

THE AMOUNT OF TRAINING RECEIVED AND
DESIRED BY BUSINESS TRAINERS ON
TRAINING/FACILITATION SKILLS

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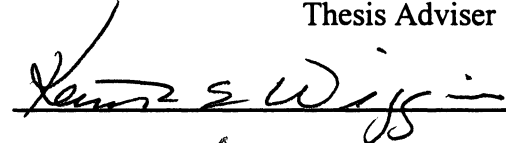
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CHAPTER I

INTRODUCTION

The early and mid 1990s saw companies across the country downsizing, rightsizing, and reengineering. In other words, they had reduced the number of people available to do the work. The amount of work had not necessarily changed; there were just fewer people to do the work.

Upper management looked for measurable results, a return on investment. Traditionally, Human Resource (HR) Departments and especially Training Departments had not been concerned with measuring their own return on investment. Their methods of measurement were simply the number of courses offered or the number of bodies in the classrooms. These methods of measurement were no longer effective. “Most practitioners acknowledge that they must show a return on investment in training so that they can maintain training funds and enhance HR’s success” (Phillips, 1996, p. 42). An expression in the academic world was “Publish or perish.” The expression in the training world was rapidly becoming “Show measurable results or perish.” Training departments were facing the same dilemma as other departments in that they had also been downsized. One way that they responded was by having subject matter experts (SME) do some of the training. This revitalized the old debate about who the best trainers were: subject matter experts or people who were trained in facilitation and training skills and techniques.

Statement of the Problem

In the fast-paced society of 1997, training managers did not have time to determine whether or not the SMEs had the natural ability to train, nor did they have the luxury of slowly developing new trainers through on-the-job training. New trainers needed to be developed quickly, and they had to show measurable results or perish. It was difficult for training managers to justify the utilization of resources, time, and money on the training of their own people. The problem was that there was no standard on the amount of training that new business trainers received on training/facilitation skills prior to their first formal experience as a trainer.

Purpose of the Study

The purpose of this study was to provide a base line of the amount of training received by new business trainers on training/facilitation skills and the amount of training desired for new trainers prior to their first formal experience as a trainer.

Objectives of the Study

To accomplish this purpose, the following research questions had to be answered:

(1) How many hours of training did new trainers receive on training/facilitation skills prior to their first formal experience as a trainer? (2) What was the confidence level of new trainers with regard to their training/facilitation skills prior to their first formal experience as a trainer? (3) What was the perceived effectiveness of new trainers during their first formal experience as a trainer? and (4) How many hours of training on

training/facilitation skills did trainers see as ideal prior to a new trainer's first formal experience as a trainer?

Assumptions

For the purpose of this study, the following assumptions were accepted by the investigator:

- The surveys were completed by the persons to whom they were addressed.
- The responses by those surveyed were honest expressions of their opinions.
- The 1997 members of the American Society for Training and Development (ASTD) with job titles of Director, Manager, Specialist, Coordinator, or Trainer were or had been trainers.
- The 1997 members of ASTD with job titles of Chief Officer, Partner, President, Principal, Owner, Chairman, or Vice President were not or had not been trainers.

Scope

One thousand surveys were sent to a random sampling of 14,847 members of ASTD. The population was stratified to include May 1997 members of ASTD with job titles of Director, Manager, Specialist, Coordinator, or Trainer. The researcher had made the assumption that people with these job titles either were or had been trainers. ASTD members with job titles of Chief Officer, Partner, President, Principal, Owner, Chairman,

or Vice President were not included in the sample population. The researcher had made the assumption that people with these job titles neither were nor had been trainers.

Limitations

Implications of this study may not be applicable to training areas other than business because the survey population was limited to a professional organization of business trainers.

Definitions

The following definitions of terms were furnished to provide, as nearly as possible, clear and concise meanings of terms as used in this study:

- Business - Commercial or industrial establishments, as opposed to schools or government.
- Facilitation Skills - Skills possessed by business trainers which enable them to more clearly transfer information to the trainees.
- Trainer - A person who instructs so as to make another person proficient or qualified.
- Training - The process or experience of being trained. Teaching people how to do something that they do not already know how to do.
- Return on Investment - The ratio of the cost of the learning event to the dollar benefits.

CHAPTER II

REVIEW OF THE LITERATURE

The very survival of mankind in the earliest days depended upon the ability of one person to figure out how to do something and then pass that ability or skill on to another. If the skill was not passed on, it was lost, and then someone else would have to figure it out all over again. When the skill was passed on, it was invariably developed and improved upon.

Professional trainers in business today use many of the same training skills that the cavemen probably used. Others have evolved, developed, and improved upon their skills. The researcher reviewed the literature in an attempt to establish a picture of business training in 1997.

The chapter is divided into five sections:

- (1) Facilitation and training skills identified
- (2) Return on investment
- (3) Subject matter experts as trainers
- (4) Current trends
- (5) Summary

The Facilitation and Training Skills section identifies the skills that various authors believed to be essential for business trainers to possess. Trainers were either

trained in the use of these skills or they had to figure them out on their own. The Return on Investment section focuses on why training departments need to be concerned about justifying their existence. It also touches on how to measure the return on investment in training. The use of subject matter experts as trainers presents some unique challenges to training departments. This section looks at what the literature says about these challenges. The fourth section reviews the current (1997) trends in business training as identified by authors of articles in trade journals of the training industry. The last section is a summary of the chapter.

Facilitation and Training Skills Identified

“To educate is to increase intellectual awareness of a subject. To train is to make someone proficient at the execution of a given task” (Georges, 1996, p. 49). Repeatedly practicing a given task will help people to become proficient at the execution of that task. Their minds and bodies will get the feel for how the task should be done. Practice, however, does not make perfect. Practice makes permanent. Perfect practice makes perfect. “In the presence of teaching or training, the teachers or trainers serve to facilitate the learners’ or trainees’ processing” (Carkhuff & Pierce, 1984, p. 22).

Not all trainers recognize the important difference between education and training. “For most people, there is no causal relationship between education and performance. There is, indeed, a causal relationship between training and performance” (Georges, 1996, p. 49). Knowledge is not power. The use of the knowledge or competence in one’s ability to create a desired effect is power or performance (Georges, 1996).

Some people strive to become more than just competent in their ability to create a desired effect; they want to become skillful. The question then becomes:

How does one acquire skillfulness? The answer is simple and universal. The most efficient and effective way to acquire skillfulness is the same for everyone: (1) Students are quickly educated about the results they are being asked to achieve and the skills they will have to execute in order to obtain those results. (2) They practice, with a coach who can cut down trial-and-error time, until they achieve fluency. (Georges, 1996, p. 49)

A good trainer or coach should take 5% to 10% of the allotted time on step one.

Step two would then take the remaining 90% to 95% of the allotted time. Step one is education and step two is training (Georges, 1996).

It's hard to imagine that one would be allowed to practice a skill like teaching others how to do their jobs without any training in that skill. But at the vast majority of organizations, new instructors teach their first class before they have had any form of instructor training. It's a good thing the airlines don't approach their pilot training that way. (Broadwell, 1996, p. 54)

Instruction is a unique blend of performing art and learning management. The instructor is expected to be interesting, knowledgeable, clear, and concise. At the same time, a good instructor must be able to stand aside and watch for the signs of progress or problems, mastery or mystery (Zemke, 1981). There are two extremes of instruction. Each extreme can be equally harmful. One extreme is the completely "theoretical" approach. This approach is similar to the college-type class where learning theories are discussed, debated, and generally disposed of. Lectures are given on the subject. Trainees may acquire the knowledge but certainly not the skill. The other side of the coin is the ultra "practical" approach. This is the public speaking extreme where the instructor becomes a superlecturer with all of the confidence in the world. The instructor overwhelms the trainees with oratory, forgetting that there may be a person who cannot

do something, who needs to know something, or who is doing something wrong (Broadwell, 1981).

Many trainers--especially new ones--need help to develop their own professional kit bags, their own "stand-up skills" for working with groups. These skills range from simple, physical actions to perceptions and sensitivities which can be as difficult as they are important. (Bellman, 1981, p. 302)

There are eight areas of trainer skill development which encompass most aspects of a trainer's performance. The areas are content, design, methods, leadership, participation, adult learning, visuals, and time (Bellman, 1981).

The content area deals with the material covered or the content of the session. Does the trainer clearly understand the information that he or she is presenting? Is the material presented with confidence or does the trainer simply read the material? The skill that needs to be developed is the ability to learn new material and then dispense the information in such a way that it is understandable (Bellman, 1981).

Skills that are included in the design area include the ability to clearly communicate the objectives of the training. The trainer must also be able to get the trainees to buy into the value of the training for them. Do the trainees have a sense of direction and purpose? Does the trainer present the information in a logical flow which will facilitate learning by the trainees? Is the trainer able to communicate clear instructions for activities and reinforce the learning? (Bellman, 1981).

A trainer must develop a variety of methods for use in training. The methods may include such techniques as lecturing, discussing, demonstrating, asking questions, watching, coaching, reinforcing, correcting, as well as working with disruptive trainees or

trainees who refuse to participate. All of these are tools which trainers must have in their professional kit bags (Bellman, 1981).

The trainer must develop his or her leadership abilities. A leader is a person who has earned the right to have followers. Is the trainer a leader simply because he or she is the person in charge, or is the leadership position earned by virtue of the abilities and skills demonstrated? The trainer must develop the skills necessary to get cooperation and to change the behavior or attitudes of the trainees. The trainer must develop the ability to maintain control and to move the trainees through the training process. The trainer must also be able to adapt his or her leadership style to the situation or to the people being trained (Bellman, 1981).

The trainer must develop the skill of eliciting participation from the trainees. If 90% to 95% of the development of skillfulness is practice, then the trainer must be able to get the trainees to participate and to practice. Is the trainer able to get everyone to participate or do just a few of the trainees practice? (Bellman, 1981).

The trainer must recognize that not all adults learn in the same manner. He or she needs to understand the different learning styles and how to train people with those different styles. If the round peg does not fit into the square hole, a change will have to be made. It is much simpler for the trainer to change his or her training style than to try to change the learning style of the trainee. The trainer should also learn what motivates adults to learn as well as what motivates the individual trainees to learn (Bellman, 1981).

The trainer's use of visuals can either add to or detract from the learning of the trainees. Are the visuals prepared before the training begins or does the trainer prepare them during the training? The trainer's repertoire of skills should be expanding. No

longer is it enough to be able to effectively use the chalkboard, a flip chart, or even an overhead projector. The increasing popularity of computers has added a whole new dimension to the use of visuals (Bellman, 1981).

The final area for skill development of new trainers according to Bellman is that of time. This is not just beginning and ending on time. Time management for trainers also includes the ability to balance the amount of time spent on the major areas as well as the amount of time spent using the various methods of training which were discussed earlier. The new instructor must also be aware of the pace of the training. Is the pace exciting and overwhelming, dull and boring, or just right based upon the need of the trainees? (Bellman, 1981).

While this list of areas for trainer skill development may seem overwhelming to a new trainer, it is no more overwhelming than the list of skills needed for almost any other job. The author stressed the importance of self-evaluation by trainers because most trainers work alone with a group of trainees. Skills must be used and improved upon or they will deteriorate.

Perhaps the most important set of skills that any one human being can have is the ability to relate to another human being. The most effective way of relating is to process interpersonally with that other human: to facilitate the exploring, understanding, and acting of the other person. The active ingredients that serve to facilitate or retard human relationships and human developments are interpersonal. Interpersonal processing skills emphasize the internal frames of reference of the trainees as they move through the training experience. These skills enable the trainer to relate the trainees' frames of reference to the training goals. (Carkhuff & Pierce, 1984, p. 84)

The interpersonal processing skills that are emphasized include: *attending* to the trainees, *responding* to the trainees' frames of reference, *personalizing* the trainees' goals,

individualizing the trainees' programs, and *reinforcing* the training process (Carkhuff & Pierce, 1984).

Attending means being attentive or paying attention to the trainees. When attending, the trainer poises himself or herself in order to cover the trainees with a hovering attentiveness, just as if they were infants. Providing the trainees with full and undivided attention initiates the principle of reciprocal effect. The trainees give the trainer, in return, their full and undivided attention. Attending involves the trainees in the training process. The trainer communicates an interest in the welfare of the trainees. The trainer then receives input and feedback concerning the effectiveness of the training experience from the things that the trainees say and do. Attending involves at least three skills: attending physically in order to pay attention to the trainees, observing in order to see the trainees, and listening in order to hear the trainees (Carkhuff & Pierce, 1984).

Attending physically means for the trainer to posture himself or herself in such a way as to give the trainees full and undivided attention. The trainer may position himself or herself at the vertex of a right angle incorporating both extreme perimeters of the trainees in attendance. This method of positioning is called squaring. The instructor may also physically lean forward toward a trainee in order to show interest. Frequent eye contact is another way to attend physically to the trainees (Carkhuff & Pierce, 1984).

Observing means to be able to actually see the trainees. Seeing the trainees gives the trainer clues as to their experience in the training process. The trainer can observe the physical appearance of the trainees including facial expressions and body language. The behavior of the trainees can be observed. Are the trainees physically attending to the trainer? Inferences can be made by the trainer from the observations of appearance and

behavior of the trainees. The trainer can infer the effectiveness of the training (Carkhuff & Pierce, 1984).

Listening means that the trainer is able to listen to what is said by the trainees as well as how it is said. The trainer must be able to suspend his or her own judgments by not listening to himself or herself. The trainer must resist all distractions in order to focus upon the expressions of the trainees. The trainer must also recall the content of the trainees' verbal expressions. These skills will insure that the trainer has at least heard the expressions of the trainee (Carkhuff & Pierce, 1984).

Attending Physically

+

Observing

+

Listening

Attending Skills

Responding is the key interpersonal ingredient. Responding means communicating an understanding of the experiences expressed by the trainees. Responding means that we empathetically enter the experiences of the trainees--sit in their seats, see the experiences through their eyes--and communicate to them our understanding of those experiences. (Carkhuff & Pierce, 1984, p. 93)

The trainers' response to the trainees' experiences accomplishes two essential training purposes: (a) the trainer comes into contact with the trainees' frame of reference, and (b) the trainees come into contact with their own frame of reference. The trainer's responsiveness is the way that he or she enters into the trainees' experiences and communicates to them that their point of view is understood (Carkhuff & Pierce, 1984).

The obvious way for the trainer to begin responding to the trainee is to communicate his or her understanding of the content that has been expressed. This is done by listening to the content, recalling the content, and then reflecting the gist of the content back to the trainee (Carkhuff & Pierce, 1984).

The next way for the trainer to respond to the trainee is to communicate his or her understanding of the feelings that the trainee has expressed. The trainer can capture the feelings of the experience by following three steps. The first step is for the trainer to repeat back to himself or herself the exact expression that the trainee used. The second step is for the trainer to ask himself or herself, "How would that make me feel?" The third step is for the trainer to reflect the feeling back to the trainee with an expression, such as "You feel _____" (Carkhuff & Pierce, 1984).

Next, the trainer includes with the feeling a reason for it. For example: "You feel _____ because _____." The trainer develops this information by thinking about his or her own feeling response to the experience which was expressed, as well as to the content (Carkhuff & Pierce, 1984).

Responding to Content

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Responding to Feeling

+

Responding to Meaning

Responding Skills

“Personalizing provides the transition from exploration to individualized action or training programs. Personalizing means individualizing the goals of the training. Personalizing means that we enter the trainees’ perceptions in order to develop goals that come from their frames of reference” (Carkhuff & Pierce, 1984, p. 100). When the trainees have personalized their understanding of the experience, then two essential training purposes are accomplished. The first purpose that is accomplished is that the trainees’ frame of reference is related to the training goals. The second purpose is that individualized goals are established which will guide the development of the individualized training program (Carkhuff & Pierce, 1984).

First, the trainers can respond to the trainee by thinking about the meaning that was expressed by the trainee and then thinking about the personal implications to the trainee. The personalized meaning is then communicated to the trainee by the trainer. For example, “You feel _____ because you _____” (Carkhuff & Pierce, 1984).

The problem is personalized by the trainer who has personalized the meaning which was expressed by the trainee. The trainer then identifies the deficit of the trainee. The personalized problem is then communicated to the trainee by the trainer. For example, “You feel _____ because you cannot _____” (Carkhuff & Pierce, 1984).

Once the problem has been identified and communicated, the feelings of the trainee must be addressed. Again, the trainer must ask himself or herself, “How would that make me feel?” (Carkhuff & Pierce, 1984). The feelings of the trainee may have changed as a result of an awareness of his or her own accountability for their contribution

to the situation. The trainer can then communicate the new personalized feelings using the same model as before, “You feel _____ because you cannot _____” (Carkhuff & Pierce, 1984).

The problem dictates the goal for the trainee. The feelings and the problem have been personalized by the trainer so the goal becomes personalized as well. The trainer communicates the personalized goal to the trainee with an addition to the model, “You feel _____ because you cannot _____ and you really want to” (Carkhuff & Pierce, 1984).

Personalized Meaning

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Personalized Problem

+

Personalized Feeling

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Personalized Goal

Personalizing Skills

“The training process culminates in an individualized action or training program. Individualizing means tailoring the training programs to meet the trainees’ unique needs. Individualizing means entering each trainee’s perception in order to relate that individualized frame of reference to a training program” (Carkhuff & Pierce, 1984, p. 106). Two more essential training purposes are accomplished when the training program is individualized for the trainee. The first purpose is that the trainee’s

frame of reference is related to the training program. The second purpose is that the trainee's frame of reference is related to individualized reinforcement for achieving the results of the training program (Carkhuff & Pierce, 1984).

The individualized training goals are further developed to include the skill that the trainee wants to develop. The trainer must also help the trainee to individualize where he or she will apply the new skill and the benefit of applying the new skill.

The communication model continues with "You feel _____ because you cannot _____ and you really want to. If you learn (the skill) then you will be able to (application) so that you (benefit)" (Carkhuff & Pierce, 1984).

The individualized training goal statement allows the trainer to then individualize the sequencing of the training. The trainer can choose from modes of individualizing which include sequencing the steps from simple-to-complex, concrete-to-abstract, and immediate-to-remote (Carkhuff & Pierce, 1984).

The individualizing of the training steps can further help to individualize the training program. The training steps that are emphasized include doing, knowing, and feeling. The doing involves the skills to perform the task. The knowing may include the supportive knowledge or the technical expertise. The feeling deals with the attitude or motivation of the trainee towards doing the task (Carkhuff & Pierce, 1984).

Individualizing Goals

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Individualizing Sequencing

+

Individualizing Steps

Individualizing Skills

The reinforcement of training flows directly from the trainees' frames of reference as did the individualized training program. Indeed, the most potent reinforcement will be the long-term benefits that will accrue to the trainees by learning the skills. The potency of the trainer's reinforcement is related directly to the empathy the trainer has for the trainees. Reinforcing serves to introduce the post-training phase or recycling of training. (Carkhuff & Pierce, 1984, p. 111)

The trainees have, so far, experienced an individualized process so it would make sense that the reinforcing and monitoring would be individualized as well. The reinforcing and monitoring skills help to insure the correct application of the skill (Carkhuff & Pierce, 1984).

The trainer can use positive, reinforcing responses to personalize the feelings of the trainees when they have successfully applied the skill and received the resulting benefit. The communication model could be as follows, "You feel _____ because you can (skill application) so that you (benefit)" (Carkhuff & Pierce, 1984).

The trainer can also use negative, reinforcing responses to personalize the feelings of the trainees when they have been unsuccessful in applying the skill and have not received the possible benefit. The communication model could be as follows, "You feel

_____ because you cannot (skill application) so that you are not (benefit)”
(Carkhuff & Pierce, 1984).

The trainer can also use a mixed or neutral response to the trainee. The trainer may sometimes be unclear whether or not the trainees are making the effective skill applications. Ultimately, it must be determined if the trainee has made the skill application or not. The determination must be made before the trainee can move on to new training. The trainer may need to respond to the trainee before the determination is made. The communication model could be as follows, “You feel _____ because sometimes you can and sometimes you cannot (skill application) so that you are not clear about (benefits)” (Carkhuff & Pierce, 1984).

Positive Responses

+

Negative Responses

+

Mixed or Neutral Responses

Reinforcing Skills

In summary, interpersonal skills serve to engage the trainees in the training process: *attending* facilitates involvement, *responding* facilitates exploration, *personalizing* facilitates understanding, *individualizing* initiates action, and *reinforcing* recycles training. Interpersonal skills offer a comprehensive approach to relating trainers to the trainees’ frames of reference. In conclusion, interpersonal skills enable us to assess the trainees’ progress through their own eyes. In so doing, we can relate the trainees’ internal frames of reference to the external frame of the skill content. Thus, we can be guided by what is effective in helping the trainees move through the phases of training. Our interpersonal skills

enable us to converge objective reality with subjective experience.
(Carkhuff & Pierce, 1984, p. 121)

One of the responsibilities of a supervisor of business trainers is to evaluate the facilitation/training skills of the trainers. The areas of evaluation could include: classroom communication, management techniques, interactive skills, resourcefulness, evaluation and feedback skills, planning, and professionalism (*Designing and Managing*, 1983).

“Instructors must not only know their subject matter, they must be able to communicate it” (*Designing and Managing*, 1983, p. 8-4). Communication includes the ability to organize subject material and sequence the presentation to facilitate learning. The trainer should be able to speak coherently and effectively. The trainer should also be able to select and use training aids which will enhance verbal communication (*Designing and Managing*, 1983).

“An important skill for instructors is that of classroom management” (*Designing and Managing*, 1983, p. 8-4). This is a broad category which includes management of the physical resources associated with teaching (room, seating, equipment), time management, management of the trainees, motivation of the trainees, and the ability to handle disruptive or problem behavior of the trainees. The instructor must also be able to handle administrative duties such as record-keeping and the organization of resources (*Designing and Managing*, 1983).

“Instruction also requires a range of interactive skills. Instructors should be able to relate to the trainees, stimulate their interest and participation, and get feedback about the results” (*Designing and Managing*, 1983, p. 8-4). Instructors should also have the

ability to identify the needs of the individual trainees and be able to adapt their instruction to meet those needs. The skillful use of questions is another important interactive skill (*Designing and Managing*, 1983).

“Resourcefulness is the ability to find imaginative solutions to problems” (*Designing and Managing*, 1983, p. 8-5). Unexpected situations often arise in the classroom, and the instructor must be able to respond using available resources. The instructor must be able to improvise and use a variety of approaches in order to suit the learning needs of different trainees (*Designing and Managing*, 1983).

“In a general sense, evaluation has been defined as the collection and analysis of information as a basis for decision making. Instructors must become skilled at collecting and analyzing information pertaining to trainee learning and their own instruction” (*Designing and Managing*, 1983, p. 8-5). Instructors must be able to monitor the progress of trainees through testing and observation and then be able to initiate any necessary corrective action. Instructors must also be able to monitor their own performance through results and feedback (*Designing and Managing*, 1984).

The instructor should also be able to plan. He or she must be able to plan the sequence of events within a lesson while anticipating any contingencies. Planning should also cover resources, time utilization, organization of instructional content, and learning experiences (*Designing and Managing*, 1984).

Professionalism is the heading for the final group of competencies. Instructors must have the ability to relate immediate tasks and goals to the larger environment. They must be able to adapt to changed circumstances, learn new information, and acquire new

skills. The ability to set standards and monitor one's own progress toward their achievement is implied in the term professionalism (*Designing and Managing*, 1984).

It is amazing what we expect of instructors. Armed with a methods statement, a list of JIT procedural steps, and perhaps a stopwatch and a few motivational slogans, they are expected to help trainees to learn the job. But even beyond this accountability, they are also assigned the final responsibility for the trainee. They are informed that "if the student hasn't learned, the teacher hasn't taught." To which we should amend the sobering question: What can we expect of a teacher who has not been taught to teach? (Gardner, 1981, p. 155)

Instructors should be knowledgeable in a variety of areas. They need to understand the developmental nature of job learning, the basic processes of response differentiation, as well as the stimulus discrimination that occurs in learning. Some training approaches are germane to skill development. These approaches should be known and skillfully practiced by the trainer. One approach deals with the training arrangements that affect the learning rate and retention by the trainees. Another approach has to do with the training techniques that shape and sustain the performance of the trainee. The techniques include such things as explaining, demonstrating, cueing, and giving feedback. Trainers must understand and be able to use reinforcement. They must be able to drop cues as well as move from consistent to variable forms of feedback and reinforcement. The trainers must know the skill that they are teaching the trainees in order to help them to master it. The trainer should be adept at spotting difficulties being experienced by the trainees, determining the causes for the difficulties, and taking corrective actions (Garner, 1981).

A successful instructor training program should include the following key elements.

1. Instruction in learning--its principles, processes, and mode of development. Lecture and illustration.
2. Instruction in training arrangements and techniques conducive to efficient learning, with emphasis on feedback and reinforcement. Lecture, discussion, and related practice in applying techniques, particularly in direct coaching.
 - a) Training in teaching task skill and task skill reinforcements.
 - b) Training in teaching job organization.
 - c) Training in teaching the methods of coping with unusual conditions.
3. Instruction in analyzing learning difficulties. Lecture, illustration, discussion, and related practice.
 - a) Identifying and diagnosing difficulties in task performance.
 - b) Identifying and diagnosing difficulties in total job performance.
4. Instruction in taking action to correct learning problems. Discussion and related practice (as an extension of number 3 above). (Gardner, 1981, p. 157)

The effective training of instructors should also involve actual practice in taking trainees through the full cycle of identifying the conditions requiring attention and making the proper responses (Garner, 1981).

Basically, the task of instructors is to bring about success of performance as quickly and efficiently as possible at the different advancing levels of skill in the various aspects of the job and ultimately at a high level of skill in the job as a whole. (Garner, 1981, p. 165)

Return on Investment

“In most industries the standard wisdom is, first they cut advertising; then they cut training” (Hubbard, 1996, p. 98). Training is often seen by upper management as a staff function that does not really contribute to the bottom line (Noonan, 1993). “Now, in the days of return on investment and return on capital employed, management wants to know what this means to them” (*Training in the Fast Lane*, 1995, p. S1). Trainers have struggled with this issue for years.

It is highly doubtful that any research will be able to pinpoint the “right” budget for training, because training needs vary greatly. The advice of one company executive is relevant for anyone considering training costs: “Think not of the cost of training; think instead of the cost of *not* training.” This philosophy runs to the hard core of the matter. (Heisel, Padgett, & Harrell, 1967, pp. 16-17)

Even today, “Training can be ephemeral: Its benefits are hard to quantify, and it’s difficult to know whether you got what you paid for” (Filipczak, 1997, p. 35). The objective of training is to teach people how to do something that they do not already know how to do, yet training is one of the most expensive options for improving the performance of people (Filipczak, 1997).

One reason that trainers have a hard time justifying their existence is that most of them lack skill and knowledge in the whole area of measuring, statistics, research, and evaluation (Noonan, 1993).

The value of training is only as great as the value of the improved performance that results from the training. Determining that value involves four steps:

1. Identifying the accomplishments expected of the performer.
2. Setting standards that reflect exemplary performance for each accomplishment.
3. Quantifying the gap between what is currently being accomplished and the level specified in the standard.
4. Estimating the extent to which training will contribute to closing that gap (Gilbert’s study as cited in Leibler & Parkman, 1997).

The expected accomplishments are usually defined in terms of products or output, not the behavior that it took to produce them. The expected accomplishments must be clearly stated. Standards then must be set so that the accomplishments can be measured. There are three categories of measurement to be considered: quantity, quality, and cost. Quality measures could include accuracy, degree of superiority beyond accuracy, and novelty or originality. Quality could be measured in terms of rate, timeliness, or

administrative fees. In order to determine the standards, a distinction must be made between the accomplishments of a typical performer and an exemplary performer. Exemplary performers do their job very well and can be emulated by others. The gap between the accomplishments of the typical performer and the accomplishments of the exemplary performer is measured. A dollar value is assigned to the gap. The value of the improvement is the value of the gap times the number of performers who move from typical to exemplary in their accomplishments. An examination must be made of why everyone is not performing as well as the exemplar. All factors must be considered so that those factors which can be dealt with through training can be considered. A percentage of the improvement is assigned to the training function. That same percentage is applied to the value of the improvement to determine the value of the training (Leibler & Parkman, 1994).

In 1975, Donald Kirkpatrick developed a model which proposed four levels of evaluation.

Level	Questions
1. Reaction and Planned Action	-What are participants' reactions to the program? -What do they plan to do with what they learned?
2. Learning	-What skills, knowledge, or attitudes have changed? By how much?
3. Job Application	-Did participants apply on-the-job what they learned?
4. Business Results	-Did the on-the-job application produce measurable results? (Phillips, 1996, p. 43).

“Reaction gathers the trainee’s opinions about the instruction” (Reynolds, 1991, p. 165) and the course (Noonan, 1993) through the use of evaluation forms completed at the end of the program.

At level two, learning is measured by a performance or written test. The test should clearly match and measure the knowledge and skills that the trainees are expected to gain (Reynolds, 1991). Learning can be measured with pretests and posttests or just posttests (Noonan, 1993).

The job application measured at level three may take the form of a follow-up survey. The survey may be sent to both the participants as well as their supervisors 60 to 90 days after the training. The survey asks how well the training has enabled the trainee to do what is needed to get the job done (Reynolds, 1991).

The business results are measured at level four. “What is the impact on the organization of this change in behavior on the job?” (Noonan, 1993, p. 40). A value is placed on the change in the bottom line measurement, that is, increased production, reduced scrap, and so forth (Reynolds, 1991).

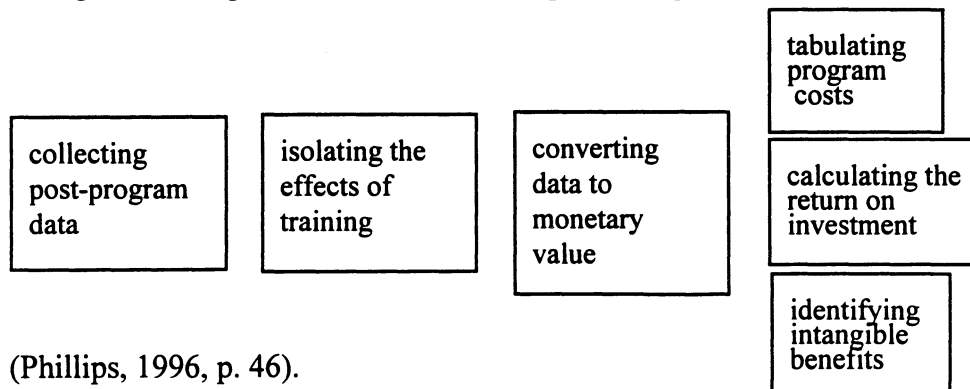
“The ROI process adds a fifth level to the level four evaluation model developed by Donald Kirkpatrick. The fifth, and ultimate, level of evaluation is the return on investment. It compares the training’s monetary benefits with the costs” (Phillips, 1996, pp. 42- 43).

Level	Questions
1. Reaction and Planned Action	<ul style="list-style-type: none"> -What are participants’ reactions to the program? -What do they plan to do with what they learned?

- | | |
|-------------------------|---|
| 2. Learning | -What skills, knowledge, or attitudes have changed? By how much? |
| 3. Job Application | -Did participants apply on-the-job what they learned? |
| 4. Business Results | -Did the on-the-job application produce measurable results? |
| 5. Return on Investment | -Did the monetary value of the results exceed the cost of the programs?(Phillips, 1996, p. 43). |

It is important to explain the “chain of effect” implied in the five-level evaluation model shown above. To start, it’s essential to derive the measurable results of training from participants’ application of new skills or knowledge on the job over a specific period of time after training is completed, a level three evaluation. Logically, successful on-the-job application of training content should stem from participants having learned new skills or acquired new knowledge, a level two evaluation. Consequently, for a business-results improvement (a level four evaluation), the chain of effect implies that measurable on-the-job applications (level three) ... and improvement in learning (level two) are achieved. Without this preliminary evidence, it’s difficult to isolate the effect of training or to conclude that training is responsible for any performance improvements. Practically speaking, if data is collected on business results (level four), data should also be collected at the other three levels of evaluation. (Phillips, 1996, pp. 28, 30)

The model shown below is a framework for developing ROI. It tracks the steps in measuring ROI--from collecting post-program data to calculating the actual return. The model assumes that training costs will be compared with monetary benefits and that all training programs will also have intangible, but reportable, benefits. (Phillips, 1996, p. 43)



There are two common formulas for calculating return on investment:

1. $BCR = \text{Benefit/cost ratio} = \text{Total benefits divided by the costs.}$
2. $ROI = \text{Return on investment} = \text{Total benefits minus the costs equals the net benefits. The net benefits are then divided by the costs. (Phillips, 1996, p. 43).}$

The process begins with the collection of post-program data. The success of a program can be evaluated using a number of different methods. These methods may include follow-up assignments, surveys and questionnaires, one-on-one interviews, focus groups, observation, action planning, performance contracts, special follow-ups, and performance tracking (Phillips, 1996).

Training's effect on performance can be isolated in several ways. Some of the ways from which to choose are the use of control groups, trend-line analysis, forecasting, participant estimation, supervisor estimation, management estimation, customer input, expert estimation, subordinate input, or other factors. Generally, the use of two approaches is better than one as a way to build acceptance (Phillips, 1996).

Once training's effect on performance has been isolated, the results should be assigned a monetary value. It is useful to divide training results into hard data and soft data. Traditional measures of performance are hard data which are objective, easy to measure, and easy to convert to monetary values. Soft data are subjective because they have to do with behavior. They are difficult to measure and convert to monetary values.

Here are examples of hard data and soft data:

HARD DATA

Output

units produced
items assembled or sold
forms processed
tasks completed

Time

equipment downtime
employee overtime
time to complete projects
training time

Quality

scrap
waste
rework
product defects or rejects

Cost

overhead
variable costs
accident costs
sales expenses

SOFT DATA

Work Habits

employee absenteeism
tardiness
visits to the dispensary
safety-rule violations

Work Climate

employee grievances
employee turnover
discrimination charges
job satisfaction

Attitudes

employee loyalty
employees' self-confidence
employees' perception of
job responsibilities
perceived changes in
performance

New Skills

decisions made
problems solved
conflicts avoided
frequency in use of new skills

Development and Advancement

number of promotions
or pay increases
number of training programs
attended
requests for transfer
performance-appraisal ratings

Initiative

implementation of new ideas
successful completion of projects
number of employee suggestions

(Phillips, 1996, p. 23).

There are five steps for converting hard data or soft data to monetary values.

Step 1: Focus on a single unit.

Step 2: Determine a value for each unit.

Step 3: Calculate the change in performance.

Step 4: Obtain an annual amount.

Step 5: Determine the annual value (Phillips, 1996, p. 22).

The data can be converted into monetary values in several different ways. Some of the ways include converting output to contribution, calculating the cost of quality, converting employees' time, using historic costs, using internal and external experts, using data from external studies, using participants' estimates, using supervisors' estimates, using senior managers' estimates, or using human resource department estimates (Phillips, 1996).

Tabulating the program cost is a simple matter of adding all of the costs associated with the learning event (Dixon, 1990). The cost can be categorized several different ways. One set of categories includes personnel, equipment, facilities, and materials (Kearsley, 1986, as cited in Dixon, 1990). Another set of categories includes student costs, instructional costs, facilities' costs, administrative costs, and instructional development costs (Head & Buchanan, 1981, as cited in Dixon, 1990). A third set of categories includes analysis, design, development, implementation, and evaluation (Swanson & Bradous, 1988, as cited in Dixon, 1990).

Two variables must also be considered: each-time costs and one-time costs. Each-time costs are incurred each time that the learning event takes place. One-time costs are incurred only once (Dixon, 1990).

Examples of each-time costs include:

- Participant salaries
- Participant travel
- Participant lost-opportunity costs
- Instructor salary
- Instructor travel
- Facilities (classroom, etc.)
- Material
- Equipment
- Registration and record keeping costs

Examples of one-time costs include:

- Needs analysis
- Subject matter expertise
- Development of materials
- Development of evaluation tools
- Pilot and revision costs
- Administration costs
- Graphic artist's time
- Clerical time (Dixon, 1990, p. 154).

Calculating the monetary value or benefits of training as well as the cost of the training can sometimes be difficult, especially when dealing with highly subjective soft data. "The key question is: 'Would I be comfortable presenting these results to senior management?' If the results don't meet this test, they shouldn't be converted to

dollars and cents. Instead, they should be presented as intangible benefits” (Phillips, 1996, p. 24).

Credibility is an issue when reporting the results, ROI, of training. The data must be accurate and the conversion process must be believable. Credibility can be increased by using the following guidelines:

- Take a conservative approach when making estimates and assumptions.
- Use the most credible and reliable source for estimates.
- Explain the approaches and assumptions used in the conversion.
- When results appear overstated, consider adjusting the numbers to achieve more realistic values.
- Use hard data whenever possible. (Phillips, 1996, p. 24)

Companies are trying to become more aggressive in placing a monetary value on training. The true return-on-investment can be obtained by converting business results to monetary values and comparing them with the cost of training (Phillips, 1996).

Subject Matter Experts as Trainers

“The instructor in a technical training program must be technically competent. There is no substitute for knowledge and skill in the content of instruction” (*Designing and Managing*, 1983, p. 8-3). This was reinforced by Mr. Jessie L. McMullen, Manager, Airway Facilities Division of the Federal Aviation Administration in Oklahoma City, Oklahoma. “In our group we only recruit subject matter experts. Once in a great while we hire a person with a strong technical background in related equipment and train them

on the specific equipment. Of the 140 present trainers, only 10 did not have specific subject matter expertise” (J.L. McMullen, personal communication, July 18, 1998).

The question remains, is it easier to teach a subject matter expert (SME) how to train than it is to teach a professional trainer an unfamiliar body of skills and knowledge well enough to teach it? The answer turns out to simply depend upon the complexity of what is being taught. If the skills are relatively straightforward and easy to learn, a professional trainer would be the best choice. If the course contains complex knowledge or skills, a subject matter expert with training skills would be the best choice. A key consideration is the amount of training skills that the subject matter expert possesses. A subject matter expert or drive-through trainer is bound to have significant limitations because the body of knowledge in training has increased dramatically in the last 20 years (Filipczak, 1996).

One training strategy that suits these mean and lean times and, according to a 1994 survey conducted by American Society for Training and Development, is growing in popularity, is the use of in-house subject matter experts (SMEs) as occasional trainers. Who are SMEs? They’re people whose knowledge, skills, and experience can be converted into training material. They include supervisors, team members, engineers, technical workers, clerical workers and so on. (Katz & Katz, 1996, p. 8)

A company can expect many benefits from using subject matter experts. One benefit is a saving of training dollars. The use of in-house subject matter experts eliminates the out-of-pocket cost of hiring outside trainers. It also saves money by not having to send trainees to another site to take a course (Katz & Katz, 1996).

Subject matter experts can avoid culture clash because they know the culture of the company. They are familiar with the terms and jargon that are used. Their credibility helps to reduce anxiety which makes the learning process easier (Katz & Katz, 1996).

The course development time can be shortened. The subject matter experts are already familiar with the technical aspects which need to be included in the training. They also know how this content fits into the other processes and procedures (Katz & Katz, 1996).

The instruction will be relevant. Subject matter experts have knowledge about the current work processes of the organization. This knowledge will help them to show the trainee how the material will relate to the job which the trainee is doing. When the information is useful and meaningful, the trainees will stay motivated longer and will be more likely to increase productivity on the job (Katz & Katz, 1996).

The training will be company focused because the subject matter experts know and can use company specific examples during the training. The examples help the trainees to understand the concepts which are being taught (Katz & Katz, 1996).

The subject matter experts can provide quick updates to the material because they are more responsive to changes that occur. The updates can be made without the additional out-of-pocket costs that outside trainers might charge (Katz & Katz, 1996).

The subject matter experts become greater training resources. Once the subject matter experts receive training in facilitation and training skills, they become resident occasional trainers who can pitch in to help with training when the need arises (Katz & Katz, 1996).

Problems do arise with temporary trainers. They begin to assume that they are experts in the training field because they have spent some time in the training department. "Everybody who ever wrote on a flip chart thinks they can train. They don't understand that training is more than a flip chart and a marker" (Filipczak, 1996, p. 64). Higher level

thinking and less-concrete skills require someone familiar with the whole body of training and development knowledge. “Ideally, a trainer will have a thorough grounding in three areas: business knowledge, educational psychology, and training expertise” (Filipczak, 1996, p. 64). A typical two week train-the-trainer program would not give the temporary trainer time to assimilate all of that knowledge and experience.

Too often, subject matter experts are drafted into occasional training projects without receiving any preparation for this new challenge. Typically, they’ll resort to what they’re familiar and most comfortable with: hours of lectures conveying more detailed information than the students need or want to know. (Katz & Katz, 1996, p. 10)

Subject matter experts will need to know some basics. “They’ll need to know how to cause training to occur--in both the designing and development of a class and in the delivery of the course” (Katz & Katz, 1996, p. 10). There are six areas in the design and development phase that they should be familiar with: (a) how adults learn, (b) needs analysis, (c) learning objectives, (d) a teacher’s guide, (e) training materials, and (f) measurement tools. Two other key areas to cover include: the learning environment and managing a class of adult learners. “As the struggle to remain competitive in a tough business environment continues, a company’s productivity hinges on enhancing its workers’ skills and abilities through training. Using in-house subject matter experts to stretch training resources simply makes good sense” (Katz & Katz, 1996, p. 14).

Current Trends

The training profession is evolving, and trainers need to be able to position themselves for the future. “Two major forces—global competition and rapid technological advances—have profoundly changed, and will continue to change, the nature and

content of work—especially in the United States, which for decades had enjoyed an unchallenged competitive advantage in many economic sectors” (Bassi, Benson, & Cheney, 1996, p. 28). The sustainable competitive advantage is no longer based on technology and machinery. Even though corporate America has undergone massive downsizing, restructuring, and reorganizing, corporate leaders are saying that people are their most important advantage. Many organizations are creating high-performance work systems and transforming themselves into learning organizations. The workers are given more responsibility and are asked to do more with less. The changes impact trainers and training departments as well. While being downsized, they are also being asked to become a core part of their organization. “The training function is expanding beyond managing employees to shaping strategic direction. Training has become a strategic investment, not just a cost to be budgeted” (Bassi, Benson, & Cheney, 1996, p. 28).

One strategy is to align training closer to the actual jobs through just-in-time and just-what-is-needed interventions. That approach addresses strategic business concerns and makes more efficient use of time and resources. Short, flexible, or modularized courses focus on specific needs and begin to replace traditional classes. These changes improve an organization’s capacity to meet short-term training needs, but they are not necessarily consistent with long-term goals, such as promoting organizational learning and skill building. The most cost effective training strategies in the short run do not always meet the organization’s needs in the long run.

Bassi, Benson, and Cheney (1996) identified the top ten trends which faced trainers in 1997:

Trend 1, “Skill requirements will continue to increase in response to rapid technological change” (p. 29). Sophisticated machinery and work processes require more sophisticated workers. “More than half of the new jobs created between 1984 and 2005 will require some education beyond high school, up from 31% of all jobs in 1983 requiring such education, according to the Hudson Institute of Indianapolis, Indiana, and the U.S. Department of Labor” (p. 29).

Trend 2, “The American workforce will be significantly more educated and more diverse” (p. 30). Traditionally, the workers with the most education received the most training. The fastest growing and most diverse portion of the workforce received the least amount of training. This portion of the workforce included women, minorities, part-time, temporary, and older workers. Training practices needed to become more sophisticated and adaptable to meet the diverse learning needs of the new workforce.

Trend 3, “Corporate restructuring will continue to reshape the business environment” (p. 31). The restructuring of companies created the need for trainers to address the issues of job security and employee morale. These issues had to be addressed within the training departments as well as within the workforce. Firms with fewer than 500 employees dominated job creation during the early 1990s. The training industry needed to prepare to meet the needs of small and medium sized companies. Smaller companies meant the need for more one-person full-service training departments as well as more nontraditional training staffs.

Trend 4, “Corporate training departments will change dramatically in size and composition” (p. 33). “58% of large U.S. corporations have downsized their HRD departments” (*Rethinking Human Resources: A Research Report*, 1995, as cited in Bassi,

Benson, & Cheney, 1996, p. 33). “31% of responding companies said that they experienced a decrease in the size of their training departments in 1995” (Walker, 1996, as cited in Bassi, Benson, & Cheney, 1996, p. 33). “66% of the respondents to FaxForum in *Training & Development Magazine* (1996) said that they expect to be external providers within 10 years; 24% described themselves as external providers now” (Bassi, Benson, & Cheney, 1996, p. 33). Not only were the sizes of the training departments decreasing but the percentage of women in the departments was increasing.

The 1995 T&D Reader Survey shows that most respondents with less than one year in the profession are women. Most respondents with more than 20 years of experience are men. The survey also found that 65% of one-person training operations are staffed by women. It seems that women, who were more likely to work in small-and-medium-sized businesses in the past, are now providing a large share of training. (Bassi, Benson, & Cheney, 1996, p. 33)

Trend 5, “Advances in technology will revolutionize the way training is delivered” (p. 33). The use of technology in training increases not only because of the advances in technology but because of smaller training departments, shorter product cycle times, less employee travel to cut costs and time away from work for training, and the need to keep employees updated on changing skill requirements. Training departments need to work in partnership with technical experts to develop the systems. The systems include computer-based training, Internet and intranet, as well as distance learning.

Trend 6, “Training departments will find new ways to deliver services” (p. 35). Training departments within organizations are no longer seen as the only provider of training; increasingly, the training departments are acting as brokers of learning services. Trainers become more responsible for managing training suppliers. They need skills in

contract negotiation and make-or-buy analysis. They also need to be able to impart the larger mission and culture of the organization to the supplier.

Trend 7, “Training professionals will focus more on interventions in performance improvement” (p. 36). A paradigm shift is underway from the traditional training focus of courses and the number of people in them to the outcome and results of the training. “In the survey of training professionals at ASTD’s 1996 International Conference, almost 89% ‘strongly agreed’ or ‘agreed’ that a shift from training to performance improvement is one of the most important trends in the field” (p. 36). One implication of the move to performance improvement is the need for trainers to expand their competencies. The major competencies will include:

- “Industry or corporation awareness
- Leadership skills
- Interpersonal-relationship skills
- Technological literacy
- Problem-solving skills
- Performance-definition skills
- Systems thinking and understanding
- Performance understanding
- Knowledge of interventions
- Business understanding
- Organization understanding
- Contracting Skills
- Buy-in and advocacy skills

- Coping skills
- Ability to see the big picture” (*ASTD Models for Human Performance*

Improvement: Roles, Competencies, and Outputs, 1996, as cited in Bassi, Benson, & Cheney, 1996, p. 40).

Trend 8, “Integrated high-performance work systems will proliferate” (p. 37).

The implementation of high-performance work systems requires a great deal of change. The role of the trainers is pivotal in the process. The trainers have to be proactive in helping employees make the change to the new team-based, high-involvement structures and practices. The workers need training in group dynamics and interpersonal relations, and in systems thinking in order to get a better understanding of how all of the parts of the organization fit together and affect each other. The trainers also provide feedback on worker performance and the financial performance of the organization.

Trend 9, “Companies will transform into learning organizations” (p. 39). It is essential that knowledge-based organizations promote and capture learning at all levels, individual, team, and organizational. Training becomes an integral part of work, emerging as a by-product of work instead of something done in isolation. Trainers need to be able to develop ways to capture and share knowledge systematically, as the work is occurring and changing. The trainers are responsible for facilitating learning and tying learning to the organizational goals.

Trend 10, “Organizational emphasis on human performance management will accelerate” (p. 41). As more organizations put into action the idea that people are their most important asset, the systems for managing the improvement of human performance take on more significance. Trainers have to implement systems to document and manage

the workforce skills and knowledge. Trainers also need to improve their skills at job analysis, task analysis, evaluation, and competency modeling. The individual development plans of the workers are important considerations which are often tied directly to course offerings and training plans.

The typical trainer's job used to be fairly straightforward. His or her main responsibility was to impart standard work-related material to each new crop of employees. Sessions were held in classes for fixed periods of time and used many of the same teaching methods commonly used in high school or college classrooms. At the end of each session, the new recruits were tested and then sent on to their jobs. Some were called back for follow-up training. The trainer's job, in other words, was fairly routine. But not anymore. Trainers can no longer count on teaching the same subjects or using the same methods year in and year out. Change is now the rule. (Bachler, 1997, p. 94)

There are six key issues facing trainers: (1) Competencies: Trainers need to know more than ever before. They need training and facilitation skills for use in a variety of different settings. They need to understand the dynamics of the learning process as well as how to work with vendors to be sure that they perform as expected. (2) Corporate universities: Many large companies are developing corporate universities as a way of bringing more training in-house. One variation is offering the training courses to people outside the company. Another is partnering with local colleges or universities to offer courses leading towards a degree. (3) Technology: Many new technological tools are available to trainers. Trainers have to weigh the advantages and disadvantages of the new technological marvels against the tried and true methods of the past. (4) Outsourcing: Many companies are outsourcing their training as a way to cut costs. One opinion is that "companies that are only doing 3,000 hours worth of business-skills training can't afford to hire anyone in-house. So they need to outsource it" (Bachler, 1997, p. 100). (5) More

accountability for performance: Trainers are being held more accountable for their results than ever before. An increased emphasis on quality control and the need for better and more comprehensive training in more areas than in the past were two of the reasons cited.

(6) Budgets: Training departments are facing tighter budgets and the need to do more with less. Trainers have to become more creative in the utilization of their resources while producing more measurable results.

Summary

The annual industry report indicated that an estimated \$58.6 billion was budgeted for formal training by U.S. organizations during 1997. The data included only companies with over 100 employees. Approximately 56.6 million people received some formal training from their employers during that year (*Industry Report, 1997*). Companies were still downsizing, although at a slower pace than in the past. Training departments were still scrambling to justify their existence while at the same time trying to keep up with the changes in the industry.

The need for business trainers to have training and facilitation skills was never questioned in the literature. "At the vast majority of organizations, new instructors teach their first class before they have had any form of instructor training" (Broadwell, 1996, p. 54). The researcher found a wide array of training and facilitation skills recommended by various authors. The skills ranged from platform skills, to people skills, to technical expertise, to a knowledge of the learning process. There was no mention found about the amount of training that a new business trainer would need before training for the first time.

Measuring the return on investment of training has been a challenge for most training departments. This became necessary as companies downsized and training departments had to justify their existence. The standard model for measuring training had been developed in 1975 by Donald Kirkpatrick. The model consisted of :

Level

1. Reaction and Planned Action
2. Learning
3. Job Application
4. Business Results

Jack Phillips added a fifth level in 1996. The fifth level was Return on Investment. Calculating the return on investment involved a relatively simple formula. $ROI = \frac{\text{Total benefits minus the costs}}{\text{costs}} = \text{net benefits}$. The net benefits are then divided by the costs. While the formula was simple, developing a dollar figure for the benefits and for the costs was fairly involved. Credibility was an issue. Data had to be accurate and the conversion process had to be believable.

One strategy that training departments were using to save money involved the use of subject matter experts as occasional trainers. The pros and cons of this strategy had to be carefully weighed for each individual situation. If the skills were relatively straightforward and easy to learn, a professional trainer was the best choice. If the course contained complex knowledge or skills, a subject matter expert was the best choice. A key consideration was the amount of training skills that the subject matter expert possessed (Filipczak, 1996).

Trends which face training departments in 1997 include new skill requirements in response to rapid technological change, a more educated and diverse workforce, corporate restructuring, changes in size and composition of training departments, advances in technology, new ways of delivering services, more focus on interventions in performance improvement, a proliferation of high-performance work systems, companies transforming into learning organizations, increased emphasis on human performance management, increased competency requirements of trainers, corporate universities, outsourcing, increased accountability, and last but not least, budgets.

“Everybody who ever wrote on a flip chart thinks that they can train. They don’t understand that training is more than a flip chart and a marker” (Filipczak, 1996, p. 64).

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to provide a base line of the amount of training received by new business trainers on training/facilitation skills and the amount of training desired for new trainers prior to their first formal experience as a trainer. The implications of this study may not be applicable to training areas other than business since the survey population was limited to a professional organization of business trainers. This chapter will describe how the data were gathered, the population from which they were gathered, and how they were analyzed.

Descriptive research was performed in order to answer the four research questions concerning the current status of the amount of training that business trainers receive on training/facilitation skills. The four research questions were:

1. How many hours of training did new trainers receive on training/facilitation skills prior to their first formal experience as a trainer?
2. What was the confidence level of new trainers with regard to their training/facilitation skills prior to their first formal experience as a trainer?
3. What was the perceived effectiveness of new trainers during their first formal experience as a trainer?

4. How many hours of training on training/facilitation skills did trainers see as ideal prior to a new trainer's first formal experience as a trainer?

These questions established a focus or context for the research (Cox, 1996).

Survey Design

The data were gathered through a survey. The survey was developed by the researcher to answer the four research questions. "The purpose of a sample survey is to obtain information from a few respondents in order to describe the characteristics of hundreds, thousands, or even millions" (Dillman & Salant, 1994, p. 4).

The questions on the survey were based on the following seven criteria set forth by Kerlinger (1986, pp. 473-475):

1. Is the question related to the research problem and the research objectives?
2. Is the type of question appropriate?
3. Is the item clear and unambiguous?
4. Is the question a leading question?
5. Does the question demand knowledge and information that the respondent does not have?
6. Does the question demand personal or delicate material that the respondent may resist?
7. Is the question loaded with social desirability?

The application for review of human subjects research was submitted to the Institutional Review Board (IRB) at Oklahoma State University in February 1998. The application was approved on March 19, 1998. IRB #: ED-98-091. A copy of the

approval form, the approved cover letter, and the approved survey are included in Appendix A.

A pilot test was conducted by distributing the survey to 10 business trainers in the Oklahoma City, Oklahoma, area. Cosmetic refinements to the instrument were made as a result of the pilot test.

Population

In May 1997, there were 14,847 national members of the American Society for Training and Development (ASTD) with job titles of Director, Manager, Specialist, Coordinator, or Trainer. This population was assumed by the researcher to be or to have been trainers. There were 3,794 members of ASTD at that time who had job titles of Chief Officer, Partner, President, Principal, Owner, Chairman, or Vice President. This group was not included as a part of the population because the researcher made the assumption that they neither were nor had been trainers. There were also countless other people for whom training was a major part of their job but who were not members of ASTD. Mailing labels were purchased from ASTD through a commercial mailing service in Oklahoma City, Oklahoma. The surveys were mailed to a random sample of 1000 of the 1997 ASTD members with job titles of Director, Manager, Specialist, Coordinator, or Trainer. The percentage of each job title in relation to the total was calculated. The surveys were mailed to the appropriate percentage for each of the five job titles. A population size of 15,000 required a sample size of 375 so that "the sample proportion p will be + or - .05 of the population proportion P with a 95 percent level of confidence" (Key, 1997, p. 79). One thousand surveys were mailed. The researcher attempted to take

into account the possibility of incorrect addresses, people changing companies, people not receiving the surveys, and people not returning the surveys for various reasons.

Four requirements had to be met in order to make accurate estimates based on a human sample: (a) the sample had to be large enough to yield the desired level of precision; (b) each person in the population had to have an equal chance of being selected as a participant in the sample; (c) questions had to be asked in such a way that the respondents answered willingly and accurately; and (d) the characteristics of those who did not participate were similar to those who did participate (Dillman & Salant, 1994).

Data Collection

The surveys were mailed from Stillwater, Oklahoma, to 1000 subjects on May 4, 1998. A sample of the cover letter and survey instrument is included in Appendix B. The mailing included the cover letter, the survey instrument, and a return envelope, with a \$.32 stamp, addressed to the home address of the researcher. Each of the return envelopes was numbered. The corresponding number was placed on a copy of the mailing labels. This system was used so that in the event a large enough response was not received for the response to be statistically valid, a follow up letter could have been sent.

Three hundred and fifty four completed surveys had been returned by June 27, 1998. The completed surveys were separated from the numbered return envelopes. This procedure allowed the researcher the opportunity to monitor who had returned the completed surveys without being able to tell who had completed any given survey.

A number was assigned to each available response, including a no response, for each of the 12 questions. The numbers were programmed into the SPSS for Windows Student Version statistical program. Each survey was assigned a number, 1 through 354, as its data were entered into the computer.

Three of the questions asked for a response in hours. Question number 10 asked the respondents how many hours of training in training/facilitation skills that they had received prior to their first formal experience as a trainer. Question number 11 asked for an opinion on the minimum number of hours of training in training/facilitation skills that new trainers should receive prior to their first formal experience as a trainer. Question number 12 asked for an opinion on the ideal number of hours of training that new trainers should receive prior to their first formal experience as a trainer. The returned surveys contained a number of different types of responses. The responses included: hours, days, weeks, months, as well as college courses and semesters. All of the responses were converted back to hours before being entered into the computer. For example: 1 day equaled 8 hours, 1 week equaled 40 hours, 1 month equaled 160 hours, 1 college course equaled 42 hours, and 1 semester equaled 4 courses or 186 hours. A few respondents answered with a range, for example: 4 to 6. For consistency, the low number was entered in these cases.

Several of the respondents included written responses and comments. These comments are recorded in Appendix C.

The data were checked for accuracy three different ways. The first was by scanning the SPSS data for exceptions to the numbers which had been programmed for any given response. Any exceptions were cross-checked against the original survey and

corrections were made. The second check was completed by first running the statistical calculations in the SPSS program. The printout was then checked for any exceptions to the appropriate responses. Exceptions again were cross-checked against the original survey and corrections were made. The third accuracy check was performed by randomly pulling original survey responses and comparing them with the data that had been entered under the corresponding numbers. Corrections were made to any exceptions. All exceptions/errors in the data were a result of data entry errors on the part of the researcher. No surveys were discarded prior to their data being entered.

Data Analysis

Descriptive statistics were used to analyze the results of the surveys and to graphically illustrate the answers to the four research questions. Descriptive statistics are primarily a means of describing information or data with the use of numbers. The SPSS program was directed to calculate the mean, median, mode, and range for the data. The SPSS program was also directed to compare means of the answers to survey questions which related directly to the four individual research questions. The study being conducted was a base-line study so the researcher did not attempt to establish any cause and effect.

Summary

A 12 question survey was mailed to a random sample of 1000 of the 14,847 members of ASTD with job titles of Director, Manager, Specialist, Coordinator, or Trainer. Three hundred and fifty four completed surveys were returned. Statistical

analysis was performed to determine the mean, median, mode, and range of the data.

Copies of the cover letter and the survey instrument are included in Appendix B.

CHAPTER IV

RESULTS OF THE STUDY

This chapter presents the findings from the 12 questions which were asked on the trainer survey. In May 1997, there were 14,847 national members of the American Society for Training and Development with job titles of Director, Manager, Specialist, Coordinator, or Trainer. The trainer survey was mailed to a random sampling of 1000 of those members. Three hundred and fifty four of the trainer surveys were completed and returned. A population size of 15,000 required a sample size of 375 so that “the sample proportion p will be + or - .05 of the population proportion P with a 95 % level of confidence” (Key, 1997, p. 79). While the sample size of 375 was not achieved, the 354 returned surveys represented a response rate of 35 %.

The purpose of this study was to provide a base line of the amount of training received by new business trainers on training/facilitation skills and the amount of training desired for new trainers prior to their first formal experience as a trainer.

The descriptive research was performed in order to answer the four research questions concerning the current status of the amount of training that business trainers receive on training/facilitation skills. The four research questions were:

1. How many hours of training did new trainers receive on training/facilitation skills prior to their first formal experience as a trainer?

2. What was the confidence level of new trainers with regard to their training/facilitation skills prior to their first formal experience as a trainer?
3. What was the perceived effectiveness of new trainers during their first formal experience as a trainer?
4. How many hours of training on training/facilitation skills did trainers see as ideal prior to a new trainer's first formal experience as a trainer?

Shown below are the responses to the questions which were asked on the trainer survey, which is shown in Appendix B.

As stated in Chapter I, the researcher accepted the following assumptions:

1. The surveys were completed by the persons to whom they were addressed.
2. The responses by those surveyed were honest expressions of their opinions.

The findings of this research will be presented in the order in which the questions were asked on the trainer survey. The responses will be listed both in text format and in graph/table format.

Presentation of the Findings

Survey Questions

Question #1 - Your Gender: Male or Female? There were 354 responses. One hundred and forty three or 40.4% were male, and 211 or 59.6% were female as shown in Figure 1.

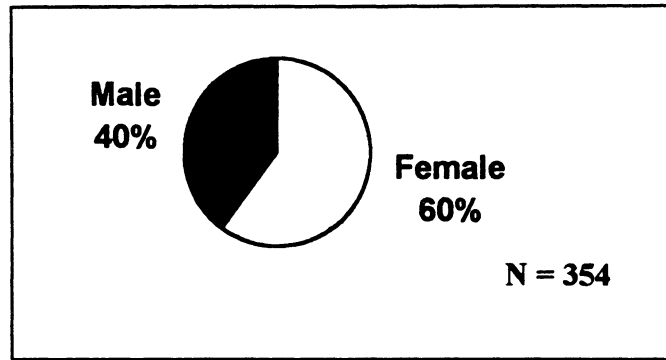


Figure 1. Question #1 - Your Gender: Male or Female?

Question # 2 - Was Your First Formal Experience As a Trainer In:

Business/Industry, Education, Government/Military, Other? There were 354 responses to this question. One hundred and ninety or 53.7% responded that their first formal experience as a trainer was in Business/Industry. Ninety five or 26.8% responded with Education as their first experience. Forty-one or 11.6% checked Government/Military for their first experience, and finally, 28 or 7.9% responded by checking Other. These responses are shown in Figure 2. The respondents who checked Other were also given the opportunity to list the area in which they trained formally for the first time. The 28 responses included: 10 nonprofit, seven health care, two Boy Scouts, and one each in association, YMCA, hospitality, volunteer work, vocational, social services, pharmaceutical, religion and technical societies, and church.

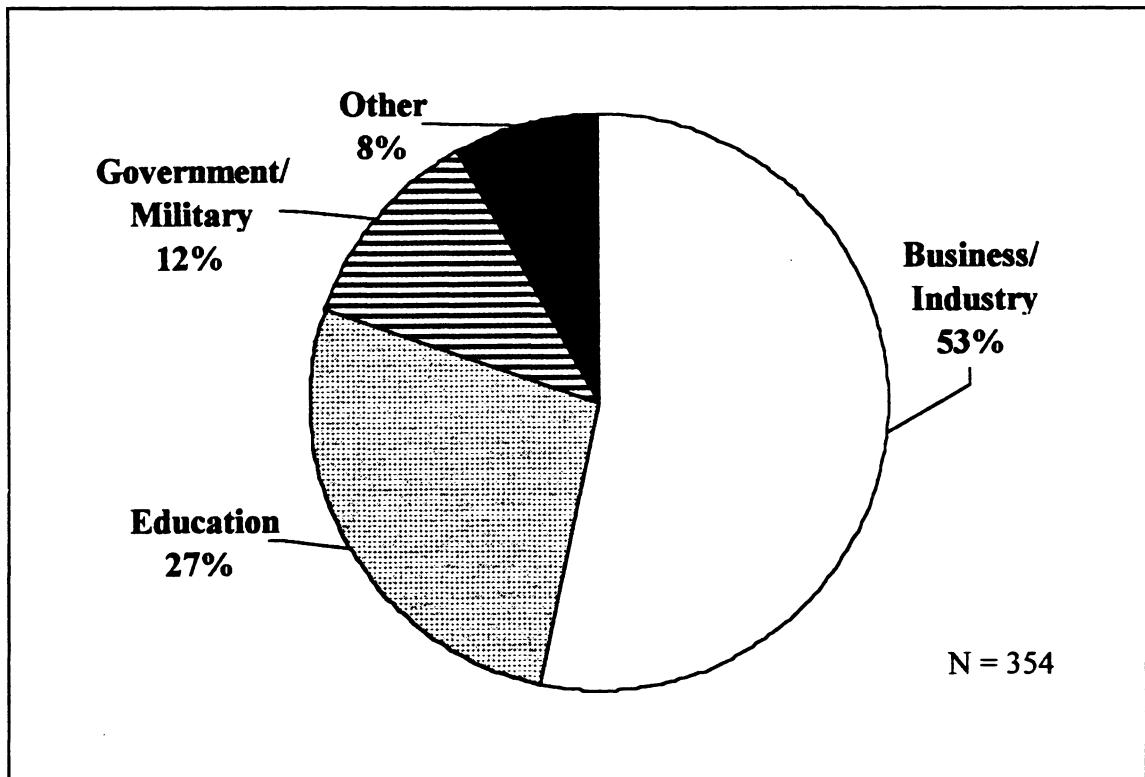


Figure 2. Was Your First Formal Experience as a Trainer in: Business/Industry, Education, Government/Military, Other?

Question # 3 - How Long Ago Was Your First Formal Experience as a Trainer?

As shown in Figure 3, there were 351 responses to this question. The range was 44, from 1 year to 45 years ago. The mean or average was 14.883 years ago. The median or midpoint of the responses was 14, and the mode or most frequent response was 10 years ago.

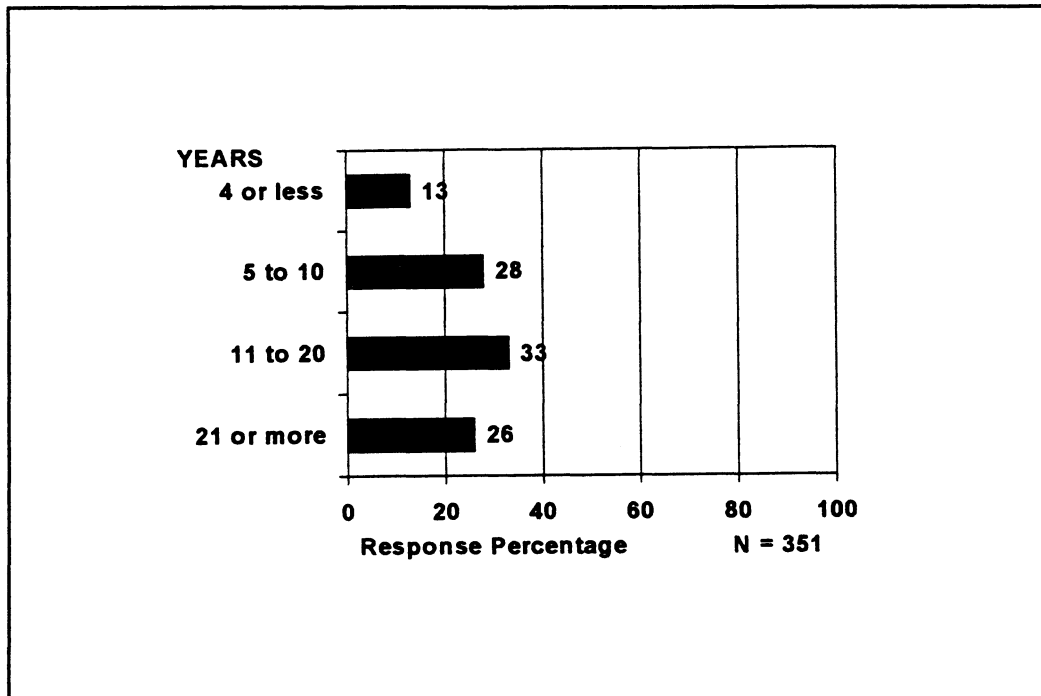


Figure 3. Question #3 - How Long Ago Was Your First Formal Experience as a Trainer?

Question # 4 - Please Check the One Category Which Represents Your Level of Education at the Time of Your First Formal Experience as a Trainer: High School Diploma or Equivalent, Some College, College Graduate, Some Post-graduate Work, Master's Degree, Doctorate. There were 353 responses to this question. Twenty-five or 7.1% had a high school diploma or equivalent at the time of their first formal experience as a trainer. Sixty-seven or 18.9% of the respondents had some college. One hundred and forty-six or 41.2% were college graduates. Forty-three or 12.1% had completed some post-graduate work. Sixty-one or 17.2% had earned a master's degree while 11 or 3.1%

of the respondents had earned a doctorate at the time of their first formal experience as a trainer. These responses are shown in Figure 4.

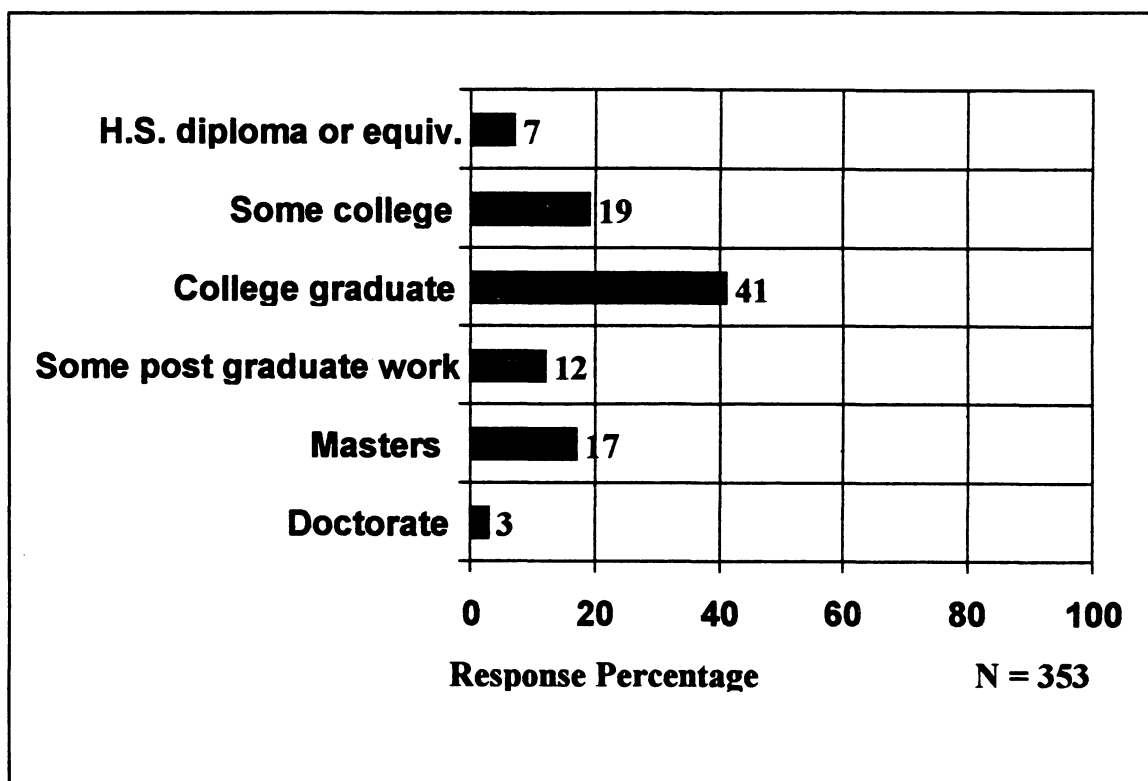


Figure 4. Question #4 - Please Check the One Category Which Represents Your Level of Education at the Time of Your First Formal Experience as a Trainer.

Question # 5 - Was the First Group That You Trained During Your First Formal Experience as a Trainer: Predominately Males, Predominately Females or about Equal?

There were 354 responses to this question as shown in Figure 5. One hundred and twenty-four or 35% responded that the first group that they trained was predominantly

males. Sixty-six or 18.6% responded that their first group was predominantly females. One hundred and sixty-four or 46.3% responded by checking that their first group was about equal.

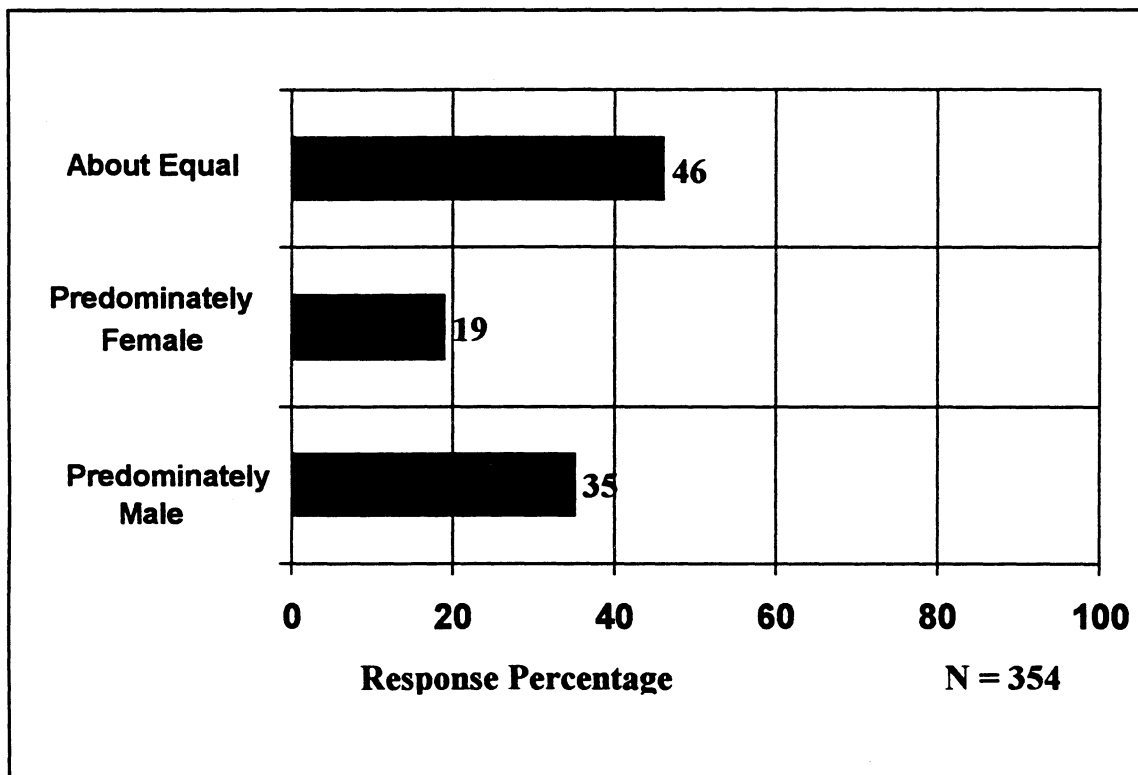


Figure 5. Question #5 - Was the First Group That You Trained During Your First Formal Experience as a Trainer: Predominately Males, Predominately Females or About Equal?

Question # 6 - How Large Was the Group That You Trained During Your First Formal Experience as a Trainer: 1 to 10, 11 to 20, 21 or More? There were 354 responses to this question. Eighty-six or 24.3% trained a group of 1 to 10 during their

first formal experience as a trainer. One hundred and sixty-seven or 47.2% worked with a group of 11 to 20. One hundred and one or 28.5% checked 21 or more as the size of their group. These responses are shown in Figure 6.

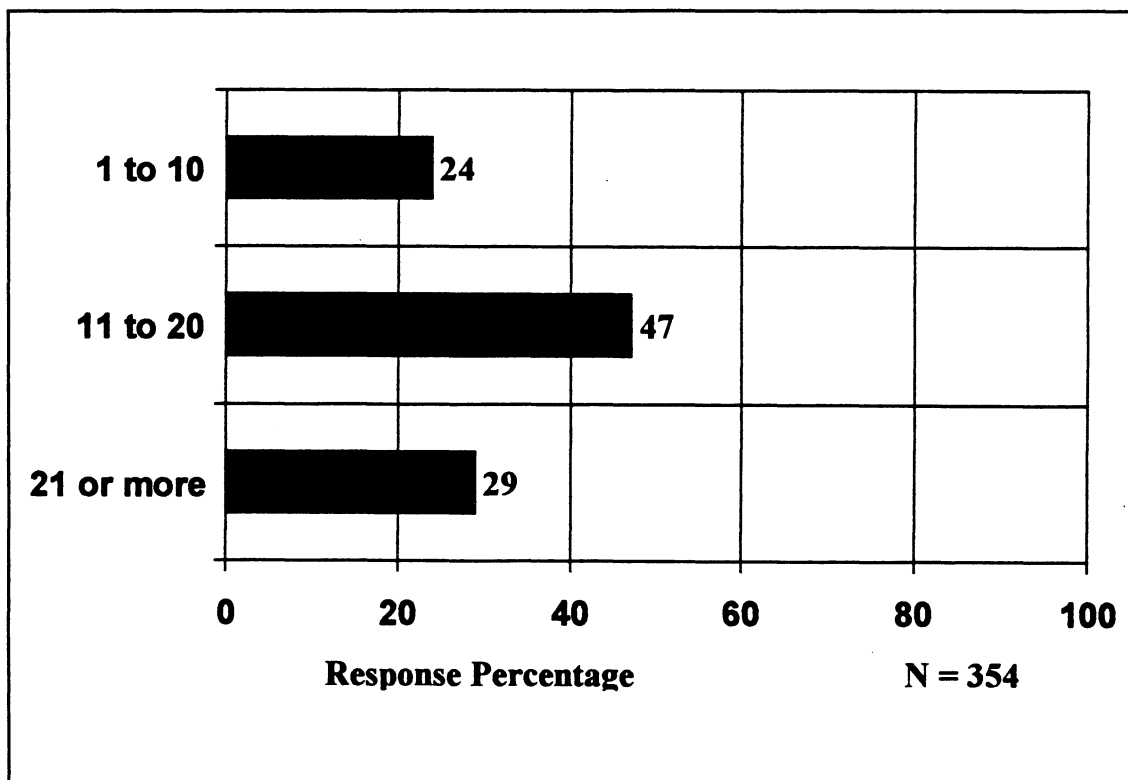


Figure 6. Question #6 - How Large Was the Group That You Trained During Your First Formal Experience as a Trainer?

Question # 7 - What Training Did You Provide During Your First Formal Experience as a Trainer: Technical Training or Nontechnical Training? There were 354 responses to this question. One hundred and fifty-one or 42.7% of the respondents

provided technical training during their first formal experience as a trainer. Two hundred and three or 57.3% provided nontechnical training as shown in Figure 7.

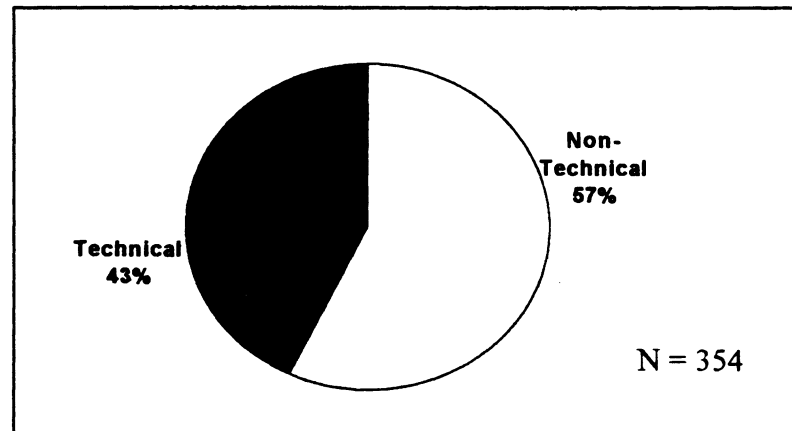


Figure 7. Question #7 - What Training Did You Provide During Your First Formal Experience as a Trainer?

Question # 8 - on a Scale of 1 to 5, 1 Being Not Confident at All, 5 Being Very Confident, How Would You Rate Your Level of Confidence With Regard to Your Training/Facilitation Skills (Not Your Subject Matter Knowledge) During Your First Formal Experience as a Trainer? 1 2 3 4 5 Do Not Recall. There were 353 responses to this question as shown in Figure 8. One person chose not to answer this question. Sixteen or 4.5% of the respondents rated their confidence level with regards to their training/facilitation skills a 1 (not confident at all) at the time of their first formal experience as a trainer. Sixty-eight or 19.2% of the respondents rated themselves as a 2. One hundred and thirty-nine or 39.3% of the respondents rated themselves as a 3 in their

confidence level with regard to their training/facilitation skills. This was the middle choice in this five-point Likert scale. It was also the mode or most frequently marked response. The central tendency of respondents on a five-point Likert scale could also be considered. Ninety-eight or 27.7% of the respondents checked 4 on the scale. Twenty or 5.6% rated themselves as a 5 (very confident) at the time of their first formal experience as a trainer. Twelve or 3.4% of the respondents did not recall their level of confidence.

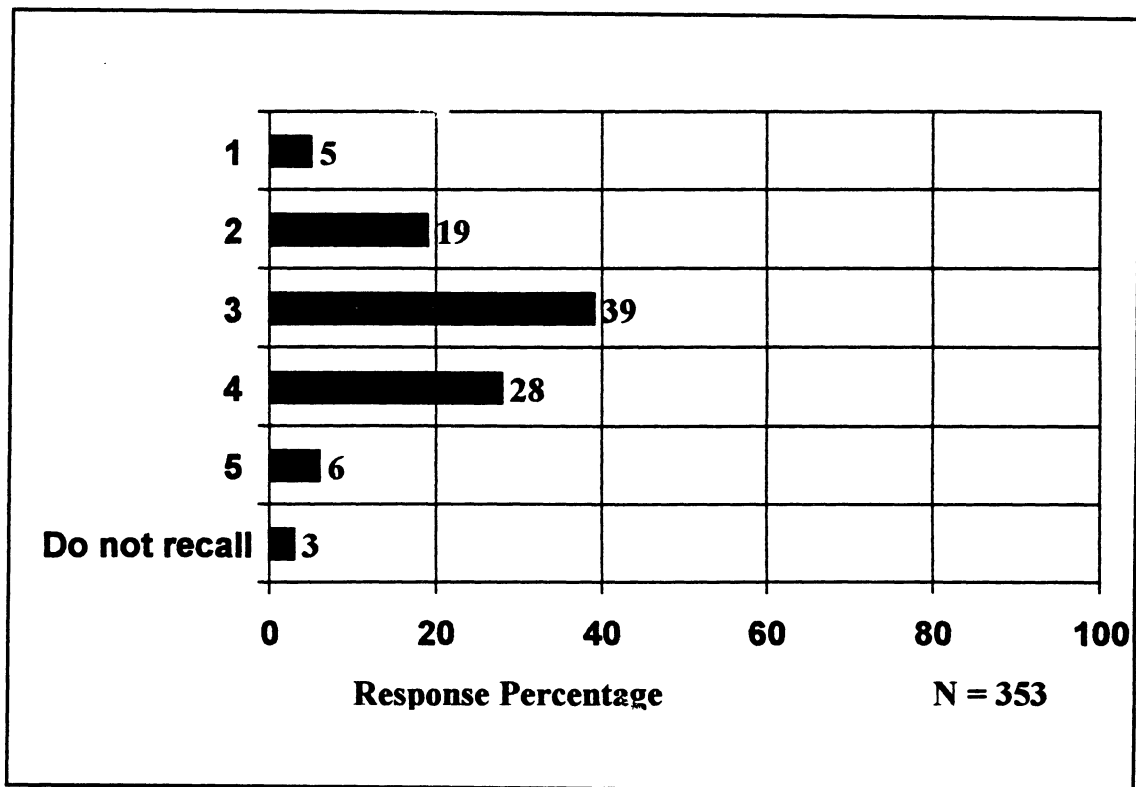


Figure 8. Question #8 - How Would You Rate Your Level of Confidence With Regard to Your Training/Facilitation Skills (Not Your Subject Matter Knowledge) During Your First Formal Experience as a Trainer?

Question # 9 - on a Scale of 1 to 5, 1 Being Not Effective at All, 5 Being Very Effective, How Effective Do You Think That You Were as a Trainer During Your First Formal Experience as a Trainer? 1 2 3 4 5 I Have No Idea. There were 354 responses to this question. One person or .3% responded by checking a 1 (not effective at all). Thirty-six or 10.2% checked 2. One hundred and fifty or 42.4% of the respondents responded by rating their effectiveness as a trainer a 3 on this five-point Likert scale.

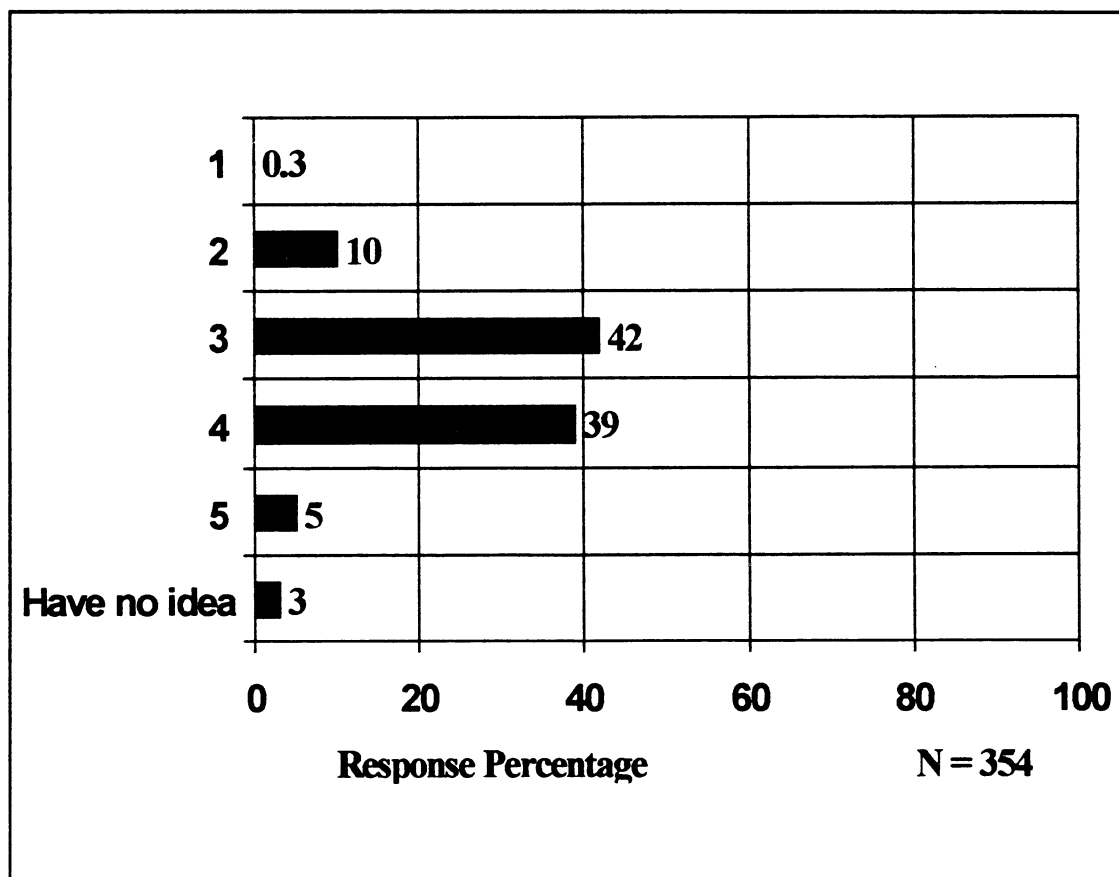


Figure 9. Question #9 - How Effective Do You Think That You Were as a Trainer During Your First Formal Experience as a Trainer?

39.3% thought that their effectiveness rated a 4, and 17 or 4.8% gave themselves a 5 (very effective) rating with regards to their effectiveness as a trainer during their first formal experience as a trainer. Eleven or 3.1% of the respondents had no idea of their effectiveness. These responses are shown in Figure 9.

Question # 10 - Prior to Your First Formal Experience as a Trainer, How Many Hours of Training Had You Received on Training/Facilitation Skills (Not The Subject Matter)? There were 328 responses to this question as illustrated in Figure 10.

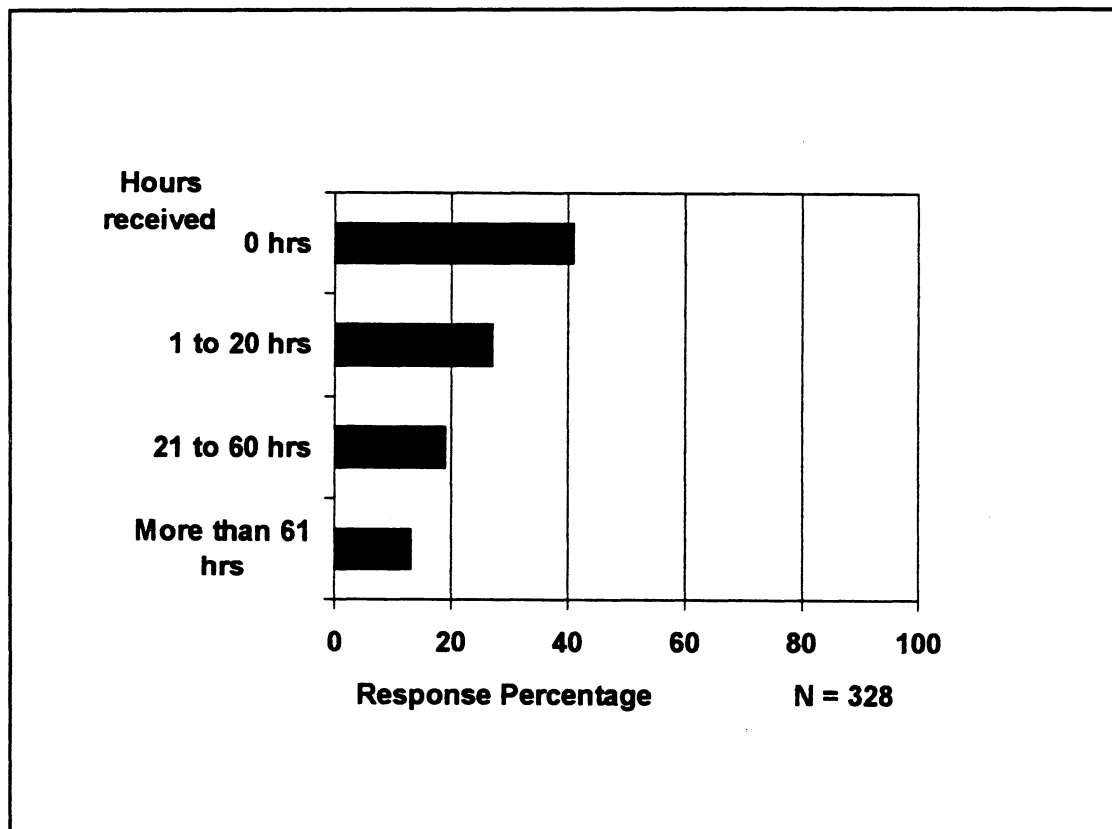


Figure 10. Question #10 - Prior to Your First Formal Experience as a Trainer, How Many Hours of Training Had You Received on Training/Facilitation Skills (Not Subject Matter)?

The range was from zero to 2080 hours of training. The mean, or average, was 35.253 hours. The median, or midpoint of the responses, was 5 hours. The mode, or most frequent response, was 0 hours for 135 or 41.2 % of the responses. Twenty-six of the surveys were returned with no response to this question. There were 41.2 % of the respondents who reported that they had received no training on training/facilitation skills prior to their first formal experience as a trainer. Another 27.1 % had received from 1 to 20 hours of training. Only 18.5 % of the respondents had received between 21 and 60 hours of training, while 13 % had received 61 or more hours.

Question # 11 - In Your Opinion, What Is the Minimum Number of Hours of Training on Training/Facilitation Skills (Not the Subject Matter) That a New Trainer Should Receive Before They Train Formally for the First Time? There were 340 responses to this question. The range was 1040, from 0 to 1040 hours of training. The mean, or average, was 40.603. The median, or midpoint of the responses, was 24. The mode, or most common response, was 40 hours. There were 14 surveys returned with this question not answered. A total of 26.5 % of the respondents thought that the minimum number of hours of training on training/facilitation skills that new trainers should receive prior to their first formal experience as a trainer should be between 0 and 15 hours. The next group, at 27.4 %, responded with between 16 and 35 hours. The largest group, 33.6 %, of the respondents thought that the minimum should be between 36 and 50 hours while 15.4 % responded with a minimum recommendation of 51 or more hours as shown in Figure 11.

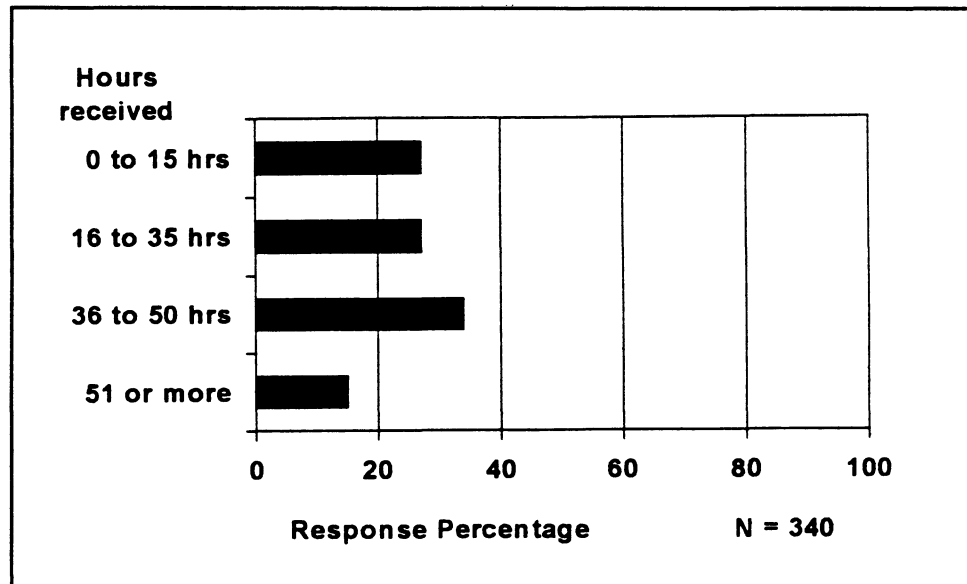


Figure 11. Question #11 - In Your Opinion, What Is the Minimum Number of Hours of Training on Training/Facilitation Skills (Not the Subject Matter) That a New Trainer Should Receive Before They Train Formally for the First Time?

Question # 12 - In Your Opinion, What Is the Ideal Number of Hours of Training on Training/Facilitation Skills (Not the Subject Matter) That a New Trainer Should Receive Before They Train Formally for the First Time? There were 333 responses to this question. The range was 2077, from 3 hours to 2080 of training. The mean, or average, was 72.739. The median, or midpoint, was 40. The mode, or most common response, was also 40, with 93 or 26.3% of the responses. There were 21 surveys returned with no response to this question. Only 25.8 % of the respondents thought that the ideal number of hours of training on training/facilitation skills that trainers should receive prior to their first formal experience as a trainer should be less then 25 hours. The largest group,

32.7 %, thought that between 26 and 40 hours of training would be ideal. One grouping, 22.8 %, recommended between 41 and 80 hours, while 18.6 % responded with 81 or more hours of training as being ideal as seen in Figure 12.

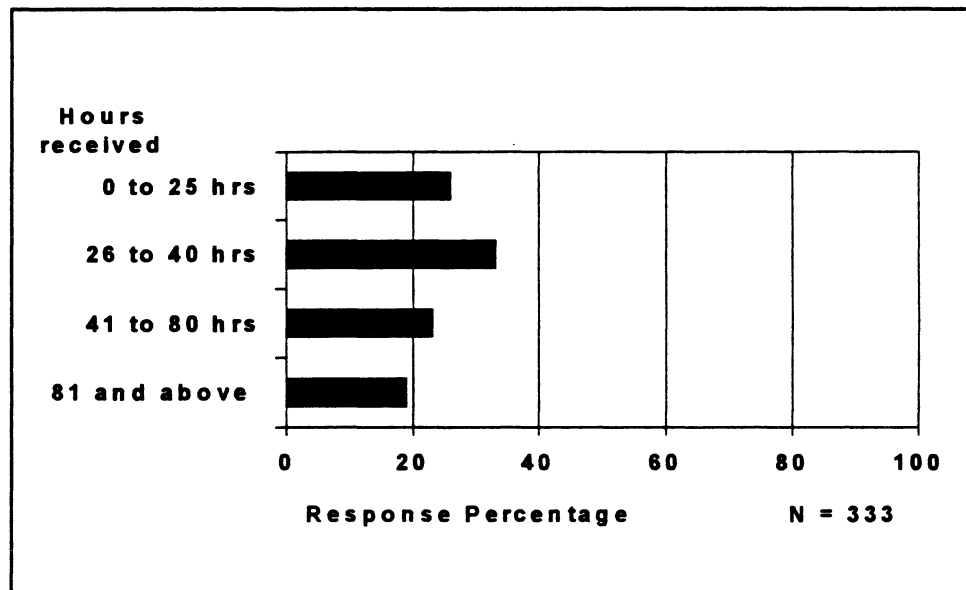


Figure 12. Question #12 - In Your Opinion, What Is the Ideal Number of Hours of Training on Training/Facilitation Skills (Not the Subject Matter) That a New Trainer Should Receive Before They Train Formally for the First Time?

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter is divided into three sections: the first section is a summary of the study including the statement of the problem, the purpose and objectives of the study, and the methodology employed; the second section contains the conclusions which were drawn from the survey and applied to the four research questions; the third section contains the recommendations for application of this information as well as future research.

Summary

During the fall of 1997, when this study first began, corporate America was still downsizing, rightsizing, and reengineering. Training departments were increasingly having to justify their existence as well as the need to train themselves “In most industries the standard wisdom is, first they cut advertising; then they cut training” (Hubbard, 1996, p. 98).

The problem statement around which this study centered was that there was no standard on the amount of training that new business trainers received on training/facilitation skills prior to their first formal experience as a trainer.

The purpose of this study was to provide a base line of the amount of training received by new business trainers on training/facilitation skills and the amount of training desired for new trainers prior to their first formal experience as a trainer.

The objectives of this study were to answer four research questions: (1) How many hours of training did new trainers receive on training/facilitation skills prior to their first formal experience as a trainer? (2) What was the confidence level of new trainers with regard to their training/facilitation skills prior to their first formal experience as a trainer? (3) What was the perceived effectiveness of new trainers during their first formal experience as a trainer? and (4) How many hours of training on training/facilitation skills did trainers see as ideal prior to a new trainer's first formal experience as a trainer?

The methodology involved the use of a 12 question survey designed and tested by the researcher. In May 1997, there were 14,847 national members of the American Society for Training and Development with job titles of Director, Manager, Specialist, Coordinator, or Trainer. The survey was mailed to a random sample of 1000 of these members. Three hundred and fifty-four of the surveys were completed and returned. The data was analyzed using the SPSS for Windows Student Version statistical program. The results were then used to answer the four research questions.

Conclusions

Research Questions

Question # 1 - How Many Hours of Training Did New Trainers Receive on Training/Facilitation Skills Prior to Their First Formal Experience as a Trainer? The Responses to this Question ranged from 0 hours to 2080 hours of training. The mean or average was 35.25 hours. A closer look at the data revealed that there was very little difference between male and female responses. The mean for male respondents was 35.85 while the mean for female respondents was 34.82.

Respondents whose first formal experience as a trainer was in Government/Military received an average of 55.23 hours of training in training/facilitation skills prior to their first formal experience as a trainer. Respondents whose first formal experience as a trainer was in Education received an average of 48.99 hours of training, while Business/Industry respondents averaged 28.44 hours of training. Respondents who marked Other received only an average of 10.15 hours of training in training/facilitation skills prior to their first formal experience as a trainer. The majority of Other responses listed nonprofit as the area in which they trained formally for the first time.

Survey question number three asked the respondents to tell the number of years ago that their first formal experience as a trainer occurred. The responses ranged from 1 year ago to 45 years ago. The mean was 14.88 years ago. An interesting revelation was that respondents below the mean received an average of 21.4 hours of training on training/facilitation skills before their first formal experience as a trainer, while

respondents above the mean received an average of 66.25 hours of training. A deeper look at the responses revealed an interesting trend. Respondents whose first formal experience as a trainer was more than 21 years ago received an average of 76.66 hours of training on training/facilitation skills prior to their first formal experience as a trainer. Respondents whose first formal experience as a trainer was between 11 and 20 years ago received an average of 26.66 hours of training. The trend continues with respondents whose first formal experience was between 5 and 10 years ago received an average of 24.51 hours of training. The most startling figure was with regard to those respondents whose first formal experience as a trainer was within the past four years. Those respondents had received an average of only 15.41 hours of training on training/facilitation skills. This difference can be partially explained by going back to the individual surveys and noting that several of the more experienced respondents listed a number of college courses or semesters instead of hours when responding to the question. It does seem logical though, that as we as a nation are becoming more aware of productivity, efficiency, and the bottom line, we are less likely to spend money training our trainers.

The average of 35.25 hours of training on training/facilitation skills may seem, at first, to be within reason. Several respondents wrote comments on the survey which said, in effect, that they had not received enough training. The most significant finding in the mind of the researcher was the decline, over the years, in the number of hours of training that trainers had received prior to their first formal experience as a trainer.

Question # 2 - What Was the Confidence Level of New Trainers with Regard to Their Training/Facilitation Skills Prior to Their First Formal Experience as a Trainer?

Question number eight on the trainer survey asked the respondents to indicate their level of confidence on a five-point Likert scale. The largest group was 39.3% which rated themselves a three, the middle choice. The second highest group, 27.7%, rated their confidence level at a four which was the next to highest choice. The third highest group, 19.2%, thought that their confidence level was a two, the next to lowest. Five point six percent rated themselves at the top of the scale while 4.5% rated themselves at the bottom of the scale. The mean confidence level was 3.28.

There was no significant difference between men and women with regard to the confidence level which they possessed about their training/facilitation skills during their first formal experience as a trainer. The mean for the entire population was 3.28. The mean for male respondents was 3.28 and for females, the mean was 3.28.

The size of the group which the new trainers trained during their first formal experience as a trainer had a greater effect on their confidence level. The mean confidence level for a group size of 1 to 10 was 3.31. For a group size of 11 to 20, the mean confidence level was 3.35, and the largest group, 21 or more, had a mean confidence level of only 3.12.

As one could reasonably expect, there was a difference in the confidence level of the respondents when compared with the number of hours of training on training/facilitation skills that they had received prior to their first formal experience as a trainer. The mean was 35.25 hours of training. Those respondents with fewer than 35.25 hours of training had a mean confidence level of 3.02. Respondents with more than 35.25

hours of training had a mean confidence level of 3.78. Looking deeper into the statistics, the researcher uncovered another trend which was not surprising. Respondents with 61 or more hours of training on training/facilitation skills before their first formal experience as a trainer, had an average confidence level of 3.88. The average confidence level decreased to 3.51 for the respondents who had between 21 and 60 hours of training. The average confidence level dropped again to 2.95 for the group of respondents who reported that they had received between 1 and 20 hours of training. The respondents who reported that they had received no training on training/facilitation skills prior to their first formal experience as a trainer, 38.1% of the respondents, had an average confidence level of 3.05. This was somewhat surprising to the researcher since it appeared to go against the trend of less confidence with less training.

There was a slight difference in the confidence level of trainers with regard to their training/facilitation skills depending upon their level of education at the time of their first formal experience as a trainer. The most confident of the respondents were people with only a high school or equivalent level of education. This group had an average confidence level of 3.72. The second most confident group of respondents, with an average level of 3.64, were people with a doctorate at the time of their first experience. The next group was people with some post-graduate work at an average confidence level of 3.48. Respondents who were college graduates had an average confidence level of 3.21 followed by people with a master's degree at a 3.2 average level of confidence. The least confident group, at an average level of 3.13, were respondents with some college.

The use of a five point Likert scale offered the respondent the opportunity to take the easy way out by simply marking the middle choice. This could have been done

because the respondents did not recall the answer to the question, did not know the answer to the question, or simply could not make up their minds. A four point Likert scale would probably have given more accurate information.

Overall, the number of hours of training on training/facilitation skills that a new trainer had received prior to his or her first formal experience as a trainer seemed to have a greater impact on the confidence level of the trainer than did the sex of the trainer, the education level of the trainer, or the size of the group that was being trained.

Question # 3 - What Was the Perceived Effectiveness of New Trainers During Their First Formal Experience as a Trainer? Question number nine on the trainer survey asked for a direct response to this question. A five-point Likert scale was used with the number 1 representing not effective at all and the number 5 representing very effective. The mean response was 3.54 with the median and the mode both being 3.

There was very little difference in the responses by the men as compared to the women. Men responded with an average effectiveness level of 3.47 while women responded with an average effectiveness level of 3.58 as a trainer at the time of their first formal experience as a trainer.

There was very little difference in perceived effectiveness as a trainer during the respondents' first formal experience as a trainer based upon the number of hours of training that they had received. Respondents with 61 or more hours of training on training/facilitation skills prior to their first formal experience as a trainer had an average effectiveness response of 3.5. Respondents with from 21 to 60 hours of training had an average effectiveness response of 3.47, while respondents who had received between 1

and 20 hours of training reported an average effectiveness of 3.48. Those respondents who reported no training on training/facilitation skills rated their own effectiveness as an average of 3.47.

The size of the group that was trained by trainers during their first formal experience as a trainer had very little effect on the perceived effectiveness that was reported. Respondents with a group size of 1 to 10 reported an average effectiveness of 3.55. People with a first time group size of between 11 and 20 had an average effectiveness of 3.61 while those with a group size of 21 or more had an average perceived effectiveness of 3.42.

The education level of the trainers at the time of their first formal experience as a trainer had very little impact upon the perceived effectiveness that was reported. Respondents with a high school or equivalent level of education reported the highest average level of perceived effectiveness at 3.84. College graduates reported the lowest average level of perceived effectiveness at 3.43. In between were respondents with some college at 3.51, master's degrees at 3.59, some post-graduate work at 3.65, and doctorates at an average self-reported level of effectiveness as a trainer at 3.73.

The five point Likert scale used in this question could have had an impact on the responses. Respondents could have chosen the middle answer to this question for the same reasons that were previously listed. A four or a six point Likert scale could have yielded more accurate results.

This researcher found very little information in the trainer survey results which impacted the self reported perceived effectiveness as trainers of the respondents during their first formal experience as a trainer.

Question # 4 - How Many Hours of Training on Training/Facilitation Skills Did Trainers See as Ideal Prior to a New Trainer's First Formal Experience as a Trainer? The mean response to this question on the trainer survey was 72.74 hours of training on training/facilitation skills. The mode, or most frequent response, was 40 hours while the second most frequent response was 80 hours.

Male respondents tended to think that more hours of training on training/facilitation skills, 78.33, would be ideal. Female respondents thought that 68.79 hours of training would be ideal.

Question number two on the trainer survey asked the respondents if their first formal experience as a trainer was in Business/Industry, Education, Government/Military, or Other. These categories provided interesting differences in the ideal number of hours of training on training/facilitation skills that the respondents thought would be ideal prior to a trainer's first formal experience as a trainer. Respondents whose first formal experience as a trainer was in Education thought that 100.49 hours would be an ideal number of hours. People with a background in Government/Military thought that 87.44 hours would be an ideal number. The people who responded that Business/Industry was the area where they trained for the first time reported an ideal number of hours as 59.08 hours. Respondents who checked Other, primarily nonprofit, thought that 53.82 hours would be the ideal number of hours of training on training/facilitation skills that a new trainer should receive prior to their first formal experience as a trainer.

Question number 11 on the trainer survey asked for the minimum number of hours of training on training/facilitation skills that new trainers should receive prior to their first formal experience as a trainer. The mean response for the minimum number

was 40.6 hours while the mean response for the ideal number was 72.74 hours of training. The mean number of hours of training that the respondents reported to have received prior to their first formal experience as a trainer was only 35.25 hours.

The researcher found very little difference between the responses of men and women in most areas, as shown below in Table I.

TABLE I
RESPONSES TO QUESTION #11 - MINIMUM HOURS
OF TRAINING - BY GENDER

Category	Men	Women
Hours of training received prior to first experience	35.85	34.82
Average reported confidence level	3.28	3.28
Average reported effectiveness level	3.47	3.58
Ideal hours of training prior to first experience	78.33	68.79

Both male and female respondents indicated that new trainers should receive approximately twice as many hours of training on training/facilitation skills as they had received prior to their first formal experience as a trainer.

It is interesting to note that respondents with a high school diploma or equivalent had the highest confidence in regard to their training/facilitation skills. Table II shows they also had the highest self-reported level of effectiveness during their first formal experience as a trainer.

TABLE II
LEVEL OF EDUCATION IN REGARDS TO CONFIDENCE
OF TRAINING/FACILITATION SKILLS

Education Level Prior to First Experience	Average Reported Confidence Level	Average Reported Effectiveness
High school diploma or equivalent	3.72	3.84
Some college	3.13	3.51
College graduate	3.21	3.43
Some post graduate work	3.48	3.65
Master's degree	3.2	3.59
Doctorate	3.2	3.73

The findings indicated that a person's advanced educational level did not necessarily imply that they had confidence in their training/facilitation skills or that they were effective in their training.

The size of the group that was trained, as indicated in Table III, during the respondents' first formal experience as a trainer had an effect on both the confidence and the perceived effectiveness of the trainer.

TABLE III
SIZE OF GROUP DURING FIRST EXPERIENCE AND
CONFIDENCE/EFFECTIVENESS LEVELS

Size of the Group During First Experience	Average Reported Confidence Level	Average Reported Effectiveness
1 to 10	3.31	3.55
11 to 20	3.35	3.61
21 and larger	3.12	3.42

These findings indicated that a group size of 11 to 20 was the ideal size for a trainers to work with during their first formal experience as a trainer. The study indicated that both the confidence level and the perceived effectiveness of the trainers was the highest with a group size of 11 to 20.

The respondents indicated that new trainers should receive more hours of training on training/facilitation skills than they did prior to the first formal experience as a trainer. The trend that was discovered was that the hours of training prior to the respondents' first formal experience as a trainer were decreasing, not increasing. In fact, respondents whose first formal experience as a trainer occurred within the past four years indicated that they had received an average of only 15.41 hours of training. This is a trend that the training industry must work to reverse. An even more startling discovery was that 41% of the respondents had received NO training on training/facilitation skills prior to their first formal experience as a trainer.

Recommendations

The following recommendations are based on the search of the literature and on the information provided by the 354 trainers who responded to the survey. (1) A minimum training/facilitation skill level should be established. The trend toward downsizing training departments has increased the need for trainers to be effective with their time. Company executives are looking for verifiable returns on their investment of training dollars. Trainers need to have the training/facilitation skill level which will enable them to meet those demands. (2) A training/facilitation skill competency test should be developed. The competency test would be used to determine the skill level of the future trainer. The appropriate training would then be given to the trainers to address their individual needs. This would help to address the issue of subject matter experts being used as trainers. These people, with the necessary training/facilitation skills, would then be an even greater asset to their organization. (3) Training/facilitation skill training

programs should be developed to address the various competency levels. These programs would be used to bring a new, unskilled trainer up to the minimum level. The programs would also be used to improve the skills of more experienced trainers. These recommendations will help the training industry not only to survive but to prosper in these uncertain times.

Recommendations for Future Research

The purpose of this study was to provide a base line of the amount of training received by new business trainers on training/facilitation skills and the amount of training desired for new trainers prior to their first formal experience as a trainer. Now that a base line has been established, the next logical step would be to determine the actual training/facilitation skills that are most useful in helping trainers to be effective. The research showed that there are many ideas about what skills are needed. A research study to determine the most useful skills would add credibility and a base upon which to build. Another area to research would be the personality characteristics which help trainers to be effective. These are the intangibles which differentiate average trainers from great trainers. Basic skill levels are needed, and with training can be achieved. Some personality characteristics can be helpful in a trainer who wants to move up to the next level of effectiveness. The identification of these characteristics would also be helpful in determining which subject matter experts would make effective trainers.

There are many training/facilitation skills training programs available in the marketplace today. The variety can be confusing to the trainer who is trying to improve his or her skills. After the most needed training/facilitation skills are identified, a research

research project should be undertaken to determine what training programs exist, which ones address those skills, and which ones are most effective at actually training those skills.

Finally, a research project could be undertaken to determine if the sex, age, or race of the trainer has any impact on the effectiveness of the trainer. Without addressing the Equal Employment Opportunity Commission legal aspects, this information would be very helpful in determining the most effective makeup of the training staff.

The above recommendations will help the training industry to address the issues of justifying the utilization of resources, time, and money on the training of their own people through more consistent results. It will also help assure the training industry of better results when using Subject Matter Experts as trainers.

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APPENDIXES

APPENDIX A

**APPROVED COVER LETTER AND
SURVEY INSTRUMENT**

Date

Dear Fellow Trainer,

The training industry is dynamic and constantly changing. What an exciting time to be a part of this profession! We also face many challenges. One challenge that we face is the need to justify our jobs during times of company downsizing. We must also justify the training that we invest in for ourselves and for new trainers, specifically training in facilitation and training skills. These skills help us to be better trainers and to provide a quicker return on investment of training dollars.

The purpose of this research study is to provide a base line of the amount of training received by new business trainers on how to train as well as the amount of training desired for new trainers before their first formal experience as a trainer. The information will help all of us to justify the spending of training dollars on ourselves and on people who are new to our profession. Improved skills will translate into improved results. Improved results will give each of us more job security.

Please take a few moments to complete the enclosed survey and mail it back to me. I will pay the postage. The surveys are coded for the purpose of following up on surveys which are not returned. The survey results will be compiled into a master grouping so that individual results will not be traceable. The returned surveys will be held in confidence and then destroyed when the results are compiled.

Thank you for your help.

Sincerely,

Rich Rudebock
Doctoral Student, Oklahoma State University
Training Consultant, Dale Carnegie Training Systems

Please answer the following questions:

1. Your Gender: (check one) Male Female
2. Was your FIRST formal experience as a trainer in: (check one)
 - Business & industry Education Government
3. How long ago was your FIRST formal experience as a trainer? ____ years ago.
4. Please check the ONE category which represents your level of education at the time of your FIRST formal experience as a trainer.
 - High school diploma or equivalent Some post graduate work
 - Some college Masters degree
 - College graduate Doctorate
5. Was the first group that you trained during your FIRST formal experience as a trainer: (check one)
 - Predominately males Predominately females About equal
6. How large was the group that you trained during your FIRST formal experience as a trainer? (check one)
 - 1 to 10 11 to 20 21 or more
7. What training did you provide during your FIRST formal experience as a trainer? (check one)
 - Technical training Non technical training
8. On a scale of 1 to 5, 1 being *not confident at all*, 5 being *very confident*, how would you rate your level of confidence with regards to your training/facilitation skills prior to your FIRST formal experience as a trainer? (circle one)

1 2 3 4 5 I do not recall
9. On a scale of 1 to 5, 1 being *not effective at all*, 5 being *very effective*, how effective do you think that you were during your FIRST formal experience as a trainer? (circle one)

1 2 3 4 5 I have no idea
10. Prior to your FIRST formal experience as a trainer, how many hours of training had you received on training/facilitation skills? _____ hours.
11. In your opinion, what is the *minimum* number of hours of training on training/facilitation skills that a new trainer should receive before they train formally for the FIRST time? _____ hours.
12. In your opinion, what is the *ideal* number of hours of training on training/facilitation skills that a new trainer should receive before they train formally for the FIRST time? _____ hours.

APPENDIX B

ACTUAL COVER LETTER AND SURVEY

INSTRUMENT MAILED

OKLAHOMA STATE UNIVERSITY



School of Educational Studies

College of Education
204 Willard
Stillwater, Oklahoma 74078-4045
405-744-6275; Fax 405-744-7758

May 6, 1998

Dear Fellow Trainer,

The training industry is dynamic and constantly changing. What an exciting time to be a part of our profession! We face many challenges and opportunities. One challenge is the need to demonstrate the effectiveness and benefits of our services during times of company downsizing. We must also justify the training that we invest in for ourselves and for new trainers, specifically training in facilitation and training skills. These skills help us to be better trainers and to provide a quicker return on investment of training dollars.

The purpose of this research study is to provide a base line of the amount of training received by new business trainers on how to train, as well as the amount of training desired for new trainers before their first formal experience as a trainer. The information will help all of us to justify the spending of training dollars on ourselves and on people who are new to our profession. Improved skills will translate into improved results. Improved results will give each of us greater professional opportunities.

Please take a few moments to complete the enclosed survey and mail it back to me. I will pay the postage. The surveys are coded for the purpose of following up on surveys which are not returned. The survey results will be compiled into a master grouping so that individual results will not be traceable. The returned surveys will be held in confidence and then destroyed when the results are compiled.

Thank you for your help.

Sincerely,

Richard Rudebock
Doctoral Student
Oklahoma State University
Training Consultant
Dale Carnegie Training Systems

Steven Marks, EdD
Associate Professor
Aviation and Space Education
Oklahoma State University

Adult Education
Aviation and Space
Education
Higher Education
Human Resource
Development
Organization and
Leadership
Research and
Evaluation
Social Foundations
Student Personnel
Technology



The Campaign for OSU

TRAINER SURVEY

Please answer the following questions:

1. Your Gender: (check one) Male Female

2. Was your FIRST formal experience as a trainer in: (check one)
 Business/Industry Education Government/Military Other
(list) _____

3. How long ago was your FIRST formal experience as a trainer? ___ years ago.

4. Please check the ONE category which represents your level of education at the time of your FIRST formal experience as a trainer.
 High school diploma or equivalent Some post graduate work
 Some college Masters degree
 College graduate Doctorate

5. Was the first group that you trained during your FIRST formal experience as a trainer: (check one)
 Predominately males Predominately females About equal

6. How large was the group that you trained during your FIRST formal experience as a trainer? (check one)
 1 to 10 11 to 20 21 or more

7. What training did you provide during your FIRST formal experience as a trainer? (check one)
 Technical training Non-technical training

8. On a scale of 1 to 5, 1 being *not confident at all*, 5 being *very confident*, how would you rate your level of confidence with regards to your training/facilitation skills (not your subject matter knowledge) during your FIRST formal experience as a trainer? (circle one)
1 2 3 4 5 I do not recall

9. On a scale of 1 to 5, 1 being *not effective at all*, 5 being *very effective*, how effective do you think that you were as a trainer during your FIRST formal experience as a trainer? (circle one)
1 2 3 4 5 I have no idea

10. Prior to your FIRST formal experience as a trainer, how many hours of training had you received on training/facilitation skills (not the subject matter)? _____ hours.

11. In your opinion, what is the *minimum* number of hours of training on training/facilitation skills (not the subject matter) that a new trainer should receive before they train formally for the FIRST time? _____ hours.

12. In your opinion, what is the *ideal* number of hours of training on training/facilitation skills (not the subject matter) that a new trainer should receive before they train formally for the FIRST time? _____ hours.

THANK YOU!

APPENDIX C

WRITTEN RESPONSES ON THE SURVEYS

The trainer survey which was distributed to 1000 members of ASTD, Appendix B, asked for three possible responses, depending on the question. The responses were:

1. Check one
2. Circle one
3. Fill in the space with a number

Some respondents also chose to respond with more elaboration. These responses were recorded at various places on the survey form. The responses are broken down into two categories. One category is general responses which were found at the top, bottom, and back of the survey form. The second category is that of responses which were found near or in response to a specific question.

This appendix lists the responses by category. The responses are listed verbatim with no effort to correct grammar, spelling, or punctuation.

General responses

- “Facilitation cannot be taught in hours - I feel you must understand the underlying thought of group dynamics & how individuals learn - Then you must practice, learn, experiment, practice, practice, etc. Before ever going solo.”
- “Note: This survey suggest that I am instructor. I’ve had very little instructing experience. Instead, I manage a training function”
- “To Richard & Steve What makes you think that what we did is what is the current approach? We have proof through in house studies that 2 days in our facilitation course increases course evaluations by 0.2 points on a 5 pt scale for

experienced and new trainers. We are moving to REQUIRE more training to assure learners time is well spent.”

- “PS Obviously, ‘Hours’ are general & may vary by person & capabilities.”
- “There are too many factors! Depends on trainers past experience, knowledge base ... Too difficult to give a number!”
- “Note: My answers are given based on my first experience as a school assistant principal training teachers. I became a trainer in a government agency after 33 years in schools and a doctorate in Educ. Admin. When I went into my present training role, I took a series of Continuing Education classes in Accelerated Learning and Instructional Systems Design which was focused on adult learning in the business world. I would be happy to discuss any specifics you may be interested in.”
- “The amount of time are dependent entirely on the design of the training (well-designed training can probably save half the training time of average training courses I’ve seen. Some that I’ve seen were almost a complete waste of the investment.) and on the ability/readiness of the trainees (future trainers).”
- “A lot of ‘trainers’ do not have good ‘teaching’ skills - they have little or no knowledge of how adults learn, how to conduct a classroom & how to work with the participants in the class. ‘hours’ make no difference if the ‘trainer’ cannot make learning effective and possible for the learner”
- “Good luck Rich”
- “Note - I had prior training in speech and forensics, without that, I would have had a very hard time.”

- “I believe that training, facilitation, group dynamics, how learning happens should all be subjects introduced to new trainers prior to ‘throwing them in.’ It takes more than slick presentation skills to help people learn.”
- “Today, interactivity & measurement add to this trainer’s skill package.”
- “Good Luck!”
- “Please note: I came from an education degree (BS) with a major in Radio/TV/Film and minors in Speech & Theater. An MBA with a heavy emphasis in presentations. If one were to include any of these elements in my training preparation - the number of prep hours would be over one hundred plus. Additionally, my personality is such that comfort in front of a group comes easy to me. You have a very difficult task in this research. PS The best way to learn to train is to do training.”
- “Thank You! - This can be a very important detail that is frequently overlooked.”
- “10,11, & 12 were difficult for me to answer because I have an undergraduate degree in education and had spent years in the classroom before I started training adults.”

Answers found near and in response to a specific question

QUESTION # 2 - WAS YOUR FIRST FORMAL EXPERIENCE AS A TRAINER IN:
(CHECK ONE) BUSINESS/INDUSTRY, EDUCATION, GOVERNMENT/ MLITARY,
OTHER (LIST).

- “My undergraduate degree is in Business Education. My first training job was at a private business school teaching business communication, typing, shorthand, transcription.”

QUESTION # 5 - WAS THE FIRST GROUP THAT YOU TRAINED DURING YOUR
FIRST FORMAL EXPERIENCE AS A TRAINER: PREDOMINATELY MALES,
PREDOMINATELY FEMALES, ABOUT EQUAL?

- “Might be interesting statistic to gather, but how does this relate to your study?”

QUESTION # 8 - ON A SCALE OF 1 TO 5, 1 BEING NOT CONFIDENT AT ALL, 5
BEING VERY CONFIDENT, HOW WOULD YOU RATE YOUR LEVEL OF
CONFIDENCE WITHREGARDS TO YOUR TRAINING/FACILITATION SKILLS (NOT
YOUR SUBJECT MATTER KNOWLEDGE) DURING YOUR FIRST FORMAL
EXPERIENCE AS A TRAINER? 1 2 3 4 5 I DO NOT RECALL

- “Had taught high school students for 6 years as part of previous experience.”
- “I was a student teacher and still green!”
- “Very nervous at first, but did great once I started.”

QUESTION # 9 - ON A SCALE OF 1 TO 5, 1 BEING NOT EFFECTIVE AT ALL, 5
BEING VERY EFFECTIVE, HOW EFFECTIVE DO YOU THINK THAT YOU WERE

A TRAINER DURING YOUR FIRST FORMAL EXPERIENCE AS A TRAINER? 1 2

3 4 5 I HAVE NO IDEA

- “Based on evaluations”

QUESTION # 10 - PRIOR TO YOUR FIRST FORMAL EXPERIENCE AS A TRAINER, HOW MANY HOURS OF TRAINING HAD YOU RECEIVED ON TRAINING/FACILITATION SKILLS (NOT THE SUBJECT MATTER)? _____ HOURS.

- “Note: Was a education major in college so I took Curriculum/Development & Ed Psych classes. But no group facilitation as defined today.”
- “I have a education degree. 2 years of courses.”
- “I had been through a post-degree teacher certification program and taught for 11 years at a university.”
- “2 college level teaching methodology courses 1 semester each.”
- “I taught high school or 1 yr so I had plenty of experience before my 1st business training experience.”
- “I taught high school English 3 years prior to my first training position.”
- “Self taught”
- “I had graduate courses in training”
- “I learned techniques from others - good & ones to avoid”

- “Note Although I had no formal facilitator training I was skilled in public speaking & writing. This makes a large difference in the effectiveness of the trainer.”
- “Training = teaching? As in secondary teaching If no, 40 hrs If yes student teaching + education courses”
- “It was a long term process. Different training classes over several years for job & volunteer projects.”
- During BA in Education too 3 hour relevant course for 18 weeks plus parts of other courses.”
- “Many months since 1989 - grad school”
- “Hard to define”
- “I sat in on another person doing the training class.”
- “not enough, who can remember?”

QUESTION # 11 - IN YOUR OPINION, WHAT IS THE MINIMUM NUMBER OF HOURS OF TRAINING ON TRAINING/FACILITATION SKILLS (NOT THE SUBJECT MATTER) THAT A NEW TRAINER SHOULD RECEIVE BEFORE THEY TRAIN FORMALLY FOR THE FIRST TIME? _____ HOURS.

- “Including practice”
- “40 theory/40 practice”

- “I’d see a process instead of hours. Plan > execute with a coach watching > Assess & Adapt > Plan > Execute with a coach > Assess > Plan > Execute with self evaluation > Plan. I don’t know how many hours. I believe that facilitation is best modeled and mentored, rather than ‘trained’.”
- “Then they should only train with a co-trainer who will critique as they go along.”
- “really depends on the trainer.”
- “3 college courses: ISD presentation technology”
- “This varies depending on person & their skill”
- “At least 1 workshop - 3 days”
- “dependent on prior expertise”
- “Depends on subject matter & audience - formal training in certificate course an extensive 2 day seminar - for only elementary training.”
- “Impossible to answer - depends on the person’s background & transferable skills.”
- “Depends on the person”
- “for just the bare bones”
- “you never have enough! I don’t think this is a valid question”
- “depends upon individual & their grasp of subject being taught”

- “Train the trainer they should also observe the course and then coteach before going solo”
- “depends on the person - I needed less some need more.”
- “Varies, according to the skill”
- “formal college H.R.D. curriculum”
- “Hands on application - skill practice”
- “Depends on type of presentation and audience”
- “But needs practice time”
- “Extensive train the trainer program”

QUESTION # 12 - IN YOUR OPINION, WHAT IS THE IDEAL NUMBER OF HOURS OF TRAINING ON TRAINING/FACILITATION SKILLS (NOT THE SUBJECT MATTER) THAT A NEW TRAINER SHOULD RECEIVE BEFORE THEY TRAIN FORMALLY FOR THE FIRST TIME? _____HOURS.

- “Including practice”
- “Dependent upon subject & knowledge of content.”
- “Not all at once, and not by the same instructor. It should be 2 or 3 separate sessions.”

- “Don’t think this is the right question. Some people can spend years trying to learn these skills & never become a master.”
- “3 day session with practice facilitation exercises.”
- “Ongoing - no upper limit. Always need to improve/refine skills.”
- “Practice, Review, Practice.”
- “This includes practice teaching & co-instruction”
- “but this is given that they have on-going training & coaching as they continue to train.”
- “6 college courses - covering ISD, group process, how to tie to business strategy, technology, adult learning theory, presentation.”
- “Depends on what they will be doing”
- “With lots of time to practice!”
- “Whatever is needed to be confident in subject matter & facilitation skills. Vary by individual.”
- “Minimum undergraduate degree + skill training = 120 hours.”
- “dependent on prior expertise”
- “College courses in Curriculum development, Presentation Analysis, organizational development.”

- “Should have a semester course, at least, on training design and delivery”
- “Depends on the person - They may need different amounts”
- “Getting my M.Ed. in Instructional Development was invaluable. It catapulted me to a new level of effectiveness.”
- “you always need more!”
- “on going depends upon person - their talents interests abilities Good luck!”
- “including observation and practicum”
- “doesn’t really exist!!! Ideal type maybe - time no!!!”
- “including some ‘real experience’ training in presence of professional and with being given feedback.”
- “interpersonal managing skills - managing/facilitating skills- learning content”
- “4 yrs of a Learning : Human Performance Improvement degree or a degree in education.”
- “Depends on the type of presentation and audience”
- “Actually, I don’t know if hours are what you should be looking at - quality content how the training is done is probably more significant. Good luck to you.”
- “Depends on other experience”

- “1 week training + 1 week facilitation different skill set”
- “A matter of experience not hrs of training”
- “plus some practice”

APPENDIX D

IRB APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: March 19, 1998

IRB #: ED-98-091

Proposal Title: THE AMOUNT OF TRAINING RECEIVED AND DESIRED BY BUSINESS TRAINERS ON TRAINING/FACILITATION SKILLS

Principal Investigator(s): Steve Marks, Richard D. Rudebock

Reviewed and Processed as: Exempt

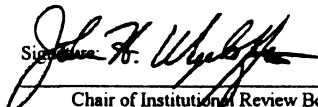
Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature: 
Chair of Institutional Review Board
cc: Richard D. Rudebock

Date: March 24, 1998

VITA

Richard Deane Rudebock

Candidate for the Degree of

Doctor of Education

Thesis: THE AMOUNT OF TRAINING RECEIVED AND DESIRED BY BUSINESS TRAINERS ON TRAINING/FACILITATION SKILLS

Major Field: Applied Educational Studies

Biographical:

Personal Data: Born in Salem, Ohio, on October 12, 1952, the son of John and May Rudebock.

Education: Graduated from United High School, Hanoverton, Ohio, in June, 1970; received Bachelor of Business Administration degree from Kent State University, Kent, Ohio, in June, 1974; received Master of Education degree from Texas Tech University, Lubbock, Texas, in May 1978. Completed the requirements for the Doctor of Education in Applied Educational Studies at Oklahoma State University, Stillwater, Oklahoma, in May 1999.

Professional Experience: Worked as a Dining Hall Manager at the State University College of New York at Oswego in Oswego, New York, from 6/74 to 7/75; Dining Hall and Dining Center Manager at Texas Tech University in Lubbock, Texas, from 7/75 to 6/78; Assistant Food Service Director and Food Service Director for Dietary Consultants, Inc. of Hornell, New York, from 6/78 to 6/79; Sales Representative, Assistant Merchandiser, and Food Service Specialist for John Sexton, & Co. of Dallas, Texas, from 8/79 to 8/86; Sales Representative for Scrivner, Inc. of Oklahoma City, Oklahoma, from 9/86 to 11/87; Area Sales Representative and Area Sales Manager for Nyman Manufacturing Co. of East Providence, Rhode Island, from 11/87 to 4/93. Assistant General Manager and Instructor for W. R. Layne and Associates, dba, Dale Carnegie Training Systems in Oklahoma City, Oklahoma, from 5/93 to present.

Affiliations: Greater Oklahoma City Chamber of Commerce, Contact of Oklahoma City, Chapel Hill United Methodist Church, Delta Sigma Pi, Blue Key.