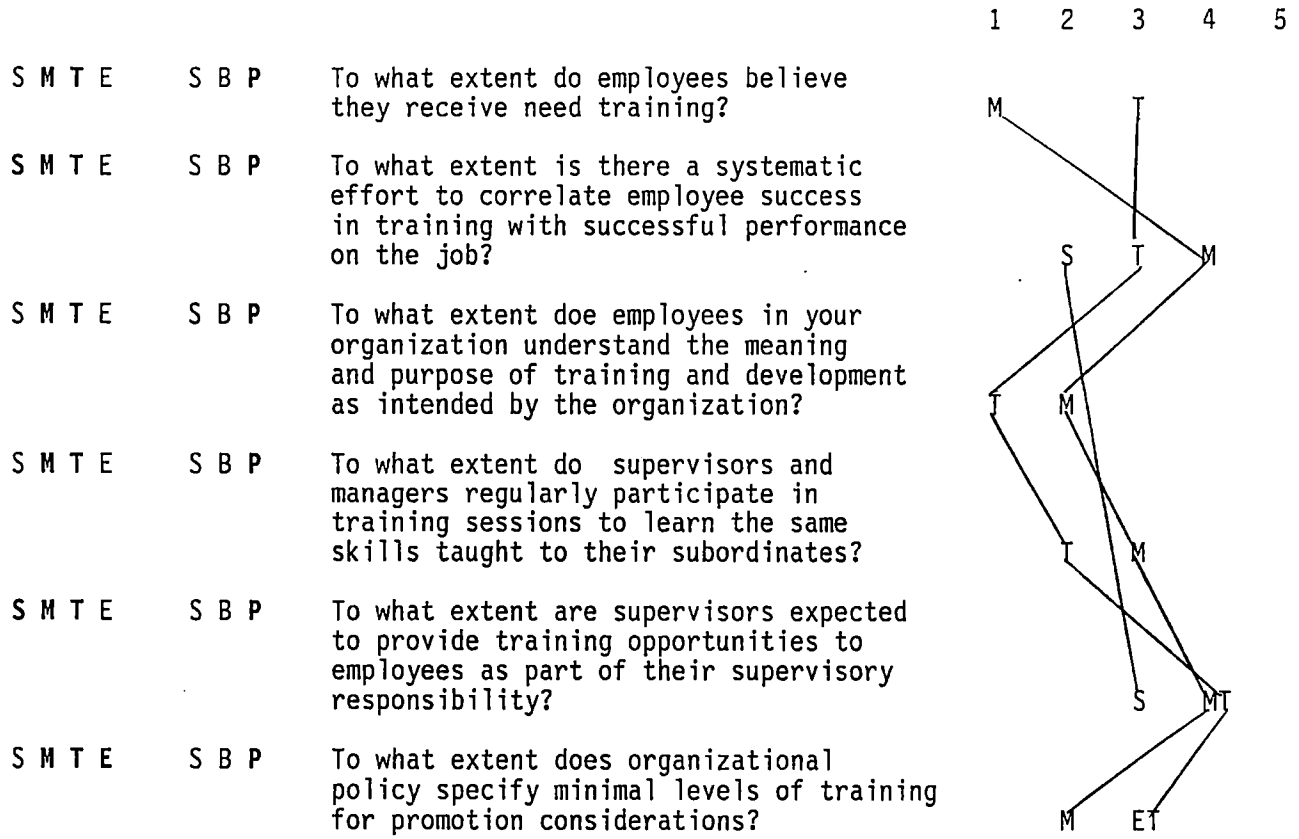
			1	2	3	4	5
S M T E	S B P	To what extent is the performance of trainees evaluated after return to the work assignment?			S	MT	
S M T E	S B P	To what extent is a needs assessment procedure regularly used to identify the training needs of employees?		S	MT		
S M T E	S B P	To what extent is there a systematic effort to correlate employee success in training with successful performance on the job?		S	MT		
S M T E	S B P	To what extent do managers and supervisors communicate with employees to discuss and reinforce the importance of training?		M	ST		
S M T E	S B P	To what extent does management convey to employees the importance of participation in training programs?		SM			
S M T E	S B P	To what extent does the reward system reflect successful employee participation in training activities?		M	S		
S M T E	S B P	To what extent are supervisors expected to provide training opportunities to employees as part of their supervisory responsibility?		S	M		
S M T E	S B P	To what extent does your organization provide diversity in the process of training, such as lectures, OJT, seminars, etc.?		M	S		
S M T E	S B P	To what extent are training personnel included in the reward structure?	M	S	T		

SUPPORT PROFILE SCORES: STRUCTURAL SUPPORT

S M T E	S B P	To what extent is there an identifiable budgetary commitment to training and development?
S M T E	S B P	To what extent does the chief training officer have access to management business strategy?
S M T E	S B P	To what extent are training personnel included in the reward structure?
S M T E	S B P	To what extent is training included as part of corporate strategic planning?
S M T E	S B P	To what extent is the chief training officer involve in executive level planning?
S M T E	S B P	To what extent is there an established mechanism through which management personnel and training staff regularly come together to exchange vies regarding the effects and outcomes of training programs?
S M T E	S B P	To what extent is there formalized policy, which hold managers and supervisors accountable forth training and development of employees?
S M T E	S B P	To what extent are adequate facilities specifically committed training activities?
S M T E	S B P	To what extent does your organization maintain detailed training and development records?

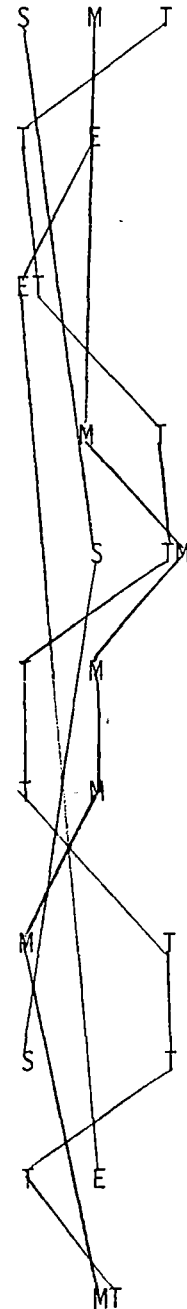


SUPPORT PROFILE SCORES: PERCEPTUAL SUPPORT



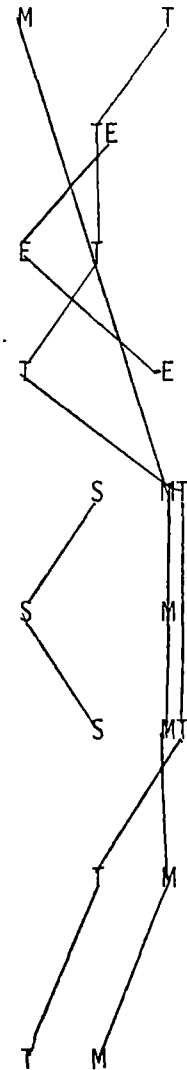
PROFILE SCORES FOR STRUCTURAL AND
BEHAVIORAL SUPPORT (SB)

			1	2	3	4	5
S M T E	S B P	To what extent is the performance of trainees evaluated after return to the work assignment?					
S M T E	S B P	To what extent is there an effort to calculate return on investment for training activities?					
S M T E	S B P	To what extent is there a systematic process used for the selection and evaluation of training programs used in the organization?					
S M T E	S B P	To what extent does managers and supervisors provide feedback to training specialists concerning the effectiveness of the training programs?					
S M T E	S B P	To what extent is a needs assessment procedure regularly used to identify the training needs of employees?					
S M T E	S B P	To what extent is the training staff involved in setting the organization's training goals and objectives?					
S M T E	S B P	To what extent does the organization use a systematic process for selection of employee participation in training?					
S M T E	S B P	To what extent does the training department assist other organizational units in the achievement of unit goals and objectives?					
S M T E	S B P	To what extent do employees have opportunity to help determine the kinds of training programs made available?					
S M T E	S B P	To what extent is there a corporate HRD or training plan which is monitored by executive level management?					
S M T E	S B P	To what extent does the training unit respond to the training needs identified by other units of the organization?					

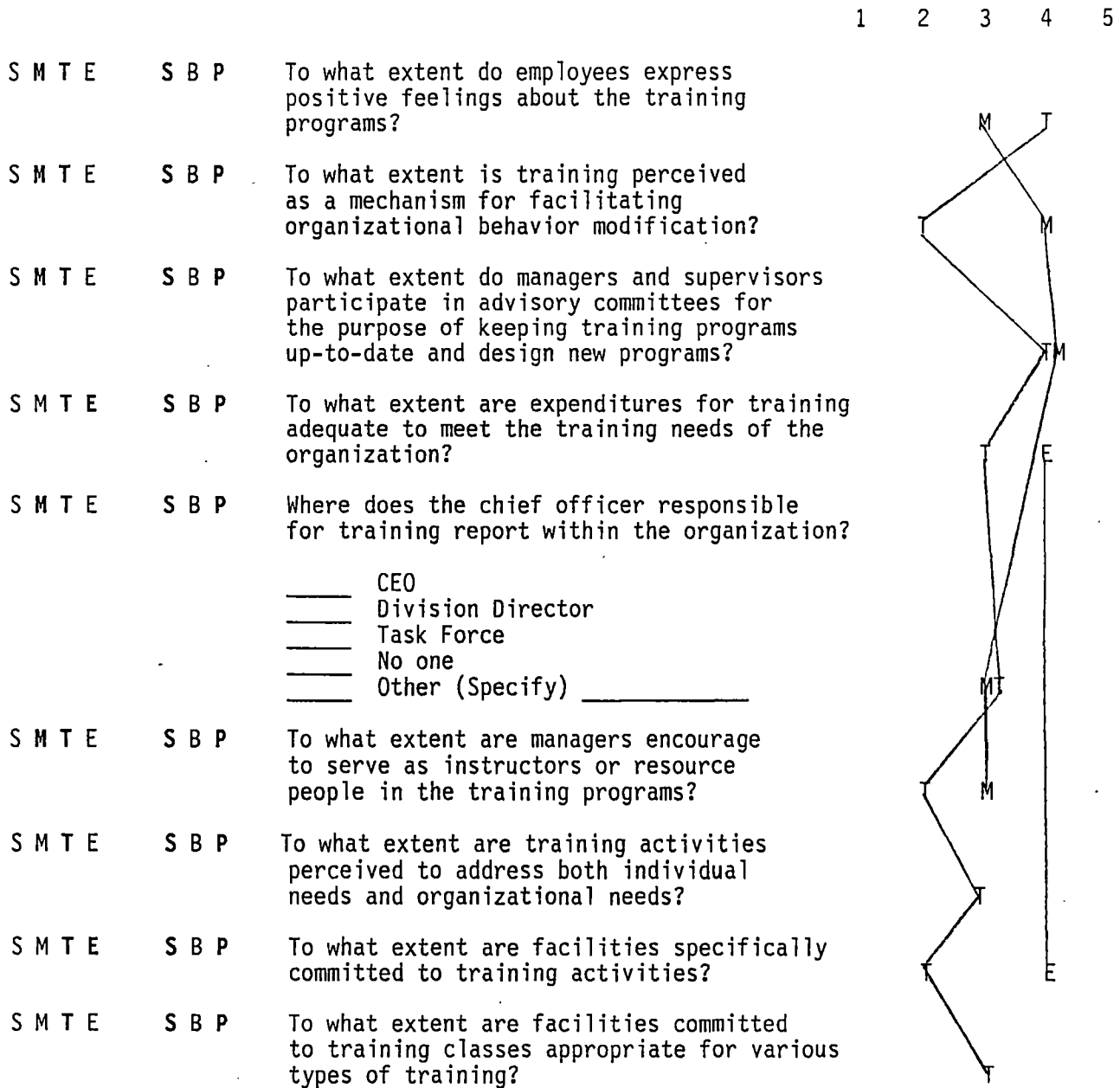


1 2 3 4 5

S M T E	S B P	To what extent do mid-level managers and supervisors participate in training and development activities?
S M T E	S B P	To what extent does your organization have a policy specifically related to training practices?
S M T E	S B P	To what extent does top level management participate in training and development activities?
S M T E	S B P	To what extent is the chief training officer involved in the formulation of training policies?
S M T E	S B P	To what extent does management convey to employees the importance of participation in training programs?
S M T E	S B P	To what extent does management accommodate to problems of employees being away from the work station during training periods?
S M T E	S B P	To what extent does the reward system reflect successful employee participation in training activities?
S M T E	S B P	To what extent does management actively encourage HRD or training staff to play proactive professional roles in developing training activities?
S M T E	S B P	To what extent does the language used in written communication indicate an understanding and acceptance of the terminology of the training and development of business?

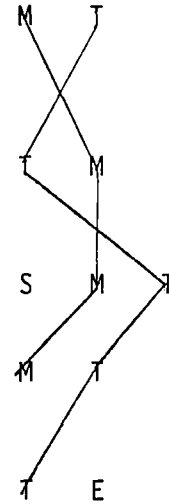


SUPPORT PROFILE SCORES: STRUCTURAL AND
PERCEPTUAL SUPPORT (S & P)



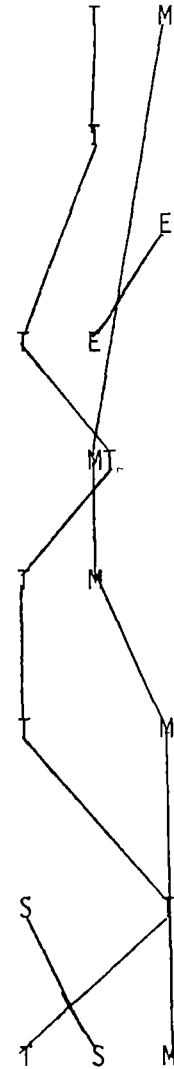
SUPPORT PROFILE SCORES: BEHAVIORAL AND
PERCEPTUAL SUPPORT (BP)

			1	2	3	4	5
S M T E	S B P	To what extent do managers perceive their role as being responsible for both employee development and work supervision?					
S M T E	S B P	To what extent are training personnel consulted by managers and supervisors for assistance in employee and organizational performance problems?					
S M T E	S B P	To what extent do managers and supervisors communicate with employees to discuss and reinforce the importance of training?					
S M T E	S B P	To what extent does your training program address special needs of your organization?					
S M T E	S B P	To what extent are executives and managers willing to preview contents of training programs?					



SUPPORT PROFILE SCORES: STRUCTURAL, BEHAVIORAL,
AND PERCEPTUAL SUPPORT (S, B, P)

			1	2	3	4	5
S M T E	S B P	To what extent are managers and supervisors expected to support training programs?					
S M T E	S B P	To what extent are different kinds of training for personnel at different levels of responsibility provided?					
S M T E	S B P	Is there an established HRD or training unit within the organization?					
S M T E	S B P	To what extent are executives and managers willing to attend regular training sessions?					
S M T E	S B P	To what extent are experience employees matched with inexperienced employees in training programs?					
S M T E	S B P	To what extent are there identifiable supervisors or manager disincentives for support of training programs?					
S M T E	S B P	To what extent is the organization willing to accept unskilled persons or displaced employees and training them for new assignments?					
S M T E	S B P	To what extent does your organization have provisions to support employees who seek relevant training for current jobs in outside institutions such as colleges, vocational schools, etc.?					
S M T E	S B P	To what extent does your organization provide diversity in the process of training, such as lectures, OJT, seminars, etc.?					



APPENDIX H
RANK-WEIGHTED SCORES

RANK-WEIGHTED SCORES

Item Number	Rank-Weighted Average Score	Number of Respondents indicating the Degree of Importance of Each Item:			Total Rank-Weighted Score of Each Item
		No. of Respondents Who Assigned a 3 Point-High Degree of Importance to Item Questions	No. of Respondents Who Assigned a 2 Point-Medium Degree of Importance to Item Questions	No. of Respondents Who Assigned a 1 Point-Low Degree of Importance to Item Questions	
1	2.93	21	2	0	67
2	2.87	20	3	0	66
3	2.80	20	3	0	64
4	2.80	20	3	0	64
5	2.73	18	3	2	62
6	2.73	18	3	2	62
7	2.67	17	3	4	61
8	2.67	18	3	1	61
9	2.67	19	0	4	61
10	2.67	19	0	4	61
11	2.60	17	3	3	60
12	2.60	18	0	6	60
13	2.60	18	0	6	60
14	2.60	19	0	0	60
15	2.60	16	5	2	60
16	2.53	19	0	1	58

Item Number	Rank-Weighted Average Score	Number of Respondents indicating the Degree of Importance of Each Item:			Total Rank-Weighted Score of Each Item
		No. of Respondents Who Assigned a 3 Point-High Degree of Importance to Item Questions	No. of Respondents Who Assigned a 2 Point-Medium Degree of Importance to Item Questions	No. of Respondents Who Assigned a 1 Point-Low Degree of Importance to Item Questions	
17	2.53	19	0	1	58
18	2.53	19	0	1	58
19	2.47	15	4	4	57
20	2.47	19	0	0	57
21	2.47	16	3	3	57
22	2.47	19	0	0	57
23	2.47	15	4	4	57
24	2.47	16	3	3	57
25	2.47	19	0	0	57
26	2.47	16	3	3	57
27	2.40	15	5	0	55
28	2.40	15	5	0	55
29	2.47	19	0	0	57
30	2.40	16	0	7	55
31	2.33	11	8	4	53
32	2.33	13	4	6	53
33	2.33	14	3	5	53
34	2.20	12	6	3	51
35	2.20	13	3	6	51
36	2.20	12	6	3	51
37	2.13	16	0	1	49

Item Number	Rank-Weighted Average Score	Number of Respondents indicating the Degree of Importance of Each Item:			Total Rank-Weighted Score of Each Item
		No. of Respondents Who Assigned a 3 Point-High Degree of Importance to Item Questions	No. of Respondents Who Assigned a 2 Point-Medium Degree of Importance to Item Questions	No. of Respondents Who Assigned a 1 Point-Low Degree of Importance to Item Questions	
38	2.13	10	6	7	49
39	2.13	15	2	1	49
40	2.13	10	6	7	49
41	2.13	11	5	6	49
42	2.13	10	6	7	49
43	2.13	16	0	1	49
44	2.13	12	6	6	48
45	2.10	10	6	6	48
46	2.10	16	0	0	48
47	2.10	15	0	1	48
48	2.10	10	8	2	48
49	2.00	15	0	1	46
50	2.00	13	3	1	46
51	1.93	9	7	3	44
52	1.93	14	0	1	44
53	1.87	12	2	3	43
54	1.87	13	2	0	43
55	1.80	11	3	2	41
56	1.80	10	5	1	41
57	1.80	13	0	2	41
58	1.73	12	1	2	40

VITA

Onyema Gilbert Nkwocha

Candidate for the Degree of
Master of Science

Thesis: DEVELOPMENT OF INSTRUMENTATION FOR QUANTIFYING
ORGANIZATIONAL SUPPORT FOR TRAINING PROGRAMS: A
DELPHI APPROACH

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born at Amuzi, Nigeria, the son of Mazi
Ezenwa V., and Adaure J. Nkwocha.

Education: Graduated from Central School Amuzi, Amuzi,
Imo, Nigeria, in December 1971; obtained High
School Diploma from Community Secondary School
Amuzi, Amuzi, Imo, in May 1975; received National
Certificate in Education in Business Studies,
Accounting Major and Minor in Economics and
Commerce from National Technical Teachers' College
Gombe, Bauchi, in May 1980; received Certificates
in Part I Professional Examination in General
Principles of Law and Economics of Industry from
the Society of Company and Commercial Accountants
Bristol, Great Britain, in May 1981; received
Bachelor of Science degree in Technical Education,
with concentration in Mid-Management Technology
from Oklahoma State University, Stillwater, in May
1984; completed requirements for the Master of
Science degree with area of concentration in Human
Resource Development (HRD) at Oklahoma State
University in December, 1986.

Professional Experience: Fisheries Assistant, Imo State
Ministry of Agriculture and Natural Resources,
1976-1977; Student-Banker-in-training (Industrial
Training Fund), African Continental Bank, Enugu,
1979; Vice-President, National Theatre Group,
NTTC, Gombe, 1979-1980; Student-teacher, Eruku
Secondary-Commercial, Illorin, 1979; President
Amuzi Press Club, Amuzi, 1978-1980; Member,

National Youth Service Corps. (NYSC), Port Harcourt, 1980-1981; Senior Accounting Instructor, Obiangwu Secondary-Commercial School, Imo, Nigeria, 1981-1982; Member, American Society for Training and Development (ASTD), 1984-1986; Member, Association of MBA Executives Inc., 1985-1986; Researcher, Oklahoma State University, 1985-1986; Manager of Operations and Overseas Coordinator, Ezenwa and Sons Motor Transport Co.. Amuzi, Nigeria, 1980-1986.