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## An Analysis of the Major Activities and Corresponding Competencies of Administrators of Training

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*Loyola University Chicago*

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AN ANALYSIS OF THE MAJOR ACTIVITIES AND CORRESPONDING  
COMPETENCIES OF ADMINISTRATORS OF TRAINING

by

John J. Kerrigan

A Dissertation Submitted to the Faculty of the Graduate School of  
Education of Loyola University of Chicago in Partial Fulfillment  
of the Requirements for the Degree of Doctor of Education

April

1984



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AN ANALYSIS OF THE MAJOR ACTIVITIES AND CORRESPONDING  
COMPETENCIES OF ADMINISTRATORS OF TRAINING

This study attempted to provide information on the role of the training administrator. Specifically, this study was designed to obtain information on training administrators' background, tasks performed, and competency needs.

The following information was obtained on administrators of training. Administrators of training: are found usually at the corporate level of an organization, manage small staffs of four or less, are relatively new to their present positions (four years or less), have little management experience outside of training, spend a major portion of their time in performing training activities, possess advance degrees, and indicated that on-the-job training was their major source of development. A strong connection exists between this group and traditional education, both in academic preparation and employment experience.

In terms of administrative tasks, planning, organizing, and coordinating were indicated as the most important. In examining the relationship of the training administrator role to the ASTD activities the following information was obtained. Conducting needs analysis, managing relations with other managers, and designing programs were considered as the most important to the effectiveness of the training area. The most difficult tasks to administer were needs analysis, organizational development, training research, and managing relations with other managers. Additional skill development was indicated as

being needed in the areas of administering needs analysis, training research, and professional self-development.

Based on the survey, the different ASTD activity areas are being effectively administered. Out of the twenty-three indicators developed by their study, only "using models for organizational development", "comparing designs for cost effectiveness", and "using current research" in designing programs were not being utilized to an appropriate degree.

The major challenges faced by administrators of training dealt with obtaining support from upper management, dealing with the unlimited demand for training, and communicating the purpose of training.

The major competencies identified by training administrators corresponded to the previously mentioned administrative tasks, important and difficult ASTD activities, and major challenges. The preferred developmental strategy for developing the identified competencies involved the acquiring of knowledge through formal instruction or self-study and application on-the-job.

While this study has started to clarify the role of the training administrator, additional research needs to be conducted on how this group can best have its developmental needs met. While almost half of training administrators possessed advance degrees, they still indicated that additional skill development was needed, and that this development must be tied to on-the-job application. This situation presents both an opportunity and a challenge to traditional educational institutions.

## ACKNOWLEDGMENTS

I would initially like to express my appreciation to Dr. Melvin Heller, Chairman of the Dissertation Committee, for his continued direction and encouragement through the development of this study as well as throughout my graduate program at Loyola University. His positive support and insight into the administrative process has been instrumental in completing this endeavor. Dr. Philip Carlin and Dr. Max Bailey have been of further assistance in sharing their experience and time in the development of this dissertation. Dr. Todd Hoover has likewise offered encouragement.

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The interest and encouragement of my office associates at Allstate Insurance must also be mentioned.

Lastly, I would like to thank my wife, Mary Ann Kerrigan, and my son and daughter, John Alexander Kerrigan and Mary Margaret Kerrigan, for providing me with the time and encouragement to complete this project.

## VITA

The author, John J. Kerrigan, is the son of John Kerrigan and Margaret (Christie) Kerrigan. He was born on November 6, 1944, in Chicago, Illinois.

He attended St. Thomas The Apostle Grammar School and graduated in June 1959. Next he attended Leo High School and graduated in June 1963. He has attended Loyola University since 1963 and earned the following degrees: B.S. in 1967, M.A. in History in 1971, and M.S. in Industrial Relations in 1974.

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## CHAPTER I

### INTRODUCTION

In the past, education has been viewed in the narrow contexts of time (childhood through young adulthood) and place (formal educational institutions). In the last ten years, this view has been challenged more and more by educators who advocate education as a life-long process not limited to formal educational institutions. One of these educators, who has been a pioneer in the area of adult and non-traditional education, is Malcolm Knowles. In his 1970 book, The Modern Practice of Adult Education, Knowles defines the adult educator "as one who has some responsibility for helping adults to learn."<sup>1</sup> Besides traditional educators, Knowles includes the following as adult educators:

"tens of thousands of executives, training officers, supervisors, and foremen in business and industry, government, and social agencies."<sup>2</sup>

Knowles further states that relatively few adult educators are conscious of their role as an adult educator or of the growing body of knowledge and techniques which could be used to perform their role better.

One area of adult education, that of training and development,

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<sup>1</sup>Malcolm Knowles, The Modern Practice of Adult Education (New York: Association Press, 1970), p. 21.

<sup>2</sup>Ibid.

has been exhibiting tremendous growth and is in the process of defining the role of its practitioners. It is estimated that business and industry is spending over \$100 billion annually in training and educational activities.<sup>3</sup> The degree of expenditure and importance of training and education has been established by two other studies. Seymour Lusterman in Education in Industry points out that a 1977 survey conducted by the Conference Board among 610 firms with 500 or more employees indicated that over \$2 billion was spent annually on employee education and training. Of the reporting organizations, 89% offered tuition aid for after hour courses, 94% had employees involved in other outside courses, and 55% provided in-house training courses.<sup>4</sup>

Stanley Peterfreund in a 1975 study describes the business commitment to training and education as massive. In the 37 companies he surveyed, the average direct expenditure per employee ranged from \$175 to \$1,047. Not included in this figure were indirect costs such as on-the-job training, reinforcement of learning efforts, and loss in work time related to education and training.<sup>5</sup>

Several authors, including Peterfreund, point out that the reason for corporate America's commitment to education and training is based

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<sup>3</sup>Gary J. Corrigan, "Corporate Training: A Career for Teachers?," Phi Delta Kappan 34 (January 1980): 328.

<sup>4</sup>Seymour Lusterman, Education in Industry (New York: The Conference Board Inc., 1977), pp. 11-14.

<sup>5</sup>Stanley Peterfreund, "Education in Industry - Today and in the Future," Training and Development Journal 30 (May 1976): 31-32.

on organizational needs. These needs according to Peterfreund include the following:

- .providing enough well trained (educated) persons to meet the organization's manpower needs,
- .having an educated pool of talent to meet succession needs,
- .meeting the needs of increased technological advances in order to keep the organization on the "leading edge" of its industry,
- .preparing people for changes in organizational missions and goals
- .meeting specific legal requirements (OSHA, EEOC, Professional certification, etc.),
- .developing specific specialties when the labor market is tight, and
- .teaching specific skills, including remedial education, when the resources of formal institutions are deemed inadequate.<sup>6</sup>

Anthony E. Schwaller clearly states the bottom line rationale for such endeavors. "Most of American industry has learned that investment in technical and skills training is as important as plant investment. And the reason is clear. It does little good to invest in computers, numerically controlled machines, tools, or other sophisticated devices unless a skilled work force is available to operate and maintain them."<sup>7</sup> The same thoughts are reflected by

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<sup>6</sup>Ibid., pp. 32-33.

<sup>7</sup>Anthony E. Schwaller, "The Need for Education/Training Programs in Industry," Phi Delta Kappan 11 (January 1980): 322.

Schwaller and Peterfreund in regards to managerial training.

As the importance of training and education has increased in relation to new organizational demands, there has been a corresponding increase in the degree of professionalization in the administration of these activities. Knowles describes the administrative evolution in training that has occurred:

"At first, the educational function was merely a secondary aspect of line operations--an extra duty of the master craftsmen, foremen, supervisors, department heads, and executives. Then as personnel management became differentiated as a function, responsibility for training tended to become assumed under it. Later there was a tendency for departments of training, personnel development, or employee education to become separated out as independent units responsible to top management."<sup>8</sup>

The reason for development of separate administrative units to handle training and education has been due to trainings increased importance and the increased technology required in having a unified training/education system. Peterfreund describes training as a systematic process of needs analysis/evaluation involved in providing:

- .a linkage between long-term organizational objectives and personnel development activities to accomplish them,
- .a tracking system to identify (and inventory) individual employees in relation to the organization's manpower needs,
- .an appraisal process that enables an employee and his or her boss to identify that individual's training, education, and developmental needs on a systematic basis and to set specific objectives for personal growth,

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<sup>8</sup>Knowles, Modern Practice, p. 63.

- .resources which an individual can utilize in his/her career development, and
- .a reinforcing developmental job environment.<sup>9</sup>

The need for increased centralization and professionalization of the administrative function is reflected in a 1978 survey conducted by Ronald W. Clement, James W. Walker and Patrick R. Pinto. Out of the 1,085 respondents, 55.2% reported increasing demands on their job with emphasis on long-range development, and less emphasis on pure training. In response to how the job of the professional was changing, the largest response, 29%, was in terms of more time spent on management duties.<sup>10</sup>

#### PURPOSE OF THE STUDY

The purpose of this study is to examine the increasingly important and developing role of the administrator in this non-traditional education setting. Various models have been proposed in regards to the roles, activities and skills of training/education practitioners. These models include the ones developed by the Ontario Society of Training and Development, the American Society of Training

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<sup>9</sup>Peterfreund, "Education in Industry," p. 40.

<sup>10</sup>Ronald W. Clement, James W. Walker, and Patrick R. Pinto, "Changing Demands on the Training Professional," Training and Development Journal 33 (March 1979): 3-7.



and Development, and the American Society of Personnel Administrators.<sup>11</sup> While delineating activities of training practitioners, none of the three models have examined the specific role of the administrator in a detailed manner utilizing a large scale survey of training practitioners. Instead, these attempts to define the role of the training administrator have been based on personal observation and experience.

The most recent and only statistical based study was the one conducted for the American Society for Training and Development's Professional Development Committee in 1978 by Patrick R. Pinto, Ph.D. and James W. Walker, Ph.D. The study, which is entitled A Study of Professional Training and Development Roles and Competencies, surveyed over 3,000 ASTD members on the activities of the following training specialists: Generalist, Career Development/Counselor, Organizational Development/Consultant, and Community Development.

The role of the administrator, however, was not analyzed in this study. One reason for this omission was the assignment of the administrative function in various organizations among different individuals (directors, managers, vice-presidents). The need for additional information on various practitioners' roles is pointed out by Dr. Leonard Nadler in an article in the May 1980 ASTD Journal. Nadler points out that additional study is necessary to further define

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<sup>11</sup>Terry F. Skjervheim, "Training: Evolution of a Profession," The Personnel Administrator 10 (October 1977): 13-22; and Patrick R. Pinto and James W. Walker, A Study of Professional Training and Development Roles and Competencies (Madison, Wisconsin: Society for Training and Development, 1978).

these roles, especially that of the administrator. In reviewing the Walker-Pinto study, Nadler states that "the study tells us of activities, and has little to do with roles and competencies."<sup>12</sup>

The research conducted in this dissertation attempts to fill this void by providing information on the role of the training administrator, and more specifically to:

- .determine the administrative tasks performed by the training administrator,
- .examine the relation between the ASTD activity areas and the training administrator's role,
- .determine how effectively these activities are being administered,
- .identify major challenges faced in carrying out the function of training administrator,
- .determine major competencies needed in performing the role of training administrators, and
- .provide important demographic information on training administrators.

The information derived from this study on training administrator's activities, competencies, and subsequent roles may be utilized in the following manner:

- .by personnel departments as criteria for the selection of training administrators,

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<sup>12</sup>Leonard Nadler, "A Model for Professional Development," Training and Development Journal 34 (May 1980): 14-22.

.as criteria for the performance appraisal and evaluation of this function, and  
.for designing competency based development systems for training administrators.

### PROCEDURES

The research into the activities and competencies of training administrators, in relation to those identified by the American Society of Training and Development in its 1978 study, was conducted through a task analysis questionnaire. This questionnaire was developed for and administered to a random sampling of training administrators. The following methods and procedures were utilized in this process.

#### Development and Validation of Questionnaire

A ten member panel consisting of a cross section of training administrators from various businesses and industries of different sizes assisted in developing the questionnaire that was used in the study. The panel members were identified by the Executive Board of the Illinois Training and Development Association, the largest training organization in the Midwest and a local chapter of the American Society of Training and Development. The panel was asked to do the following:

.help establish demographical and background information to be used in the questionnaire such as: type of organization, administrative responsibility, type of training activities supervised, and other pertinent information needed in

- identifying the group to be surveyed,
- .develop or adapt an administrative task model, such as the POSDCORB, as a means of verifying the performance of the training administrators function. The panel was asked to develop specific examples of each of these elements as they relate to the performance of the training administrator's function,
- .develop indicators of competent performance for training administrators in relation to each of the activity areas identified in the ASTD study.

A questionnaire was then developed. It was designed to provide answers to the following questions:

- .What is the relationship of each of the activity areas to the performance of the job of training administrator?
- .How important is each activity in the performance of the training administrator's function?
- .How competently (effectively) is the job of training administrator being performed?

To obtain an indepth profile of the training administrator, the following additional questions were addressed in the questionnaire:

- .Who are administrators of training (employment background, educational background, professional preparation, etc.)?
- .In which of the activity areas do the surveyed training administrators feel they need additional competency development?
- .What are the best methods for providing this development

(formal education programs, professional associations, workshops, in house instructional activities, self-study, or on-the-job experience)?

### Data Gathering Step

After being piloted, the questionnaire was sent to a randomly selected group of training administrators (managers, directors, and vice presidents) drawn from the ASTD membership. The sample consisted of individuals from classifications representative of the various trainer populations. These classifications included different size employee populations and industries. Because of the confusion around titles and the performance of the training administrative function, participants filling out the questionnaire were asked to indicate those elements of the administrative function they perform. An administrative task model, the POSDCORB model, as adapted to the training administrative function, was utilized for this purpose.

### Analysis

Through the use of frequencies, means, medians, and standard deviations, each of the major elements (questions) in the questionnaire were analyzed both in relation to the sample group and the appropriate subgroups. This analysis showed:

- .the importance of each of the ASTD activity areas to the performance of the training administrators function,
- .the demographic background of the training administrators,
- .the education/training preparation necessary to perform the identified activities,
- .the job related activities in which administrators felt they

- needed additional competency development,
- .the best methods for providing this development, and
- .the administrative tasks that the administrators performed.

A series of in-depth interviews with training administrators followed to verify the information obtained and to explore responses from the questionnaire in greater depth. The following questions were asked in the in-depth interviews:

- .What are the competencies necessary to perform the task (activities) of the training administrator?
- .How could these competencies best be developed (on-the-job, professional associations, in-house programs, workshops, or formal academic programs)?
- .What are the major problems encountered in performing the training administrator's function?

An analysis of the resulting information from the questionnaire and interviews was intended to fill the void left by the 1978 ASTD study. The analysis also provided a profile of the training administrator's role including:

- .needed demographical and background information, such as employment and professional preparation,
- .activities and the relative importance of each in connection with performing that role,
- .how effectively these activities were being performed,
- .competencies required to perform those activities,
- .major problems and concerns connected with carrying out the training administrator's function,

- .needs for additional competency development, and
- .suggestions for providing that development.

### LIMITATIONS

This study was limited to the role of the administrator of training and education in industry. Through the research process, it was determined that a clear definition of the training administrator role and the competencies needed in that position appeared to be lacking. As previously mentioned, the need for clarity is due to the newness of the professional (Knowles and Skjervheim), the new and increasing demands on the training administrator (Clement and Peterfreund), and the failure of the ASTD 1978 study to examine the administrator's role (Nadler).

### DEFINITION OF TERMS

\*Education is concerned with the development of the mind, the transmission of knowledge, and the ability to reason.

\*Training equates with technical or manual skill development. It relates directly to the needs of the job.

\*Development embraces training and education as well as other areas of personal growth and organizational change.

Activity is the specific work behavior essential to the performance of specific job functions.

Role is a group of related activities used in defining a particular job function.

Competencies are skills, knowledge, and abilities necessary to

perform specific work activities.<sup>13</sup>

\*For this study, as well as in the work place, all three of these activities overlap and were treated as one function. The term "training" was used here to describe these three functions.

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<sup>13</sup>Peterfreund, "Education in Industry," p. 31; Pinto and Walker, Study of Professional Training Roles, p. 38.



## CHAPTER II

### REVIEW OF LITERATURE

#### INTRODUCTION

In analyzing the role and major activities of administrators of training, it is necessary to understand the training process and the various training practitioner roles. While training is viewed as similar to education, it differs in terms of purpose and in application in the work environment. Because of these differences in purpose and application, this review of literature starts by briefly defining the training process. It then compares and contrasts the differences between adult education and training, including the role of the administrator.

Unlike positions in traditional education, the roles and activities of various training practitioners, including that of the administrator, have not been well defined. For this reason various training practitioner models are examined, with special emphasis on the role and the tasks of the training administrator. The terms "administrator" and "administrative function" are used to avoid the confusion that exists between various training titles (manager, director, vice-president, etc.).

#### THE TRAINING PROCESS

Irwin L. Goldstein, in Training Program Development and

Evaluation, defines training as "the systematic acquisition of skills, rules, concepts or attitudes that results in improved performance in another environment."<sup>14</sup> Goldstein comments that the school environment is designed to enable individuals to perform basic intellectual skills, while training is designed to produce specific results in the workplace. This connecting of the training process to specific work performance is generally accepted as the difference between training and education. Robert Mager in his Analyzing Performance Problems describes training as the process of resolving performance discrepancies. He defines a performance discrepancy as the situation existing when there is a difference between what should be done and what is being done.<sup>15</sup> According to Mager, the key to resolving the discrepancy lies in determining its proper cause, applying the appropriate solution, and evaluating the results. Both Goldstein and Mager reflect the philosophy of the above mentioned process.

Goldstein's model divides the process into the following phases:

- . assessment phase --an analysis of the reason for the performance discrepancy,
- . training and development phase --the development of appropriate learning objectives and of instructional methods to achieve these behavioral ends, and

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<sup>14</sup>Irwin Goldstein, Training Program Development and Evaluation (Monterrey, California: Wadsworth Publishing Co., 1974), p. 3.

<sup>15</sup>Robert Mager and Peter Pipe, Analyzing Performance Problems (Belmont, California: Fearon Pitman Publishers, Inc., 1976), pp. 1-3.

- evaluation phase --a determination of how successfully the objectives have been accomplished.<sup>16</sup>

The training process developed by the U.S. Civil Service Commission and described by Neal E. Chalofsky and Joseph A. Cerio in "A Professional Development Program for Federal Government Trainees" reflects a similar process. It involves the following steps:

- determination of organizational needs,
- identification of those needs that can be met by training,
- determination of the roles its practitioners, the Education Development Specialists (EDS) are performing in meeting these needs,
- determination of the knowledge and ability needed to perform the roles of the EDS,
- assessment of the competency of the EDS and determination of the person's learning needs,
- selection of alternative delivery systems to provide experience that matches the needs identified,
- identification and elimination of the organization's environmental barriers which inhibit the effectiveness of both the EDS and the function, and
- evaluation of the competency and its effectiveness.<sup>17</sup>

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<sup>16</sup>Goldstein, Training Program Development and Evaluation, p. 18.

<sup>17</sup>Neal E. Chalofsky and Joseph A. Cerio, "Professional Development Program for Federal Government Trainers," Training and Development Journal 29 (December 1975): 19-20.

After the last step the process renews itself by returning to the first step and a new determination of organizational needs.

### MODELS OF THE TRAINING PRACTITIONER

There have been several attempts to define the roles and activities of the training practitioner. These include those of Leonard Nadler in his Developing Human Resources (1970); the U.S. Civil Service Commission, which defined the roles of its practitioners and developed a curricular plan; and the efforts of three professional societies, the American Society for Training and Development, the Ontario Society for Training and Development, and the American Society for Personnel Administrators. All of these models were examined to determine the key practitioner roles defined by each, the activities performed by those practitioners, and the administrative activities necessary for effective management of the training process.

One of the pioneers in the area of developing a model of the training process is Leonard Nadler. In his book Developing Human Resources (1970), Nadler separates the human resource development function into three areas: education, training, and development. The primary roles of the "Human Resource Developer," Nadler's name for the training practitioner, includes the following: learning specialist, administrator, and consultant. The activities of each include the following:

#### LEARNING SPECIALIST

.Facilitator of learning -

works directly with the learner as an instructor, teacher,

counselor, or in conjunction with machine mediated instruction.

.Curriculum Builder -

designs learning experiences through appropriate uses of adult learning theory and frequently with subject matter experts.

.Instructional Strategies Developer -

develops the methods, techniques, materials, and devices to supplement the learning design.

ADMINISTRATOR

.Developer of HRD personnel -

provides for the continuing professional growth of the HRD staff.

.Supervisor of HRD programs -

performs the usual supervisory functions for programs being developed as well as those being conducted.

.Maintainer of relations -

provides for continuous communications with various groups and individuals, both internal and external to the organization.

.Arranger of facilities and finance -

prepares budgets, plans for facilities design and use.

CONSULTANT

.Advocate -

recommends appropriate actions to management regarding HRD.

.Expert -

provides management with the range of choices from which they can make the necessary management decisions about HRD.

.Stimulator -

encourages management to explore various areas of HRD as a response to problems.

.Change agent -

assists management in identifying needed areas of change and provides assistance in planning for change.

In dealing with the role of the administrator, Nadler draws his definition of the role of the administrator from the studies of Robert Livingstone and David Davies. He applies it specifically to the administration of the human resource development function. A full description of how the activities of administrators apply to the human resources field is found in chapter 9 of Nadler's book, as well as in "The Emerging Role of the Training Director," an article Nadler co-authored with Gordon Lippitt.<sup>18</sup>

In the previously mentioned article, Nadler and Lippitt describe the training administrator as a "learning specialist skilled in the ability to use learning theory and methods to meet training needs." Because of the increasing demand for training in organizations, the administrative role of training directors has been increasing. This trend has been further confirmed by Clement, Pinto and Walker in their

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<sup>18</sup>Leonard Nadler, Developing Human Resources (Houston: Gulf Publishing Co., 1970), pp. 203-209.

1980 survey. Both Nadler and Lippitt state that the most important role of the training director is that of consultant to management. In performing that function, the training director:

- .helps management examine organizational problems,
- .helps management examine the possible contribution of training in solving those problems,
- .helps examine the long-range and short-range objectives of training,
- .explores with management alternatives to training as a solution of those problems,
- .develops with management training strategies to meet those needs,
- .explores appropriate resources for implementing plans,
- .provides consultation for management on evaluation and review of the program,
- .explores with management the follow-up steps necessary to reinforce solutions to problems.<sup>19</sup>

Recently, Nadler has added a refinement consisting of two additional dimensions to the three roles identified in his original model. The three roles serve as the first dimension. A second dimension consists of activities identified by professional studies, various organizations, and collateral responsibilities. A third dimension is the level of competency required for performing each of these activities. The competency level is divided into the following

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<sup>19</sup>Gordon L. Lippitt and Leonard Nadler, "Emerging Role of the Training Director," Training and Development Journal 21 (August 1967): 2-9.

levels: basic, middle, and advanced.<sup>20</sup> Nadler's model is significant not only in its early appearance, but also in that it provides a basis for other models that were developed later and which are discussed in this chapter.

Contemporary with the releasing of Nadler's Developing Human Resources was the publishing of Malcolm Knowles' book, The Modern Practice of Adult Education (1970). In that work, Knowles describes goals and competencies for the general adult educator that overlap the roles of the learning specialist as described by Nadler. In terms of function, the adult educator is described by Knowles as satisfying three sets of needs and goals: those of individuals, institutions, and society.

In Knowles' view, education is a lifelong process in which instructional goals and learning strategies are based on the interest, needs, and learning styles of the adult. Knowles calls this process "andragogy," the art and science of helping adults learn, as opposed to "pedagogy," the art and science of teaching children. Knowles further points out that the adult educator is involved in assisting organizations in meeting their goals. "Adult education takes place under the auspices of institutions. These organizations have needs and goals that help to define the adult educator's mission." These needs include the following:

- .the development of individuals in the institution's constituency in the direction of the institution's goals, and

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<sup>20</sup>Leonard Nadler, "A Model for Professional Development," Training and Development Journal 34 (May 1980): 14-22.



.the improvement of institutional operation.

The first two needs of Knowles' model correspond to those of training. He mentions as a third goal meeting the needs of society by developing individuals. This goal seems more related to the area of education than to training. The additional adult education roles of program development and administration also correspond to the training and development activities described by Nadler and others.<sup>21</sup>

In terms of program development, both adult education (Knowles) and training (Nadler) are involved in the process of planning, designing, implementing, and evaluating programs in solution to individual and organizational needs. In the context of institutional education, the purpose of adult education correlates closely with that of training. Education assists the organization in determining the goals that the program is to serve. It provides both a sense of direction and specification for a program's content. Also, it conveys a system of values that should be used in governing lines of action. The adult education/training process involves the translating of individual and organizational needs into learning objectives, and then the selecting of the most appropriate instructional format. Like education, training involves the practitioner in evaluating the outcome in relation to predetermined objectives.

The administrative activities described by Knowles correspond to those earlier mentioned by Nadler. These activities include the following:

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<sup>21</sup>Knowles, Modern Practice of Adult Education, p. 23.

- .recruiting and training leaders and teachers,
- .managing facilities and procedures,
- .educational counseling,
- .promotion and public relations, and
- .budgeting and finance.<sup>22</sup>

The first large scale attempt by an organization to analyze the activities and competencies of its training staff was conducted between 1976 and 1977 by the U.S. Civil Service Commission. The Commission's Employee Development Specialist Study characterized the duties and functions of its Employee Development Specialists. In that process it uses Nadler's model of the human resource development specialist. During that examination, a fourth role--that of program manager--emerged from the administrative role described by Nadler. The four roles from the EDS study include the following:

Learning Specialist - this role is concerned with designing, developing, conducting, and evaluating learning experiences.

Administrator - this role is concerned with arranging, coordinating, and maintaining the support services of the various training and employee development programs.

Program Manager - this role is concerned with setting policy, planning, controlling, and managing the various training and employee development programs, individually or collectively.

Consultant - this role is concerned with research and development and providing management and employees with advice

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<sup>22</sup>Ibid., pp. 23-25, 37-38, 373.

and assistance.

After defining these roles, the commission's next step was to determine the specific duties and responsibilities of each. These duties and responsibilities are described fully in the previously cited report. Once this task was accomplished, the Commission proceeded to develop the Employee Development Specialist (EDS) Curriculum Plan. The plan's modules are designed to meet the individual needs of each of the roles performed by the training practitioners. The module titles in the EDS Curriculum Plan correspond to the identified core competencies and include the following:

Career counselor - counseling interviewing; administrative counseling activities.

Consultant - profile of the consultant role; methodologies for consultants; gathering information; performance analysis.

Learning specialist - data gathering and research; learning objectives; curriculum design; evaluation and validation, participant selection; instruction.

Program manager - personnel management for program managers; fiscal management for program managers; evaluation of people, products, and programs; policy and program controls; reports; management of the training program, communications.

Training administrator - scheduling, training preparation; procurement procedures; audio visual equipment, training catalogs and announcements; forms and guides; reports and records; training resource library; federal personnel manual;

training program and agency's standard operating procedures.<sup>23</sup>

Besides Nadler, Lippitt, and the Civil Service Commission, several professional organizations have attempted to define the role of the training practitioners. The three organizations that have conducted studies and developed models are: the American Society of Personnel Administrators, the Ontario Society for Training and Development, and the American Society for Training and Development.

The Personnel Accreditation Institution of the American Society of Personnel Administrators (ASPA) has developed a model of trainer competencies as part of its accreditation examination program. Its seven member "Training and Development Functional Standards Committee" defines the following ten competency areas for candidates who wish to become Accredited Personnel Specialists (APS) in training and development:

- .learning principles and educational psychology,
- .audio-visual hardware and software, instructional methods, processes, and technology,
- .determining training needs,
- .design and implementation of training programs,
- .evaluation of training,
- .organization design, behavior, and development,
- .training--special applications,
- .personnel administration,

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<sup>23</sup>U.S. Civil Service Commission. "Improving the Effectiveness of the Employee Development Specialist," Training and Development Journal 29 (December 1975): 22-23.

- .management of training, and
- .profession-related aspects of social sciences.<sup>24</sup>

A similar set of competencies to be used for the education of the training practitioner was developed at roughly the same time (1976-1977) by a subcommittee of the Ontario Society for Training and Development chaired by John B. Kenny. The special committee was comprised of the following training practitioners: seven working members of the OSTD committee, five associate members, and eight corresponding members from both the U.S. and Canada. That committee also contacted the American Society for Training and Development's Professional Development Committee for information and suggestions.

The OSTD committee identified four basic roles that, in practice, often overlap. The four roles are instructor, designer, manager, and consultant. Based on these roles, twelve areas of core competency have been identified. Except for the twelfth core competency of research and development, the other competencies correspond to the ASPA's ten part examination.<sup>25</sup>

Terry F. Skjervheim, a member of the ASPA's Training and Development Functional Standards Committee compares the similarities of the OSTD's areas of core competency to the ASPA's examination in his article, "Training: Evolution of a Profession." A table from that

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<sup>24</sup>Personnel Accreditation Institute. Study Guide for Accreditation Examination (Berea, Ohio: Personnel Accreditation Institute, 1969), pp. 13-31.

<sup>25</sup>John B. Kenny, "Competency Analysis for Trainers: A Model for Professionalization," Training and Development Journal 36 (May 1982): 145-146.

article comparing the two groups of competencies is included below.

<u>OSTD's Areas of Competency</u>	<u>ASPA-FSC's 10 Part Examination</u>
Administration of training	Management of training
Communications	Communications
Course design	Design of training
Evaluation	Evaluation of training
Group dynamics process	Group dynamics applications
Learning theory	Learning principles, theory
Manpower planning	Personnel administration
Program/organization interface	Organization behavior, design
Teaching practice	Instructional methods
Training equipment and material	Audio visual instruction
Training needs analysis	Determining training needs <sup>26</sup>

A result of the OSTD's study has been the development of the Competency Analysis for Trainers: A Personal Planning Guide, a self-diagnosis checklist based on the 1976 study. That checklist further divides the major competencies into sub-competencies and also compares and weights them in relation to the four identified roles. In regards to the role of the administrator, the checklist lists the following competencies at the high (must) level: administration, communications, evaluation, person/organization interface, and training needs analysis. Manpower planning was listed at the medium level (want) and other activities were listed at the low level. None

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<sup>26</sup>Terry F. Skjervheim, "Training: The Evolution of a Profession," The Personnel Administrator 10 (October 1977): 16.

were listed as non-applicable.<sup>27</sup>

The most recent attempt to analyze training practitioner activities and competencies has been a study conducted by the American Society for Training and Development. Patrick R. Pinto, Ph.D., and James W. Walker, Ph.D. directed the research which was released in 1978 under the title, A Study of Professional Training and Development Roles and Competencies. The report's goal was to provide, for the first time, in a broad based, empirical, and detailed manner:

- .a listing of activities performed by professional training and development practitioners,
- .a grouping of these activities into factors, through statistical analysis,
- .a characterization of basic training and development activities, in the form of a role model, which was expected to refine and validate role models suggested by other research studies, and
- .a role model and listing of component activities representing competency requirements.

In terms of methodology, the authors compiled, from previously assembled instruments and a review of the literature, over 1,000 items identified as activities performed by training and development practitioners. The items were reviewed and reduced to a list of 403 through elimination of redundancies. Local ASTD chapters throughout

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<sup>27</sup>Competency Analysis for Trainers: A Personal Planning Guide (Toronto, Ontario: Ontario Society for Training and Development, 1979), pp. 2-3.

the country then reviewed the items on a preliminary questionnaire. The result was a 105 item list, grouped into 14 factors, which became the basis for a final survey. A total of 14,028 surveys were received from ASTD members.

The entire sample was analyzed in terms of frequencies, means, and medians. The activity items were listed by rank according to the most important or frequent activities. A factor analysis was used to group the various items into major factor areas, which were then measured by various demographic variables. One of the variables measured was training specialization. The specialties included generalist, career development counselor, training instructor, organizational development consultant, and community developer.

The fourteen major activity areas identified by the study presently make-up the recommended ASTD competencies. They include the following activities:

Program design and development - Design program content and structure, evaluate and select instructional methods, develop the material and tools.

Manage external resources - Hire, supervise, and evaluate external instructors and program resource people; obtain and evaluate external courses and materials; arrange program logistics.

Job performance related training - Assist managers and others in on-the-job training and development; analyze job requirements and performance problems.

Individual development planning and counseling - Counsel with



individuals regarding career development needs and plans; arrange for programs for individuals.

Training research - Present and analyze statistics and data relating to training; communicate through reports and proposals the results of analysis and experience so as to influence future training and development activities.

Group and organizational development - Apply techniques for organizational development such as team building, role playing, simulation, laboratory education, discussions, coaching, and counseling.

Develop material resources - Prepare scripts, artwork, and instructional materials.

Professional self-development - Attend seminars/conferences and keep abreast of training and development practices, concepts and theories.

Manage the training and development function - Prepare budgets, organize, staff, maintain information on activities, project future needs, supervise the work of others, etc.

Manage internal resources - Obtain internal instructors/program resource people and train them, supervise their work, and evaluate the results.

Manage working relationships with managers - Establish and maintain good relations with managers as clients, counsel with them and explain recommendations for training and development to them.

Needs analysis and diagnosis - Construct questionnaires for

needs analysis, conduct interviews for needs analysis, evaluate programs.

Conduct classroom training - Construct programs, operate audio-visual equipment, lecture, lead discussions, revise materials based on feedback, etc.

Determine appropriate training approach - Evaluate the alternatives of "ready made" courses or materials, programmed instruction, videotape, and other techniques versus a more process-oriented organizational approach.<sup>28</sup>

A further discussion of the Pinto-Walker report is contained in their article, "What do Training and Development Professionals Really Do?"<sup>29</sup>

Of major importance in the above mentioned report is the fact that the role of the administrator was not analyzed in this study. One of the possible reasons was the assignment of the administrative function in organizations among various individuals (directors, managers, vice-presidents, etc.). The need for additional information on the role of the administrator is pointed out by Dr. Leonard Nadler in an article in the May 1980 ASTD Journal. Nadler indicates that additional study is needed to further define these roles, especially the role of the administrator. In reviewing the Pinto-Walker study,

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<sup>28</sup>Patrick R. Pinto and James W. Walker, A Study of Professional Training and Development Roles and Competencies (Madison, Wisconsin: American Society for Training and Development, 1978), pp. 2-3.

<sup>29</sup>Patrick R. Pinto and James W. Walker, "What Do Training and Development Professionals Really Do?", Training and Development Journal 21 (July 1978): 58-64.

he points out that "the study tells us of activities, but has little to do with roles and competencies."<sup>30</sup>

In a recent ASTD Journal article by Pat McClagan, who is presently chairing that organization's Professional Development Committee, the same deficiencies of the 1978 study were pointed out. Her article notes the need for additional studies into the roles of training practitioners, in particular that of the administrator.<sup>31</sup>

### THE ADMINISTRATIVE PROCESS

Before examining the administrative function as described in each of these models, it is helpful to examine several theories on the function of administration and the role of the administrator. There are several schools of thought regarding the managerial function.

These schools include:

- .the scientific management school,
- .organizational theory, with its emphasis on traditional principles and functions, and
- .the personnel, human relations, and behavioral science approach.

The scientific management movement is associated with the works of Frederick W. Taylor. It developed as a reaction to rapid expansion of technology and the workforce in the early 1900's. It originated in

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<sup>30</sup>Nadler, "A Model for Professional Development," pp. 21-23.

<sup>31</sup>Patricia A. McClagan, "The ASTD Training and Development Competency Study: A Model Building Challenge," Training and Development Journal 25 (May 1982): 19-24.

the area of engineering and was based on the application of scientific research methods to the managerial problems of production that resulted from the rapid growth of American industry and technology. Some of the tools that scientific management developed to improve the efficiency of the work process include time and motion studies, standardization of tools and measures, mnemonic systems for classifying manufactured products, modern cost estimating and accounting, with an emphasis on the management function of planning.

While Taylor concentrated on the work process, a French member of the scientific school, Henri Fayol, was the first to examine management in relation to corporate effectiveness. In his Administration Industrielle et General, 1916, Fayol describes the functions of management which have come to be known as the "Fayol elements." These elements include:

Planning - studying the future and arranging the plan of operations.

Organizing - building up the material and human organization of the business, organizing both men and materials.

Commanding - making the staff do the work.

Coordinating - uniting and correlating all activities.

Controlling - seeing that everything is done in accordance with the rules that have been laid down and the instructions that have been given.<sup>32</sup>

In 1937, Luther Gulick and Lyndell Urwick in Papers on the

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<sup>32</sup>Daniel E. Griffiths, ed., Behavioral Science and Educational Administration (Chicago: University of Chicago Press, 1964), pp. 33-38.

Science of Management, continued and expanded the earlier work of Fayol. Their work explored such concepts as the nature of hierarchy, span of control, line and staff relations, and the function of the executive. They further examined and expanded on the list of administrative activities, described by the acronym, POSDCORB. The elements of this acronym are listed below:

Planning - working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose set forth for the enterprise.

Organizing - the establishment of the formal structure of authority through which work subdivisions are arranged, defined, and coordinated for the defined objective.

Staffing - the whole personnel function of bringing in and training the staff and maintaining favorable work conditions.

Directing - the continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise.

Coordinating - the all important duty of interrelating the various parts of the work.

Reporting - keeping those to whom the executive is responsible informed as to what is going on, which thus includes keeping himself and his subordinates informed through records, research and inspection.

Budgeting - with all that goes with budgeting in the form of

fiscal planning, accounting, and control.

The authors state that "those who administer intimately will find in the POSDCORB a pattern into which can be fitted the major activities and duties of any chief executive."<sup>33</sup>

While Gulick and Urwick's POSDCORB has remained the basic method for describing the activities of the administrator, other writers and schools of management have also added to our knowledge and perspective of the administrator's function.

Mary Follett, in her Dynamic Administration--the Collected Papers of Mary Parker Follett, added a new dimension to understanding the process of administration by examining administration as a social process. Her work deals with the effects of conflict and cumulative responsibility (shared authority) between management and the employee.<sup>34</sup>

A continuation of the socio-psychological aspects of management, and the beginning of the behavioral school of management developed as a result of the studies conducted by Elton Mayo and Fritz J. Roethlisberger at the Hawthorne Plant in Chicago. The resulting "Hawthorne Studies" on motivation and worker needs provided a base for the other behavioral approaches, such as those of Douglas McGregor, Abraham Maslow, and Frederick Herzberg.<sup>35</sup>

Two other theorists who have added to our understanding of the

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<sup>33</sup>Luther Gulick and Lyndell Urwick, Papers on the Science of Administration (New York: Institute of Public Administration, 1937), p. 12.

<sup>34</sup>Griffiths, Behavioral Science, pp. 50-56.

<sup>35</sup>Ibid., pp. 59-61.

administrator are Chester Barnard and Herbert Simon. Barnard in his The Functions of the Executive (1937), and Organization and Management (1947), developed a two part theoretical system. The first of these parts deals with organizational theory, while the second part focuses on the function of the executive including control, management, supervision, and administration in an informal organization. This theorist's greatest contribution has been in dealing with leadership, communication, decision-making, authority, and responsibility. To Herbert Simon, the essence of the administrator's task is the influencing of the decision-making process. According to this author, managerial decision-making is concerned with deciding how administration influences the organization, rather than with the content of the organization's work. Simon's major works include Administrative Behavior (1938), Public Administration (1950), and Organizations (1958).<sup>36</sup>

Several of these writers and schools of organizational thought have influenced the development of educational administration. The period of scientific management corresponded with the shifting of the role of the educational administrator from that of scholar-statesman to business manager. The concepts of Simon, in turn, have influenced Daniel Griffiths. Laurence Iannacone points out the following in Griffiths' book, Behavioral Science and the Educational Administrator:

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<sup>36</sup>Ibid., pp. 66-70.

"Griffiths, who shares this orientation, has taken Herbert Simon's positions with respect to informal organization and applied it to schools. For them, the concept of decision making is the key to the study of organization. In Griffiths' words, the informal organization is a system of interpersonal relations which forms within an organization to affect decisions of the formal organization."<sup>37</sup>

The more orthodox approach of Fayol, Gulick, and Urwick can be found in writers like Stephen Knezvich, who defines the administrative function in terms of the managerial activities performed. Knezvich defines these functions as:

- .anticipated (planning),
- .organizing,
- .staffing,
- .deciding-resolving,
- .coordinating,
- .communicating,
- .controlling, and
- .appraising.

To deal with emerging concerns, Knezvich also includes the following:

- .orienting (generating organizational objectives),
- .programming (generating and adopting alternative strategies),
- .resourcing (acquiring and allocating fiscal and material resources),
- .leading (stimulating others to action),
- .executing (day to day operating functions),
- .changing (identifying and causing needed change),

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<sup>37</sup>Ibid., pp. 225-226.



.diagnosing (analyzing conflict), and  
.politicking (dealing with various internal and external power configurations).<sup>38</sup>

THE ADMINISTRATIVE PROCESS AND THE ACTIVITIES OF  
ADMINISTRATORS OF TRAINING

In analyzing the present body of information on the functions of administrators of training, as described earlier, the POSDCORB of Gulick and Urwick is the most useful of various possible approaches. Its elements correspond with the activity approach of the previously discussed models. Also, it is consistent with the purpose of this dissertation's research, which is to examine the activities performed by administrators of training. The need to define the job of these training practitioners in terms of administrative tasks is important due to the confusion that exists over the responsibilities connected with specific titles (manager, director, vice-president, etc.).

The attached three page matrix compares the administrative tasks described by the previously mentioned theorists.

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<sup>38</sup>Stephen Knezevich, Administration of Public Education (New York: Harper and Row Publishers, 1975), pp. 37-38.

Luther-Gulick	PLANNING	ORGANIZING	STAFFING	DIRECTING	COORDINATING	REPORTING	BUDGETING
Leonard Nadler			Development of HRD Personnel	Supervisor of HRD programs Arranger of facilities		Maintainer of relations	Finance
Malcolm Knowles			Recruiting and training leaders and teachers Counseling	Managing facilities and procedures		Promotion and public relations	Budgeting and finance
U.S. Civil Service Commission	<u>Administrator:</u> Scheduling  <u>Program Manager:</u> Setting policy Planning	Arranging and maintaining support systems	Trainer preparation  Evaluation of people		Coordinating support systems  Managing programs	Controlling Evaluation of programs Policy and program controls Reports Communications	Procurement procedures  Fiscal management
Personnel Accreditation Institute of the American Society of Personnel Administrators	Policy making Scheduling	Line/staff functional staff relationships Responsibility for training in organizations	Instructor selection Staffing	Audio-visual management Decision making Directing training staff efforts	Centralized and decentralized training functions Learning climate construction	Cost management Front-end analysis Management information systems	Budgeting

	(PLANNING)	(ORGANIZING)	(STAFFING)	(DIRECTING)	(COORDINATING)	(REPORTING)	(BUDGETING)
				Organizational lodging of training Selection of training methods and process	Learning facility design and use Procedure construction Program value assessment Selling training to management Capital investment--its relation to training		
Ontario Society for Training and Development	Developing policy Planning projects Training forecasts Personal planning and organizational technique	Resources on training	Recruiting and training Negotiating union agreements Participation in T/D programs Counseling on career development	Supervising staff Assigning work, reviewing performance, setting objectives Managing projects Administering tuition reimbursement program Supervising production of training materials Supervising consultants	Coordinating Utilizing space and equipment	Presenting recommendations Research Conducting meetings and interviews Writing project proposals Maintaining information on T/D costs and benefits Maintaining records of participation in training Evaluate proposals Cost/benefit analysis	Budgeting Preparing requests for grants

	(PLANNING)	(ORGANIZING)	(STAFFING)	(DIRECTING)	(COORDINATING)	(REPORTING)	(BUDGETING)
						Preparing reports and papers Contacting outside vendors for programs and supplies	
American Society for Training and Development		Organize training and development function		Supervise work	Manage internal resources Manage external resources	Make formal presentation Information on costs/benefits of training Project future training needs Write proposals Evaluate information on training programs Sell training Counsel with managers on training	Budgeting

## CHAPTER III

### DESIGN AND METHODOLOGY

#### OBJECTIVES

The objectives of the research process, as described in Chapter I, were utilized in this study to obtain the following information:

- .important demographic and background information on administrators of training, including previous employment and professional preparation,
- .the importance of the 1978 ASTD activities of training professionals in relation to the role of the training administrator,
- .how effectively these activities were being performed by administrators of training,
- .competencies required to perform these activities,
- .major problems and concerns connected with carrying out the training administrator's function,
- .needs for additional competency development, and
- .suggestions for providing that development.

#### RESEARCH PROCESS

##### Determination of Sample Population

Because of the newness and rapid growth of the training and development profession, there has been a need to determine the number

of training professionals and specifically the number of individuals performing the training administrator's function.

The two major sources used in determining the number of training professionals, and specifically training administrators, were the recent surveys of training professionals conducted by Training Magazine, (October, 1982) and the Membership Survey of the American Society for Training and Development, 1981. Based on Training's "U.S. Training Census and Trends Report, 1982," there were over 250,000 full time trainers in the United States. Out of this number, 60,000 were affiliated with five professional associations. The largest association was the American Society for Training and Development, with 50,000 out of the 60,000 affiliated members.<sup>39</sup> Because of the ASTD's overwhelming representation of affiliated training professionals, it was decided to use the organization and its membership as the population for the study. A second consideration in using the ASTD's membership as the population for the survey was the fact that it also reflected the figures from Training magazine's census.

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<sup>39</sup>"U.S. Training Census and Trends Report, 1982," Training 21 (October 1982): 16-26.

ASTD Membership SurveyMajor five categories of  
trainers

.Industrial Production	17%
.Commerce (Insurance, Banking, Retail)	17%
.Health/Service/Non- Profit	18%
.Education Institutions	12%
.Government	10%

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 74%
Training Magazine's CensusMajor five categories of  
trainers

Manufacturing	15%
Finance/Banking, Insurance	12%
Health	12%
Education Services	8%
Government	12%

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 59%

The remaining 26% of the ASTD membership was divided among 36 other classifications. The remaining 41% population of the Training magazine population was divided into seven other classifications.<sup>40</sup>

Because of the large concentration of three-quarters of all training professionals in the above five categories, it was decided to limit the study of these five industrial/organizational categories. These five categories also reflected the standard classifications used by the U.S. Department of Labor, Dunn and Bradstreet, Standard and Poors, and other business and government agencies.<sup>41</sup> It was felt that by using these classifications, the results from this study could be compared to the ASTD's membership survey and to Training magazine's census. It was decided to use the ASTD figures since the population

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<sup>40</sup>Ibid., p. 21; and American Society for Training and Development Membership Survey, 1982, Appendix B.

<sup>41</sup>"U.S. Training Census, 1982," p. 17.

for the survey was to be drawn from the ASTD Membership Directory. The following five classifications and percentages were chosen for this study:

<u>Classification</u>	<u>Percentage</u>
.Manufacturing (Industrial Production)	17%
.Finance, Banking, Insurance (Commerce)	17%
.Health	18%
.Educational Services	12%
.Government	10%
	—
TOTAL	74%

Unlike the "U.S. Training, Census and Trends Report," the ASTD survey broke down its membership by job classification. The survey reported that out of the 825 respondents to its 1,295 sample population that were sent surveys, 10% indicated that they were administrators. That "in essence, they administered all or part of the training and/or organizational development department." Another 24% indicated they were managers of training and responsible for all or in part for such activities as hiring and budgeting.<sup>42</sup> Besides differentiating between the two functions and appropriate activities for each, a problem existed in the wording of the question used by the survey in asking respondents to define their job role. That question

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<sup>42</sup> ASTD Membership Survey, p. 3.



asked individuals to classify themselves on the following basis. "I am a person who performs any or all of the following for my company, organization, or institution."<sup>43</sup> There was no quantification of the degree of performing the specific activities.

In absence of additional census figures, the 10% estimate of trainers who classified themselves as administrators was used in this study. However, it was decided to use the POSDCORB model (adapted to the tasks of training administrators) to determine the exact administrative functions performed by each of the study's subjects.

Based on the previously mentioned statistics, the following procedures were utilized in determining the universal population of training administrators and the sample population that was used in this study:

#### Determination of Sample Population

ASTD's population of	50,000	training professionals
ASTD's membership survey	<u>x 10%</u>	administrators
	5,000	administrators

From the 5,000 administrators of training it was decided that five subgroups (strata) would be drawn in proportion to those five major classifications.<sup>44</sup> The following procedures were utilized in determining the proportioned universal population for the survey using the previously established 5,000 base of training administrators:

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<sup>43</sup>Ibid., Appendix B, Part II.

<sup>44</sup>L. Festinger and D. Katz, eds., Research in the Behavioral Sciences (New York: Holt, Rinehart and Wiston, 1953), pp. 193-194.

<u>Group Classification</u>	<u>Percentage of ASTD Membership</u>	<u>Estimated Administrators</u>
.Industrial Production (Manufacturing)	17%	850
.Commerce (Insurance, Banking)	17%	850
.Health/Service/Non-Profit	18%	900
.Government	10%	500
.Educational Institutions	12%	600
Estimated number of administrators		<u>3700</u>

#### DETERMINATION OF RESEARCH PROCEDURES

With an estimated training administrator population of 3,700, it was decided that a random sample survey with pre and post interviews would provide the most comprehensive and cost efficient method of meeting the study's objectives. The use of a sample survey in comparison to a complete survey of the whole training administrator population offered advantages described in detail by William G. Cochrane in Sampling Techniques. They included the following:

- .reduced cost,
- .greater speed,
- .larger number of respondents when a complete census is impractical, and
- .greater accuracy by focusing in on a representative sample instead of the whole population.<sup>45</sup>

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<sup>45</sup>William G. Cochrane, Sampling Techniques (New York: John Wiley and Sons, 1977), pp. 1-2.

It was decided to use a panel of expert training administrators to assist in developing the survey instrument to ensure content validity. Following the analysis of the results, indepth interviews were utilized to further examine and verify the survey results and their implications for the competency development of administrators of training.

#### SURVEY DEVELOPMENT

A ten member panel consisting of expert administrators of training suggested by the Illinois Training and Development Association was utilized in developing the survey. This panel represented a cross-section of administrators from different organizations. The title and industrial classification of this survey group is contained below:

<u>Title</u>	<u>Industrial Type</u>
1. Director of Training	Hospital
2. Director of Education	Hospital
3. Second Vice-President Human Resources	Bank
4. Director of Underwriting Training	Insurance
5. Director of Employee Development	Retail
6. Superintendent of Maintenance Training Center	Governmental
7. Manager of Training and Special Programs	Manufacturing
8. Director of Customer Training	Manufacturing

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|--|-------------------------------|
| 9. Manager of Supervisory<br>Development   | Transportation/Public Utility |
| 10. Director of Human<br>Resources Program | Education                     |

Two of the ten member panel members were past presidents of the Illinois Training and Development Association. The panel provided assistance in the following areas:

- .developing meaningful demographic questions on administrators of training,
- .adapting and validating the POSDCORB model for identifying the administrative functions of administrators of training, and
- .developing indicators of effective administration in relation to each of the professional trainer activity areas identified by the ASTD.

Initially, the first draft of the survey was developed after interviewing five of these administrators of training. It was then sent to the other five panel members for review. Interviews were held with those five members to discuss changes and suggestions. The instrument was then sent to all ten members for final review. The data obtained from the panel that was used in formulating the survey is discussed next.

#### ANALYSIS OF DATA FROM PANEL AND PILOT GROUP

#### Key Demographic Information on Administrators of Training to be Used in Interpreting Survey Results

The ten person panel of training administrators assisted in identifying key demographic areas and subsequent survey questions that

would be utilized in answering the question, "Who are administrators of training?" The resulting information was also used as variables in analyzing the information from the rest of the survey. Contained below are the key demographical areas suggested by the panel and validated by the pilot group:

- .type of organization,
- .number of employees in organization,
- .responsibility for administering training (corporate versus division wide),
- .number of employees managed,
- .percentage of time spent on various training activities,
- .types of training conducted,
- .percentage of time spent in conducting various types of training,
- .number of years in present job title,
- .number of years in training and development,
- .number of years managing the training/development function,
- .previous employment experience,
- .educational background, and
- .importance of various developmental activities in preparing a person to be a training administrator.

Validated POSDCORB Model for Identifying Administrators of Training and Determining Activities Performed

A second role played by the panel and subsequent pilot group was the validating of the POSDCORB Model for identifying administrators of training. The purpose of this model was to provide the researcher

with a method of identifying administrators of training and the functions they perform. Because of the confusion over titles and functions actually performed, it was felt that such a model was needed in conducting the rest of this project's research. Its elements are described below:

#### Planning

1. Developing departmental objectives and action plans.

#### Organizing

2. Organizing the work tasks including the human resources necessary to complete them.

#### Staffing

3. Selecting professional staff.
4. Applying merit increase guidelines to professional staff.
5. Developing professional staff.

#### Directing

6. Supervising the training and development of employees.
7. Establishing policies and procedures for employees to follow in achieving company training objectives.

#### Coordinating

8. Coordinating the work of the various individuals in your area.
9. Coordinating the training efforts of your area with the training efforts of other departments.

#### Reporting

10. Preparing your area's reports.

#### Budgeting

11. Preparing your area's budgets.

## Indicators of the Effective Administration of the 1978 ASTD Activity

### Areas of Training Professionals in Relation to the Training

#### Administrators Role

The panel was next asked to develop indicators of effective administration in relation to the ASTD activity areas of training professionals. Since many of these areas were non-administrative, the focus of the research dealt with these areas in relation to their effective administration. These indicators were used in the subsequent research to determine how effectively the activities under study were being administered. The indicators are listed below by activity areas. Two open-ended questions suggested by the panel are also included:

#### Program design and development

1. Apply needs analysis information in designing programs.
2. Use clearly developed program development procedures.
3. Have programs evaluated and updated in a systematic manner.

#### Manage external resources

4. Use clearly defined criteria for determining the use of external resources (e.g., cost benefit analysis, relevance of program to audience?)

#### Job performance related training

5. Use job analysis and/or needs analysis information in developing job related (technical) training programs.

#### Training research

6. Use current research findings in developing training programs.
7. Utilize cost benefit analysis in designing training.

8. Document training results that contribute to organizational productivity.

#### Group and organizational development

9. Use specific criteria and/or models for determining appropriateness of organizational development interventions.
10. Obtain upper level managerial support before an intervention.

#### Developing material resources

11. Utilize educational methodology standards for the training material developed by your area.
12. Have new programs systematically tested.
13. Ensure that the instructional design (objectives, content) reflects creative and new approaches in meeting audience needs.
14. Encourage employees to apply new ideas and techniques to the design of training.

#### Professional self-development

15. Personally engage in professional development activities such as attending seminars, reading journals and holding office in professional organizations.

#### Manage internal resources

16. Utilize a process for preparing people from other departments who will train classes under your direction.

#### Manage working relations with managers

17. Utilize a systematic procedure for determining the training needs of sponsors (i.e., conducting a needs analysis, developing an annual plan).



### Needs analysis and diagnosis

18. Utilize task analysis and needs analysis procedures to determine training needs.
19. Utilize information derived from task and needs analyses in developing programs and offering alternative suggestions to training.
20. Choose the needs analysis approach based on the situation to be analyzed.

### Conduct classroom training

21. Have your classroom training monitored and evaluated.
22. Examine the instructional methods, content, and techniques of programs to make sure they reflect the needs of the audience.

### Appropriate training approach

23. Have specific criteria/models used to determine the appropriateness and cost benefit of alternative design methods.

### Suggested open-ended questions

1. What is the one most important competency (skill, knowledge or ability) that you find necessary in performing your role as a training administrator?
2. What is the greatest problem that you face as an administrator of training?

### PILOTING OF QUESTIONNAIRE

The next step in the research process was to pilot the survey instrument. A pilot sample was chosen from among administrators of training with the assistance of the Illinois Training and Development

Association. The sample was chosen to be reflective of the previously determined universal and sample population. A total of twenty surveys were sent out and eighteen returned (a 90% return rate). A breakdown of the surveys sent and returned is contained below:

<u>Group Classification</u>	<u>Number Sent</u>	<u>Number Returned</u>
.Industrial Production	4	4
.Commerce	4	4
.Banking -1		
.Insurance -1		
.Finance -1		
.Retail -1		
.Health	4	3
.Government	3	2
.Educational Institutions	3	3
Others:		
Construction	1	1
Public Utility	1	1
Total	20	18

The pilot group was asked to examine the survey for clearness of purpose, wording and format. Respondents offering changes were contacted regarding their suggestions. Two major changes occurred as a result of the field test. The first change was in regards to the sample to be used in the survey. All three pilot participants from educational institutions (two directors of continuing education at major universities and one vice-president of education at an

industrial management association) indicated that the ASTD training activities in the survey were not relevant to their particular job function. As a result of indepth interviews with these three individuals, it was decided not to include individuals from educational institutions in the survey population.

A second major change resulting from the pilot testing was inclusion of a question on the importance of the survey's POSDCORB model activities to the effective performance of the training administrator's function. In the final version of the questionnaire, the survey participants were asked to choose and rank the four most important elements in relation to their administrative function. Additional changes resulting from the field tests included the addition of a new rating scale and minor word changes.

#### DETERMINATION AND SELECTION OF SAMPLE

Following the field testing and revision of the survey instrument, it was sent to a proportionate stratified random sample of 156 administrators of training. The sample size of 156 corresponded to one in twenty of all administrators of training in each of the four industrial classifications previously chosen as the universal population for the study. The figure of 156, one of twenty, was chosen based on the level of confidence that could be established and the cost effectiveness of this size of sample versus a larger sample. Estimating a 65% return on the 156, a standard error of 3.7 was established. A standard error of 2.7 with a 65% return for 300 surveys could have been achieved but only with a doubling of expenses.

It was decided that the size of 156 would allow this researcher the resources of additional mailings and follow-up calls to achieve a higher percentage of return than with a larger mailing. Based on Partens Surveys, Polls, and Samples, a higher rate of return on a smaller sample is more valid and free of bias than a smaller percentage from a larger sample.<sup>46</sup>

The national membership directory of the American Society for Training and Development, Who's Who in Training (1983), was utilized in selecting the sequential stratified random sample. This directory represented the most complete list of training professionals available.<sup>47</sup>

The following steps were utilized in drawing the sample:

1. A separate draw was conducted for each of the four subgroups (stratas) that formed the sample.
2. For each of the four draws, a separate random number was chosen from a list of computerized random numbers contained in Fred N. Kerlinger, Foundations of Behavioral Research.<sup>48</sup> Each of the random numbers was combined with the number representing the possibility that the individual could be chosen from the membership list.
3. Individuals who were drawn who did not belong to the strata being selected were discarded. Dunn and Bradstreet, The Million

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<sup>46</sup>Mildred Partens, Surveys, Polls, and Samples: Practical Procedures (New York: Cooper Square Publishers, Inc., 1966), pp. 290-324.

<sup>47</sup>"U.S. Training Census," p. 21.

<sup>48</sup>Fred N. Kerlinger, Foundations of Behavioral Research, 2nd ed. (New York: Holt, Rinehart and Winston, 1974), pp. 712-718.

Dollar Directory, and Standard and Poor's Register of Corporations were utilized in verifying the industrial classifications of each selectee. These selectees were also chosen by titles that reflected the administrative role. These titles included coordinator, director, and vice-president of education and training.

The breakdown of the sequential, randomly drawn, stratified sample is indicated below:

.Industrial Production	43
.Finance	43
.Health	45
.Government	25
	———
Total	156

#### CONDUCTING OF SAMPLE SURVEY

Before sending the survey, a letter was sent to each sample participant indicating the purpose of the study and indicating that the survey would soon follow. The survey, with a self-addressed stamped return envelope, was sent a week later. Based on the percentage of return, additional mailings were sent to each of the non-responding sample members. Twenty-three additional individuals were added to the sample when it was indicated by response mail that the twenty-three original sample members no longer were employed by that organization or no longer performed a training administration function.

The return for each wave is mentioned next. Based on the cost

and effort and the diminishing returns, a fifth mailing was not sent.<sup>49</sup>

The responses are listed below:

<u>Types of Mailing</u>	<u>Number Sent</u>	<u>Number Returned</u>
Survey	156	49
Reminder Letter	106	32
Survey	76	20
Reminder	56	7
	<hr/>	<hr/>
Total	394	108

The 108 replies from the 156 surveys sent to the sample population resulted in a rate of return of 69.4% and a standard error of 3.7. That return rate and standard error met the original research goal stated earlier.

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<sup>49</sup>Partens, Surveys, Polls, and Samples, pp. 398-399.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF RESULTS

#### PURPOSE

Following the administration of the survey, an analysis was conducted to determine the following:

- .meaningful demographics of administrators of training,
- .the administrative tasks they perform,
- .the relationship of the ASTD activity areas to the administration/management of the training function,
- .how effectively each of these activity areas was being administered,
- .major problems faced by administrators of training, and
- .required competencies needed by administrators of training.

#### PROCEDURE

The responses from the survey were examined using a variety of statistical techniques including frequency distributions and measures of central tendency. The measures used were mean, median, mode, and standard deviation/error.

A complete list of the variables examined through these procedures is contained next. Explanations occur throughout this chapter on the variables' significance and relationship to each of the research objectives:

Variable Label List

1. I.D. number
2. Type of organization
3. Number of employees in organization
4. Responsibility for training administration
5. Number of employees in management area
6. Number of professionals reporting to you
7. Number of clericals reporting to you
8. Percentage of time spent in administration/supervision
9. Percentage of time spent in training/development
10. Percentage of time in other job functions
11. Percentage of department training time in employee orientation
12. Percentage of department training time in managerial training
13. Percentage of department training time in technical training
14. Percentage of department training time in sales training
15. Percentage of department training time in other activity
16. Number of years in present job
17. Number of years in training and development
18. Number of years managing training
19. Employment experience before entering training
20. Educational background
21. Major undergraduate concentration
22. Major postgraduate concentration
- 23-27. Rank order of preparation: formal academic,  
on-the-job,  
in-house training,  
workshops, seminars,  
associations, and journals
28. Task performance: Planning
29. ....Organizing
30. ....Selecting, staffing
31. ....Applying merit increases
32. ....Developing professional staff
33. ....Supervision of training
34. ....Establishing policies
35. ....Coordinating individuals' work
36. ....Coordinating training efforts
37. ....Reporting
38. ....Budgeting
39. Important task: first in importance
40. Second in importance
41. Third in importance
42. Fourth in importance
43. Effectiveness rank (scale: 1 thru 7)  
.....needs analysis
44. ....Determining approach
45. ....Program design
46. ....Material development
47. ....Manage internal resources
48. ....Manage external resources



49. ....Classroom training
50. ....Performance related training
51. ....Individual development
52. ....Organizational development
53. ....Training research
54. ....Manage work relations
55. ....Professional self development
56. Ranking of difficulty: needs analysis
57. ....Determining approach
58. ....Program design
59. ....Material development
60. ....Manage internal resources
61. ....Manage external resources
62. ....Classroom training
63. ....Performance related training
64. ....Individual development
65. ....Organizational development
66. ....Training research
67. ....Manage work relations
68. ....Professional self development
69. Further skill rank: needs analysis
70. ....Determining approach
71. ....Program design
72. ....Material development
73. ....Manage internal resources
74. ....Manage external resources
75. ....Classroom training
76. ....Performance related training
77. ....Individual development
78. ....Organizational development
79. ....Training research
80. ....Manage work relations
81. ....Professional self-development
82. Apply needs assessment information
83. Use program development procedures
84. Evaluate programs systematically
85. Clearly define criteria for external research
86. Use job analysis to develop technical programs
87. Use current research findings
88. Utilize cost benefit analysis
89. Document training results
90. Use models for organizational interventions
91. Obtain upper level approval before intervening
92. Utilize educational methodology
93. New programs systematically tested
94. Insure creative instructional design
95. Encourage new ideas in design
96. Personally engage in professional development
97. Prepare trainers from other departments
98. Utilize systematic procedures with sponsors
99. Utilize task analysis in assessment

100. Utilize task analysis in offering suggestions
101. Choose assessment based on situation
102. Training monitored and evaluated
103. Examine materials for audience needs
104. Compare designs for cost effectiveness
105. Accuracy of survey

### HYPOTHESES

It was decided that additional information on each of the previously mentioned research objectives could be obtained by testing certain hypotheses. The hypotheses were constructed to determine if certain meaningful relationships existed between specific subgroups in the sample population and certain variables. Specifically, the two major methods of examining trainer populations, by organization type and number of employees in the organization, were used in constructing hypotheses to examine:

- .administrative tasks performed,
- .the relation of the ASTD activity areas to the administrative tasks of the training function, and
- .how effectively each of these areas was being administered.

Additional hypotheses were constructed where it was felt that significant relationships might exist between sub-populations and certain variables. The criteria for deciding which relationships to investigate were based on the determination of what information would supply additional insight into the previously stated research objectives. Suggestions on possible significant relationships that would provide additional insights were suggested by the panel of training experts utilized in Step 1 of the research process.

The hypotheses that were constructed are listed below. A complete explanation of the reason for examining each is contained with the statistical analysis. The numbers next to each hypothesis indicate the variables that were used in constructing each hypothesis.

#### Demographics on Administrators of Training

That there is a significant relationship between the methods of preparation in learning to be an administrator of training and: 1) the number of years in training and development, and 2) the number of years managing training and development. Q3

That there is a significant relationship between employment experience and type of organization. Q4

#### Administrative Tasks Performed

That there is a significant relationship between the amount of time administering and: 1) number of employees reporting to the administrator, 2) number of employees in the organization, and 3) the type of organization. Q2

That there is a significant relationship between the administrative tasks performed and: 1) the type of organization, and 2) the number of employees in the organization. Q6

That there is a significant relationship between the number of tasks performed and: 1) the number of professionals reporting to the administrator, and 2) the number of employees in the area managed. Q7

#### ASTD Activity Areas

That there is a significant relationship between the importance of the ASTD activity areas to the effective performance of that area's training and: 1) type of organization, 2) number of employees in the

organization, 3) number of employees reporting, and 4) number of employees in area managed. Q10

That there is a significant relationship between the most difficult areas and: 1) number of employees in the organization, 2) number of employees reporting, and 3) number of employees in the area managed. Q12

#### Indicators of Effectively Administering Each Activity Area

That there is a significant relationship between the performance of the indicators of effectiveness and: 1) type of organization, 2) number of employees in organization, 3) number of employees in area managed, 4) number of professionals reporting, 5) percentage of time spent in administering training and development and other activities, 6) number of years in present job, 7) number of years in training and development, 8) number of years managing training and development, 9) previous employment experience, 10) education, and 11) preparation. Q16

#### Statistical Techniques Used

The Statistical Package for the Social Studies was utilized in examining these hypotheses. The chi-square test was used to determine if certain frequency distributions were statistically significant in terms of the frequency occurrence. The .05 level of significance, which is the accepted level of significance in research, was utilized.<sup>50</sup> This test was utilized in examining hypotheses Q 3, 4, 6, and 7.

Where significances occurred, they were further examined by analyzing frequencies for significant relationships between the

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<sup>50</sup>Kerlinger, Foundations of Behavioral Research, pp. 200, 227-228, 285-290.

variables being examined. Frequency tables were constructed to examine the frequency distributions. Pearson's correlation coefficient was used to determine if significant relations existed between the variables being measured. The .05 level of significance was also used to determine significances. Correlation coefficient scores of .2 to .4 were judged as weak correlations, .5 to .6 were moderate, and .7 and above were considered as indicating a strong relationship. It was decided to use Pearson's correlation coefficient instead of a T test or a F test, since Pearson's correlation coefficient was a more direct and therefore stronger measure of relationships than the other two measures.

Where the mean scores were obtained, questions 2, 10, 12, 14, and 16, a one way analysis of variance (ANOVA) was used to determine significance. The ANOVA was used to determine if the .05 level of variance occurred for the mean scores. Where the .05 level of significance occurred for both the frequency distribution (chi-square) and mean scores (ANOVA) of these hypotheses, the frequency distribution and correlation between the variables were then examined. Frequency tables were constructed and correlation coefficients were then examined.

DEMOGRAPHICS ON ADMINISTRATORS OF TRAINING

Variables 1-26 were designed to provide information on the question, "Who are administrators of training?" The variables were suggested by the panel of training experts in stage 1 of the research process. They were chosen to provide additional information that the panel felt was still needed. It was decided to use the demographics used by the ASTD Membership Study in classifying trainers by organizational type, and Training magazine's classification of trainers by number of employees. These demographic classifications are utilized in variables 2 and 3.

The 156 survey population and the 108 responses reflected both the ASTD Survey and Training Magazine Census.

<u>Classifications</u>	<u>ASTD</u>	<u>Training</u>	<u>Percent of survey</u>	<u>Freq.</u>	<u>Resp.</u>
financial inst.	17%	12%	17%	43	29
industry/mfg.	17%	15%	17%	43	26
public sector	10%	10%	10%	25	19
hospital/health	18%	12%	18%	45	31
other	--	--	--	--	3
	62%	49%	62%	156	108

The distribution of training administrators by size of organization in this study also closely--but not exactly--reflected the grouping used by Training magazine. The categories used in this study were based on the frequency of return and the need to have fairly equal groups for statistical comparison.

Number of Employees in Organization

<u>Survey Categories</u>	<u>Training Magazine</u>
I. less than 500	I. 50-99
	II. 100-499
II. 500-1,499	III. 500-999
III. 1,500-2,499	IV. 1,000-2,499
IV. 2,500+	V. 2,500-9,999
	VI. 10,000-24,999
	VII. 25,000+

Besides examining the population of training administrators by number of employees and type of organization, the panel of training administrators suggested additional variables that would be of assistance in determining "who are administrators of training" and their administrative activities. They suggested that we obtain additional information on the following:

- .the degree of responsibility for administering training at the divisional or corporate level,
- .number of employees in the area they manage, and
- .number of professional employees who report to the training administrator.

Responses

In response to the question on whether their responsibility for administering training occurred at the corporate or divisional level, the following was determined:

Responsibility for Administering Training

<u>Administrative Responsibility</u>	<u>Frequency</u>	<u>Percent</u>
1. corporate	65	60.7
2. divisional	31	29
3. other	11	10.3
4. missing	<u>1</u>	<u>        </u>
TOTAL	108	100.0

In response to the question on the number of employees in the area managed, the following responses were obtained. Classes were established based on the frequency of response and for homogeneity in order to ensure appropriate statistical comparison.

Number of Employees in Area Managed

<u>Classes</u>	<u>Frequency</u>	<u>Percent</u>
0-2 employees	21	20.2
3-5 employees	38	36.5
6-9 employees	20	19.3
10+ employees	25	24.0
missing	<u>4</u>	<u>        </u>
	108	100.0
mean 2.471	median 2.316	mode 2
standard error .105		

In response to the question on number of professionals reporting to the administrator, the following responses were obtained. As in the case of the two previous questions, the classes were created based on frequency of response and for statistical comparison.



Number of Professional Employees Reporting to Administrator

<u>Classes</u>	<u>Frequency</u>	<u>Percent</u>
none	26	24.3
1-4	54	50.5
5-8	18	16.8
9-50	9	8.4
missing	<u>1</u>	<u>--</u>
	108	100.0
mean 2.093	median 2	mode 2
standard error .083		

Another demographic that was suggested by the administrators of training and included in this analysis was the sample population's previous and present employment experience. The following information was obtained in response to the question on the number of years in present position. Respondents were asked to round their answers to the nearest whole number. Classes of years were based on frequency of response and for statistical comparison.

Years in Present Position

<u>Number of Years</u>	<u>Frequency</u>	<u>Percent</u>
0-1	19	17.6
2	25	23.1
3	18	16.7
4	18	16.7
5 or more	<u>28</u>	<u>25.9</u>
	108	100.0
mean 3.102	median 3.056	mode 2
standard error .141		

Next, the participants were asked to indicate the number of years spent in training and development. Their responses are indicated below. Classes were established based on frequency of response and for statistical comparison.

Years in Training and Development

<u>Years Spent</u>	<u>Frequency</u>	<u>Percent</u>
2 or less	11	10.2
3-5	28	25.9
6-10	22	20.4
11 or more	<u>47</u>	<u>43.5</u>
	108	100.0
mean 2.972	median 3.182	mode 2
standard error .101		

In response to the question on the number of years in managing training and development, the respondents indicated the following:

Years in Managing Training and Development

<u>Years</u>	<u>Frequency</u>	<u>Percent</u>
1	11	10.4
2	18	17.0
3	14	13.2
4	10	9.4
5 or more	53	50.0
missing	<u>2</u>	<u>          </u>
	108	100.0
mean 3.717	median 4.5	mode 5
standard error .144		

The following information was obtained on previous employment experience before entering the training and development function. Most respondents indicated experience in one or more of the areas described next.

Employment Experience Prior to Training

<u>Experience</u>	<u>Frequency</u>	<u>Percent</u>
no supervisory experience	73	67.6
supervisory experience	<u>35</u>	<u>32.4</u>
	108	100.0
no technical experience	85	78.7
technical experience	<u>23</u>	<u>21.3</u>
	108	100.0
no educational experience	67	62.0
educational experience	<u>41</u>	<u>38.0</u>
	108	100.0
no personnel experience	90	83.3
personnel experience	<u>18</u>	<u>16.7</u>
	108	100.0

Another key demographic that was investigated in determining who are administrators of training" was their educational level.

Participants were asked to indicate their highest level of educational achievement. The following information was obtained:

Educational Level

<u>Achievement Level</u>	<u>Frequency</u>	<u>Percent</u>
1. high school	5	4.7
2. associate of arts	4	3.8
3. bachelors	32	30.2
4. masters	58	54.7
5. doctorate	7	6.6
missing	<u>2</u>	<u>          </u>
	108	100.0
mean 3.547	median 3.707	mode 4
standard error .438		

In response to the question on their undergraduate concentration, the following information was obtained:

Major Undergraduate Concentration

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>
1. business	16	15.5
2. education	26	25.2
3. liberal arts	17	16.5
4. soc. sciences	10	9.7
5. math/science	6	5.8
6. psychology	7	6.8
7. personnel/HRD	2	1.9
8. organizational devel	2	1.9
9. 4 and 6	2	1.9
10. 1 and 7	2	1.9
11. 2 and 4	1	1.0

12. nursing	6	5.8
13. 1 and 8	1	1.0
14. 3 and 6	2	1.9
15. radio and tv	1	1.0
16. engineering	1	1.0
17. 2 and 6	1	1.0
18. other	1	1.0
19. 3 and 5	1	1.0
missing	<u>5</u>	<u>        </u>
	108	100.0

In response to the question asked on major postgraduate concentration, the following information was obtained:

Major Postgraduate Concentration

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>
1. business	10	13
2. education	20	26
3. liberal arts	4	5.2
4. social science	8	10.4
5. psychology	8	10.4
6. personnel/HRD	4	5.2
7. organizational devel	2	2.6
8. 2 and 8	1	1.3
9. sociology and 6	1	1.3
10. school admin.	1	1.3
11. 2, 5, and 7	1	1.3
12. 2 and 4	2	2.6

13. 2, 4, and 5	1	1.3
14. nursing	2	2.6
15. 2 and 6	1	1.3
16. counseling	1	1.3
17. communications	1	1.3
18. 1 and 6	1	1.3
19. public admin.	2	2.6
20. 1 and 7	1	1.3
21. 6 and 7	2	2.6
22. management	1	1.3
23. radio and tv	1	1.3
missing	<u>31</u>	<u>        </u>
	108	100.0

mean 7.714                      median 4.063                      mode 2

standard error .908

Besides examining the survey population's academic background, it was decided to examine various developmental strategies and their importance in learning how to perform the training administrator's function. The survey participants were asked to rank order from 1 (most important) to 5 (least important) the following strategies in preparing them to be administrators of training:

Developmental Activities

<u>First in Importance</u>	<u>Frequency</u>	<u>Percent</u>
1. formal academic programs	17	16.3
2. on-the-job experience	75	72.2
3. in house training	5	4.8
4. outside seminars	2	1.9
5. prof assoc journals	5	4.8
missing	<u>4</u>	<u>      </u>
	108	100.0
mean 2.067	median 2.5	mode 2
standard error .113		

Hypothesis: "who are administrators of training?"

The hypotheses dealing with the question, "What are administrators of training?" are examined next.

Hypothesis Q 3

There is a significant relationship between the methods of preparation in learning to be an administrator of training and:

- .years in training and development, and
- .years managing training and development.

Because of the rapid growth in the area of training and development and the only recent development of academic programs to meet the needs of professional trainers, it was felt that there would be a difference in the rank order of importance of the type of preparation they have received in learning to become an administrator of training. More experienced administrators may have had less reliance on academic preparation in comparison to less experienced



administrators. This hypothesis examined the relationship between rank order of importance of the five methods of preparation to: number of years in training and development, and the number of years managing training and development.

After examining the findings on this hypothesis, there appeared to be no significant relationship.

#### Hypothesis Q 4

There is a significant relationship between employment experience and type of organization.

It was felt that because individuals enter training and development from many different sources, the previous employment experience of training administrators might also differ. Also, because certain industries, such as finance, have traditionally been involved in training, there might be a difference in the method of preparation of training administrators in this industrial classification. In examining the responses, there appeared to be no significant difference in previous employment experience by organization.

#### TASKS PERFORMED

Another method of examining administrators of training was in terms of the administrative and training tasks performed. The participants were asked to indicate the amount of time they spent in performing the following tasks:

Percentage of Time Spent on Administration and  
Supervision of Employees

<u>Percent of Time</u>	<u>Frequency</u>	<u>Percent</u>
1. 0 - 24%	44	40.7
2. 25 - 49%	39	36.1
3. 50 - 74%	20	18.5
4. 75 - 100%	<u>5</u>	<u>4.6</u>
	108	100.0
mean 1.870	median 1.756	mode 1
standard error .084		

Percentage of Time Spent on Training and  
Development Related Activities

<u>Percentage of Time</u>	<u>Frequency</u>	<u>Percent</u>
1. 0 - 24%	20	18.5
2. 25 - 49%	34	31.5
3. 50 - 74%	36	33.3
4. 75 - 100%	<u>18</u>	<u>16.7</u>
	108	100.0
mean 2.481	median 2.5	mode 3
standard error .094		

Percentage of Time Spent on Other Job Functions

<u>Percentage of Time</u>	<u>Frequency</u>	<u>Percent</u>
1. 0 - 24%	70	64.8
2. 25 - 49%	22	20.4
3. 50 - 74%	13	12.0
4. 75 - 100%	<u>3</u>	<u>2.8</u>
	108	100.0
mean 1.528	median 1.271	mode 1
standard error .078		

TYPE OF TRAINING PROGRAMS ADMINISTERED

The sample population was asked to indicate the percentage of time their departments spent on certain types of training programs. Contained below are the mean percentages indicated in response to this question.

Training Programs Administered

<u>Type</u>	<u>Average Percentage of Time Spent on Activity</u>	
1. managerial/interpersonal	30.4	
2. technical	27.5	
3. other training	21.5	
4. employee orientation	13.8	
5. sales and marketing	<u>6.8</u>	
	100.0	
mean 2.0	median 1.74	mode 1
standard error .085		

## HYPOTHESES

Next, the results of the specific hypotheses dealing with the demographics of training administrators were examined.

### Hypothesis Q 2

There is a significant relationship between the amount of time spent on administering and:

- .the number of employees reporting to the administrator,
- .the number of employees in the organization, and
- .the type of organization.

Unlike the role of the traditional educational administrator, that of the training administrator has been undefined and may differ from company to company. It was decided to see if there was a difference in the amount of time spent in administering among different industrial classifications and the number of employees in the organization. It was also felt that the time spent in administering might increase for administrators as the number of people reporting to that administrator increased. Also, as the number of employees in an organization increased, so might the administrative functions of the administrator.

In examining these two hypotheses, there appeared to be no significant relation between percentage of time in administering and the other variables.

### Administrative tasks performed

Next, the survey participants were asked to indicate the administrative tasks they perform by using the modified PODSCORB model

developed in Part I of the research process. The survey results on the total frequency of tasks performed and not performed are mentioned below:

Administrative Tasks Performed

<u>Activity</u>	<u>Yes</u>	<u>Percent</u>	<u>No</u>	<u>Percent</u>
1. Planning-developing departmental objectives and action plans	100	92.6	8	7.4
2. Organizing-organizing the work tasks and the human resources needed to complete them	101	93.5	7	6.5
3. Staffing-				
a) selecting professional staff	83	79	22	21
b) applying merit increase guidelines to professionals	72	68.6	33	31.4
c) developing professionals	94	88.7	12	11.3
4. Directing-				
a) supervising training and development of employees	101	93.5	7	6.5
b) establishing policies and procedures for employees to follow in achieving training objectives	91	84.3	17	15.7
5. Coordinating-				
a) coordinating work of various individuals in your area	98	90.7	9	9.3
b) coordinating training efforts of your area with training efforts of other departments	103	95.4	4	4.6
6. Reporting-preparing area's reports	99	91.7	9	8.3
7. Budgeting-preparing area's budget	86	79.6	22	20.4

Contained below are frequencies based on the total number of tasks performed by the sample population:

Total Number of Tasks Performed

<u>Number of Tasks</u>	<u>Frequency</u>	<u>Percent</u>
4	1	1.0
5	2	1.9
6	2	1.9
7	12	11.4
8	12	11.4
9	8	7.6
10	18	17.2
11	50	47.6
missing	<u>3</u>	<u>          </u>
	108	100.0
mean 9.6	median 10.36	mode 11
standard error .170		

The participant rankings for these tasks in importance to performing the administrative functions is indicated next.

First in Importance

<u>Task</u>	<u>Frequency</u>	<u>Percent</u>
1. planning	76	73.1
2. organizing	5	4.8
3. reporting	1	1.0
4. budgeting	4	3.8
5. staffing	7	6.7
6. directing	5	4.8
7. coordinating	6	5.8
missing	<u>4</u>	<u>          </u>
	108	100.0
mean 3.0	median 1.184	mode 1
standard error .527		

Second in Importance

<u>Task</u>	<u>Frequency</u>	<u>Percent</u>
1. planning	13	12.5
2. organizing	48	46.2
3. reporting	1	1.0
4. budgeting	9	8.7
5. staffing	9	8.6
6. directing	9	8.6
7. coordinating	15	14.4
missing	<u>4</u>	<u>          </u>
	108	100.0
mean 14.552	median 6.050	mode 2
standard error 2.439		

Third in Importance

<u>Task</u>	<u>Frequency</u>	<u>Percent</u>
1. planning	7	6.7
2. organizing	20	19.0
3. reporting	1	1.0
4. budgeting	7	6.7
5. staffing	22	21.0
6. directing	20	19.0
7. coordinating	28	26.7
missing	<u>3</u>	<u>      </u>
	108	100.0
mean 14.552	median 6.050	mode 7
standard error 2.439		

Fourth in Importance

<u>Task</u>	<u>Frequency</u>	<u>Percent</u>
1. planning	1	1.0
2. organizing	9	8.6
3. reporting	10	9.5
4. budgeting	19	18.1
5. staffing	20	19.0
6. directing	18	17.1
7. coordinating	28	26.7
missing	<u>3</u>	<u>      </u>
	108	100.0
mean 10.206	median 1.676	mode 7
standard error .256		



### Hypothesis Q 6

There is a significant relationship between the administrative tasks performed and:

- .the type of organization,
- .the number of employees in the organization,
- .the number of professionals reporting to the administrator, and
- .the number of employees in the area managed.

It was felt that there might be significant relationships between the number and type of administrative tasks performed, and the type of organization and the number of employees in the organization. These hypotheses were based on the thought that the function of the training administrator might differ from industry to industry and with the size of the company. It was also felt that the number of professionals reporting to the administrator and the number of employees in the area managed might affect the importance of tasks through delegation of some tasks or increase because of supervisory responsibilities.

### Type of organization

In examining the above hypothesis by type of organization, there appeared to be no significant relationship.

### Number of employees in the organization

In examining the hypothesis by the number of employees in the organization, there appeared to be a relationship in the performance of the task of budgeting. The chi square was .0137 and the correlation significance was .0032. A table describing those performing or not performing this task is presented next:

Performance of Budgeting Function by Number of

Employees in the Organization

<u>Number of Employees</u>	<u>No</u>	<u>Percent</u>	<u>Yes</u>	<u>Percent</u>
less than 500	12	40	18	60
500 - 1,499	4	14.3	24	85.7
1,500 - 2,499	2	10	18	90
2,500 or more	3	11.1	24	88.2

The percentage of those responding yes to performing the budgeting task increased from 60% (less than 500) to 88.9% (for 2,500 and over). The correlation coefficients of .26435 indicated a low correlation between the two variables.

The number of professionals reporting to the administrator of training

The performance of two staffing tasks appeared significant when examined by the number of professionals. One of the tasks was selecting staff, chi square .000 and correlation significance .000. The second task was merit increases, with a chi square of .000 and a correlation significance of .000. The following tables examine these significances:

Selecting Staff

<u>Number of Professionals Reporting</u>	<u>No</u>	<u>Percent</u>	<u>Yes</u>	<u>Percent</u>
none	14	60.9	9	39.1
1 - 4	5	9.3	49	90.7
5 - 8	2	11.1	16	88.9
9 - 50	0	0.0	9	100.0

The percentage of those reporting the task ranged from 39.1% for no professionals reporting to 100% for 9 to 50 employees. The correlation coefficient of .41148 indicated an extremely strong relationship existed between having staff and selecting staff.

Merit Increases

<u>Number of Professionals Reporting</u>	<u>No</u>	<u>Percent</u>	<u>Yes</u>	<u>Percent</u>
none	19	82.6	4	17.4
1 - 4	11	20.4	43	79.6
5 - 8	3	16.7	15	83.3
9 - 50	0	0.0	9	100.0

The percentage of those performing this task increased from 17.4 for no professionals reporting to 100% for 9 to 50 employees. The correlation coefficient of .48837 indicated a strong relationship between these two variables.

The performance of these two staffing tasks showed a significant increase as the number of professionals reporting to the administrator increased.

A significance level of .038 existed for the performance of the directing task of supervising of training. In examining the frequency distribution and corresponding percentages, there did not appear to be a significant difference (100% for the 1-4 class in comparison to 88.9% for the 9-50 class). The correlation significance was .2251.

Number of employees in management area

In examining the administrative tasks performed by the number of employees in the management area, the only level of significance

occurred for the task of determining merit increases; chi square of .0178 and a correlation significance of .0023. The chart below examines the frequency distribution:

<u>Number of Employees in Management Area</u>	<u>Merit Increases</u>			
	<u>No</u>	<u>Percent</u>	<u>Yes</u>	<u>Percent</u>
0 - 2	11	57.9	8	42.1
3 - 5	11	28.9	27	71.1
6 - 9	4	20	16	80
10 or more	4	16.7	20	83.3

It appeared that percentage of participants performing the task increased with the number of employees in the management area. The correlation coefficient of .27986 indicated a low relationship.

#### Hypothesis Q 8

There is a significant relation between the importance of administrative tasks and:

- .type of organization,
- .number of employees in the organization,
- .number of professionals reporting to the administrator,
- and
- .number of employees in the area managed.

Besides significant relations occurring between the type of organization (industrial classification and number of employees), it was felt that there might also be a significant relationship between the importance of those tasks and:

- .the number of employees reporting to the administrator, and

.the number of employees in the management area.

It was felt that different types of organizations might place different emphasis on the importance of training. Also, it was felt that if the administrator had a number of employees under him/her, tasks may often be delegated, and therefore rated as less important. In examining this hypothesis, it appeared that there was no significant difference in the first, second, and third importance of tasks by each of the previously mentioned variables. Two significances occurred in examining the fourth importance. A chi square significance of .0427 occurred for type of organization. The correlation significance, however, was low, .1697.

#### ASTD ACTIVITY AREAS IN RELATION TO ADMINISTRATION OF TRAINING

Next, the thirteen activity areas were examined in relation to the role of the training administrator. The survey population was asked to examine the activity areas in terms of the following:

- .how these activities relate to the effectiveness of their area's training function,
- .difficulty in administering, and
- .ones they feel they need additional skill development in administering.

#### Effectiveness of training area

In examining these activities in relation to the effectiveness of the training area they administered, the participants were asked to select the seven most important activities from the list of thirteen and then rank them on a scale of 1 to 7. One was rated as the most

important and seven as the least important. A rank of eight was assigned if the item was not selected as one of the seven most important items. Contained below are the frequency distributions of responses by participants who ranked each item as number one in importance. Also contained next to the frequencies are the percentages for those responses, means, and modes.

Importance of ASTD Activities in Relation to Effectiveness of  
Training Area's Function - Ranked First in Importance

<u>Activity Area</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Mode</u>
needs analysis	49	43.4	3.019	1
determining approach	3	2.7	4.692	8
program design	18	15.9	3.471	3
material development	2	1.8	6.423	8
managing internal resources	1	.1	6.279	8
managing external resources	4	3.5	7.221	8
classroom training	2	1.8	6.231	8
performance related training	5	4.4	6.250	8
individual development	4	3.5	6.952	8
organizational development	4	3.5	6.221	8
training research	2	1.8	7.423	8
manage work relations	15	13.3	5.000	8
professional self-development	<u>4</u>	<u>3.5</u>	6.740	8
	113	100.0		

In examining these totals, the three activities that were ranked as most important by frequency were: needs analysis, program design, and managing work relations. These three activities accounted for 82

of the 113 responses, or 73%.

Next, participants were asked to rank the activities in terms of difficulty in administering. The same scale of 1 (most difficult) to 7 (least difficult) was utilized. A weight of eight was assigned to items not chosen. The results are contained below:

Difficulty in Administering - Ranked First in Difficulty

<u>Activity Area</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Mode</u>
needs analysis	31	29.3	3.762	1
determining approach	1	.8	6.095	8
program design	7	6.6	5.467	8
material development	5	4.7	6.276	8
managing internal resources	4	3.8	5.800	8
managing external resources	8	7.5	5.962	8
classroom training	1	.8	7.400	8
performance related training	5	4.7	5.857	8
individual development	1	.8	7.653	8
organizational development	14	13.2	5.467	8
training research	13	12.2	6.333	8
manage work relations	13	12.2	6.286	8
professional self-development	<u>3</u>	<u>2.8</u>	7.771	8
	106	100.0		

In examining these totals, the four activities that were ranked most difficult to administer were: needs analysis, organizational development, managing work relations, and training research. These

four activity areas accounted for 71 of the 101 responses.

Next, the survey asked the participants to indicate the importance of these activity areas in terms of their own personal need for further skill development in effectively administering them. The same scale of 1 to 7 was utilized, with 8 being assigned to tasks not chosen. The responses include the following:

Need for Further Skill Development in Administering -

Ranked First in Importance

<u>Activity Area</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Mode</u>
needs analysis	22	21.6	4.441	8
determining approach	2	2.0	6.167	8
program design	4	3.9	6.137	8
material development	5	4.9	6.010	8
managing internal resources	1	1.0	6.353	8
managing external resources	3	2.9	6.382	8
classroom training	1	1.0	7.441	8
performance related training	6	5.9	5.490	8
individual development	5	4.9	6.000	8
organizational development	14	13.7	4.804	8
training research	20	19.6	4.961	8
managing work relations	9	8.8	6.010	8
professional self-development	<u>10</u>	<u>9.8</u>	6.206	8
	102	100.0		

In examining these activities by need for further skill



development, the three areas that were ranked most important were: needs analysis, organizational development, and training research. These three activities accounted for 56 of the 102 responses.

### Hypotheses

Next, the hypotheses dealing with the ASTD activity areas were examined.

#### Hypothesis Q 10

There is a significant relationship between the importance of the ASTD activity areas and the effective performance of the area's training and:

- .type of organization,
- .number of employees in that organization,
- .number of professionals reporting to the administrator, and
- .number of employees in the area managed.

Besides the difference in the importance assigned to these activities based on the type of organization and the number of employees, it was felt that the number of employees either reporting directly to the administrator or in the management area might affect the importance ranking of these activities.

It was thought that different organizations might place greater emphasis on certain activities. For example, smaller organizations might emphasize program design over organizational development activities. Also, the number of employees reporting to the administrator or in the management area might affect the type of activities performed and, therefore, their importance.

Type of organization and number of employees in the organization

In examining this hypothesis by the type of organization and the number of employees in the organization, there appeared to be no significant relation.

Number of professionals reporting to the administrator

When examined by the number of professionals reporting to the administrator, the only activity that showed a significant relationship was managing internal resources. This activity had a chi square significance of .0022, a correlation significance of .0004, and an ANOVA significance of .0111. A summary of the frequency distribution is contained below:

Managing Internal Resources - Most Important, Rank of 1

<u>Number of Professionals</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class Responding</u>
none	0	0	7.0	0
1 - 4	0	0	6.4	0
5 - 8	0	0	5.5	0
9 - 50	<u>1</u>	<u>100</u>	<u>4.7</u>	11
	1	100	6.2	

standard deviation 2.0

As indicated by both the frequencies, means, and percents of class responding, the importance of this activity increased in relation to an increase in the number of professionals reporting to the administrator. It increased from 0 or 0% of class responding for 1-4 to 100% or 11% of the responding class for 9 to 50 professionals. The correlation coefficient of .3278 indicated a medium strength

relation between the variables.

Number of employees in the area managed

When examined by the number of employees in the area managed, none of the activities appeared to have significance.

Hypothesis Q 12

There is a significant relationship between the activities most difficult to administer and:

- .type of organization,
- .number of employees in the organization,
- .number of employees in area managed, and
- .educational background.

In formulating this hypothesis, it was felt that the difficulty of tasks might differ by type of organization and number of employees in the organization. For example, in certain organizations, it might be more difficult to administer certain activities, such as organizational development, because of the lack of receptiveness of the organization to such endeavors. Also, two other variables that might affect the difficulty rating of the activities were the number of professionals reporting and the number of employees in the area managed. Certain activities might be delegated, while other activities might be complicated by the number of employees.

Type of organization

In examining this part of the hypothesis by the type of organization, the only activity that appeared to be significant was organizational development. It had a chi square of .0241, correlation significance of .0367, and ANOVA of .0210. Contained below is a chart

that further examines these significances:

Organizational Development - Ranked Most Difficult to Administer

<u>Type of Organization</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class Responding</u>
1. financial services	3	21.4	5.37	11.1
2. manufacturing	0	0.0	6.50	0.0
3. public sector	7	50.0	4.11	38.0
4. hospital	<u>4</u>	<u>28.6</u>	<u>4.93</u>	12.9
	14	100.0	5.31	

standard deviation 2.65

In examining the frequencies, means, and percents of class responding, there appeared to be a significant relationship between difficulty in administering the organizational development activity and the public sector. In the above table, 50% of all the responses were from the public sector. The seven public sector responses represented 38% of the classes' total responses. There also appeared to be a significant relationship between lack of difficulty and the industrial-manufacturing sector. The correlation coefficient score of .17801, however, indicated only a low correlation.

Number of employees in area managed

Number of professionals reporting to the administrator

Educational background

No significances were indicated for these three hypotheses.

Hypothesis Q 14

There is a significant relationship between the ASTD activity

areas that administrators need further skill development in and:

- .type of organization,
- .number of employees in the organization,
- .number of professionals reporting to the administrator,
- .number of employees in the area managed, and
- .educational background.

In formulating this hypothesis, it was thought that the need for skill development in each of these areas might differ by the type of organization and by the number of employees in the organization. It was felt that certain types of organizations might emphasize particular activities over others. Two other variables that might affect the need for further skill development were the number of professionals reporting and the number of employees in the area managed. Also, the need for further skill development might be affected by the educational background of the sample population. Additional education might supply some of the competencies needed to administer the ASTD activities.

#### Type of organization

In examining this hypothesis by type of organization, only one of the activities, needs analysis, appeared to be significant, chi square of .0130 and ANOVA of .0171. The correlation significance of .1932 indicated a low correlation.

The following chart below contains the frequency distributions and mean scores:

Needs Analysis--Need for Further Skill Development--

Ranked First in Importance

<u>Organization Type</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class Responding</u>
1. financial services	6	27.3	3.5	23.1
2. manufacturing	6	27.3	4.9	25.0
3. public sector	1	4.5	5.9	5.6
4. hospital	<u>9</u>	<u>40.9</u>	<u>4.0</u>	29.0
	22	100.0	4.4	

standard deviation 2.7

In examining these frequencies, means, and percents of class responding, it appeared that public sector employees had less of a need for additional training in administering the needs analysis activity in comparison to the other three groups. Based on the previous table, public sector administrators accounted for only 4.5% of all responses. This represented only 5.6% of this classes' response. The mean score for the class was the highest (least important) 5.9.

Number of employees in the area managed

In examining these activities by the number of employees in the area managed, there appeared to be a significant relationship in the activity of managing internal resources. There was a chi square of .0052, a correlation significance of .0024, and an ANOVA of .0124. The next table contains the frequency distribution and mean scores for the least important activities. No major differences appeared for the rank of 1, most important.

Managing Internal Resources - Ranked Least Important

<u>Number of Employees Managed</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class Responding</u>
0 - 2	18	35	7.6	85.7
3 - 5	17	31	6.2	44.7
6 - 9	10	18	6.6	58.8
10 or more	<u>9</u>	<u>16</u>	<u>5.3</u>	39.1
	54	100	6.3	

standard deviation 2.1

In examining the frequencies, means, and percents of class responding, it appeared that the need for further skill development in managing the activity of internal resources was less important for administrators whose management area had 0 - 2 employees than for those with more employees.

Number of professionals reporting to the administrator

In examining this hypothesis by the number of professionals reporting, only one of the activities, determining approach, appeared significant. That activity had a chi square of .0131, and ANOVA of .0452. The correlation significance, however, was low, .3622. Upon examining the frequency distribution, there appeared to be no significant difference in terms of frequency distribution for the rank of most important. Also, the correlation coefficient of .03444 indicated a less than significant relationship.

Educational backgroundNumber of employees in organization

There appeared to be no significant relationship for these variables.

HOW EFFECTIVELY ACTIVITY AREAS ARE BEING ADMINISTERED

Variables 82-104 of the survey contained indicators of effective administration for each of the thirteen activity areas under study. The indicators were developed by the panel of training administrators as described in Step I of the research process.

The survey population was asked to indicate to what degree they or the area they managed perform each of the indicators. The weights that were used are shown below:

<u>Weight</u>	<u>Assigned Value</u>
all the time	5
over half the time	4
half the time	3
less than half the time	2
not at all	1

A summary table indicating the frequency distributions for the performance of each of these indicators is shown on the next page along with means and modes.



<u>Indicators</u>	<u>Frequencies</u>					<u>Mean</u>	<u>Median</u>	<u>Mode</u>
	1	2	3	4	5			
<u>Program design and development</u>								
1. apply needs assessment data	3	20	8	36	39	3.8	4.1	5
2. use program development procedures	3	13	23	25	41	3.8	4.0	5
3. evaluate programs systematically	4	22	22	26	33	3.5	3.7	5
<u>Manage external resources</u>								
4. have clearly defined criteria for external resource usage	10	24	19	35	19	3.2	3.5	4
<u>Job performance related training</u>								
5. use job analysis to develop technical programs	8	20	14	32	28	3.5	3.7	4
<u>Training research</u>								
6. use current research findings	7	36	26	26	11	2.9	2.8	2
7. utilize cost/benefit analysis	17	24	19	28	17	3.8	3.1	4
8. document training results	8	27	22	32	17	3.2	3.3	4
<u>Group and organizational development</u>								
9. use models for organizational intervention	28	28	15	22	8	2.5	2.3	1

10. obtain upper level support for interventions	11	4	413	26	48	3.9	4.3	5
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Developing material resources

11. utilize educational methodology	3	15	20	27	37	3.7	3.9	5
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12. systematically test new programs	8	30	19	30	17	3.1	3.2	2
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13. insure creative instructional design	2	6	20	50	26	3.8	3.9	4
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14. encourage employees to use new ideas in designing	1	5	17	29	50	4.1	4.4	5
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Professional self development

15. personally engage in professional development	1	14	12	32	47	4.0	4.3	5
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Manage internal resources

16. prepare trainers from other areas	11	25	22	26	20	3.1	3.2	4
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Manage working relations with managers

17. utilize systematic procedures with sponsors	3	19	16	36	30	3.6	3.8	4
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Needs analysis diagnosis

18. utilize task analysis in assessment	8	23	30	25	25	3.4	3.4	3
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19. utilize task analysis in developing programs and offering alternative suggestions	3	19	23	27	33	3.6	3.7	5
20. choose assessment approach based on situation	4	16	24	28	31	3.6	3.7	5

Conduct classroom training

21. monitor and evaluate training	2	19	22	36	26	3.6	3.7	4
22. examine material for audience needs	4	19	38	45	2	4.1	4.2	5

Appropriate training approach

23. compare designs for cost effectiveness	18	26	31	17	14	2.8	2.7	3
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As indicated by the above frequencies, means, medians, and modes, 20 of the indicators of effective administration were being performed by the administrators of training in the survey half or more of the time. A summary of mean, median and mode scores for performance is shown below. Scores were rounded to the nearest whole number.

<u>Mean Scores</u>		<u>Indicator</u>	
<u>Value</u>	<u>Weight</u>	<u>Frequency</u>	<u>Percent</u>
5	all the time	0	0
4	over half the time	2	8.7
3	half the time	18	78.3
2	under half the time	3	13
1	not at all	<u>0</u>	<u>0</u>
		23	100

<u>Median Scores</u>		<u>Indicator</u>	
<u>Value</u>	<u>Weight</u>	<u>Frequency</u>	<u>Percent</u>
5	all the time	0	0
4	over half the time	6	26
3	half the time	14	61
2	under half the time	3	13
1	not at all	<u>0</u>	<u>0</u>
		23	100

<u>Mode scores</u>		<u>Indicator</u>	
<u>Value</u>	<u>Weight</u>	<u>Frequency</u>	<u>Percent</u>
5	all the time	10	43.5
4	over half the time	8	34.8
3	half the time	2	8.7
2	under half the time	2	8.7
1	not at all	<u>1</u>	<u>4.3</u>
		23	100

Based on the above statistics, only two indicators received less than a rank of 3 in mean, median, and mode. The two indicators were "use current research findings" and "use models for organizational intervention". A third indicator, "compare designs for cost effectiveness", had a mean of 2.840, a median of 2.790, and a mode of 3. The other 20 indicators were performed at the half the time or above level.

## Hypotheses

Next, the hypotheses dealing with these indicators were examined.

### Hypothesis Q 16

That there is a significant relationship between the performance of the indicators of effectiveness and:

- .type of organization,
- .number of employees in the organization,
- .number of professionals reporting,
- .percentage of time spent in administering training and development and other activities,
- .number of years in training and development,
- .number of years managing training and development,
- .previous employment experience,
- .educational background, and
- .rank order of preparation.

It was decided to examine the performance of these indicators by the survey's major variables to determine if differences existed.

### Type of organization

In examining the performance of these indicators by type of organization, there appeared to be only one significant relationship. That relationship was for the indicator of "utilize educational methods." When examined by health care administrators it had a chi square of .0315, and ANOVA of .0054. The correlation significance of .1734, however, was not significant.

### Number of employees in the organization

A significant relationship appeared to exist for the performance

of the indicator of applying needs assessment information, when examined by the number of employees in the organization. There was a chi square of .0370, correlation significance of .6023, and ANOVA of .0028. The chart below examines these significances.

Apply Needs Assessment - Performed All the Time

<u>Number in Organization</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
less than 500	6	15.4	3.3	20.0
500 - 1,499	8	20.5	3.6	28.6
1,500 - 2,499	12	30.5	4.5	63.2
2,500 or more	<u>13</u>	<u>33.3</u>	<u>4.0</u>	50.0
	39	100.0	3.8	

standard deviation 1.2

Based on the frequencies, means, and percents of class, it appeared that as the number of employees in an organization increased, the use of needs analysis also increased. It rose from 15.4% of the responses for the less than 500 class to 30.5% of the responses for the 1,500 to 2,499 class. The correlation coefficient of .27755 indicated a low relationship.

Number of employees in area managed

No significances were indicated.

Number of professionals reporting

There appeared to be a significant relationship between the indicator of using job analysis and the number of professionals reporting to the administrator. There was a chi square of .0435, a correlation significance of .0025, and ANOVA of .0367. The next table

examines these tendencies:

Uses Job Analysis to Develop Technical Programs -

Performed All the Time

<u>Number of Professionals</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
none	4	14.3	2.9	16.7
1 - 4	13	46.4	3.5	25.5
5 - 8	5	17.9	3.8	29.4
9 - 50	<u>6</u>	<u>21.4</u>	<u>4.1</u>	66.7
	28	100.0	3.5	

standard deviation 1.3

Based on the frequencies, means, and percents of class, it appeared that as the number of professionals reporting to the administrator increased, there was also an increase in the use of job analysis in developing technical programs. It increased from 14.3% for all responses to 21.4%. It increased from 16.7% for the none class to 66.7% for the 9 to 50 class. The correlation coefficient of .2762, however, indicated a weak correlation.

Another significant relationship appeared to exist between preparing trainers from other departments and the number of professionals reporting to the administrator. There was a chi square of .0439, a correlation significance of .0002, and ANOVA of .0061. These significant findings are explained in the next table:

Preparing Trainers from Other Departments--Performed All the Time

<u>Number of Professionals Reporting</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
none	3	15	2.6	12
1 - 4	10	50	3.1	19.2
5 - 8	3	15	3.6	17.6
9 - 50	<u>4</u>	<u>20</u>	<u>4.2</u>	44.4
	20	100	3.1	

standard deviation 1.2

In examining the frequencies, means, and percents of class, it appeared that as the number of professionals reporting increased, so did the performance of this indicator. The responses increased from 15% of all responses and 12% of the no professionals reporting class to 20% of all responses and 44.4% for 9 to 50 professionals reporting. The correlation coefficient of .3412 indicated that a low correlation did exist between the two variables.

Percentage of time in administering

No significant relations appeared to exist for the performance of this indicator.

Percentage of time in training and development activities

Two indicators appeared to be significant when examined by this variable. These two indicators were use of program development procedures and obtaining upper level support for intervention.

In examining the indicator of program development procedures, there was a chi square of .0359, and an ANOVA of .0469. The



correlation significance of .2746 indicated a low significance. The frequency distributions are examined in the table below:

Use Program Development Procedures - Performed All the Time

<u>Percent of Time in Training and Development</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
0 - 24	9	22	4	47.4
25 - 49	8	19.5	3.7	24.2
50 - 74	11	26.8	3.5	30.6
75 - 100	<u>13</u>	<u>31.7</u>	<u>4.4</u>	76.5
	41	100	3.8	

standard deviation 1.1

In examining the frequencies, means, and percents of class, there appeared to be no significant relationship between percentage of time spent in training and development activities and the use of program development procedures. The exception was for administrators who spend 75 - 100% of their time in training and development activities. These administrators accounted for 31.7 of all the responses and 76.5% of that particular class performing this indicator all the time. The correlation coefficient of .07035 indicated very little relationship between the two variables.

The second indicator that appeared to be significant when examined by percentage of time in training and development activities was obtaining upper level support for organizational development interventions. There was a chi square of .0084, and an ANOVA of .0084. The correlation significance of .1652 was not significant.

Percentage of time in performing other functions

No significant relationships were indicated.

Number of years in present job

When examined by number of years in present job, only one of the indicators appeared to be significant. That indicator was "chooses assessment based on the situation." There was a chi square of .0029, with a correlation of .0535, and ANOVA of .0304. These results are examined more in the table below:

Chooses Assessment Based Upon the Situation -

Performed All the Time

<u>Number of Years in Position</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
1	5	16.1	3.8	29.4
2	4	12.9	3.1	16.7
3	3	9.7	3.3	16.7
4	6	19.4	3.6	35.3
5 or more	<u>13</u>	<u>41.9</u>	<u>4.1</u>	48.1
	31	100	3.6	

standard deviation 1.1

As indicated by the means and percents of class responding, there appeared to be a significant distribution for the "5 or more years" class and the performance of the indicator "chooses assessment based on the situation." Forty-eight percent of the administrators with five or more years in their present position, 41.9% of all responses, indicated that they perform this indicator all the time. The coefficient of .16984 indicated a low correlation.

Number of years in training and development

When examined by the number of years in training and development, only one of the indicators appeared to be significant. That indicator was "applied needs assessment information." There was a chi square of .0455, a correlation significance of .0028, and ANOVA of .0287. The table below examines these frequencies:

Apply Needs Assessment Information - Performed All the Time

<u>Years in Training</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
2 or less	3	7.7	3.1	27.3
3 - 5	7	17.9	3.6	25.9
6 - 10	6	15.4	3.5	27.3
11 or more	<u>23</u>	<u>59.0</u>	<u>4.1</u>	50.0
	39	100	3.8	

standard deviation 1.1

As indicated by the above frequencies, means, and percents of class figures, there appeared to be a significant relationship between administrators with 11 or more years in training and development and the performance of the indicator "apply needs assessment information." As indicated, 50% of this class, 59% of all responses, performed this indicator all the time. This was in comparison to 25 to 27% for the other three classes. The correlation coefficient of .26716 indicated that a low correlation existed between the two variables.

Number of years managing the training and development function

Two of the 24 indicators appeared to be significant when examined by the number of years managing the training and development function.

The first of these two was utilizes cost benefit analysis. There was a chi square of .0288, and ANOVA of .0210. The table below examines these relationships:

Utilizes Cost Benefit Analysis - Performed All the Time

<u>Number of Years Managing Training</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
1	0	0.0	2.5	0.0
2	2	11.8	2.3	11.1
3	1	5.9	3.2	7.1
4	2	11.8	3.6	20.0
5 or more	<u>12</u>	<u>70.5</u>	<u>3.3</u>	23.5
	17	100	3.0	

standard deviation 1.0

As indicated by the above frequencies, means, and percents of class, it appeared that there was a significant relationship between an increase in the "number of years managing training and development", and the performance of this indicator. The performance of this indicator rose from 0% with a mean of 2.5 for 1 year to 70.6% with a mean of 3.3 for the 5 or more years group. The correlation coefficient of .26227 indicated that this was a low correlation.

The second indicator that appeared significant when examined by number of years managing the training and development function was choosing assessment based on the situation. There was a chi square of .0156, a correlation significance of .0004, and ANOVA of .0006. The next table further examines this significant relationship:

Chooses Assessment Based on Situation - Performed All the Time

<u>Number of Years Managing Training</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
1	2	6.9	3.3	0.0
2	1	3.5	2.6	11.1
3	3	10.3	2.9	7.1
4	3	10.3	3.8	20.0
5 or more	<u>20</u>	<u>69.0</u>	<u>3.9</u>	23.5
	29	100	3.6	

standard deviation 3.3

In examining the above frequencies, means, and percents of class, it appeared that there was a relationship between number of years managing the training and development function and choosing assessment method based on the situation. The percent of those using this indicator all the time increased from 6.9% for the 1 year class, to 69% for the 5 or more year class. The correlation coefficient of .32856 indicated a low correlation existed between these variables.

Employment experience - supervisory and technical

No significant relationships were indicated.

Employment experience - traditional education

Only two of the 24 indicators appeared to be significant when examined by administrators who had employment experience in the field of traditional education. The first indicator that appeared to be significant was choosing assessment method based on the situation. There was a chi square of .0307, a correlation significance of .0091, and ANOVA of .0183. The table below examines this significance in

more detail:

Chooses Assessment Method Based on Situation -

Performed All the Time

<u>Employment in Traditional Education</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
no experience	14	45.2	3.4	22.6
experience	<u>17</u>	<u>54.8</u>	<u>3.9</u>	41.5
	31	100.0	3.6	

standard deviation 1.1

In examining these frequencies, means and percents of class figures, there appeared to be a significant relationship between experience in traditional education and choosing assessment method based on the situation. In the above table, 54.8% of those administrators with educational experience performed these indicators all the time in comparison to 45.2% of the respondents with no prior educational experience. The correlation coefficient of .23214 indicated a low relationship between these variables.

The second indicator that appeared to be significant was "examine materials for audience use." There was a chi square of .0460, a correlation coefficient of .0023, and ANOVA of .0045. The next table examines these significant findings:

Examine Materials for Audience Needs - Performed All the Time

<u>Experience in Traditional Education</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
no experience	22	48.9	3.9	33.8
experience	<u>23</u>	<u>51.1</u>	<u>4.4</u>	56.1
	45	100.0	4.1	

standard deviation .8

In examining these frequencies, means, and percents of class, there appeared to be a relationship in performing this task and administrators with traditional educational experience. Fifty-six percent of those with this experience performed this task all of the time in comparison to 33.8% for those with no experience. The correlation coefficient of .27369 indicated a low relationship between these variables.

Employment experience - personnel experience

Of the 24 indicators, only two appeared to be significant when examined by administrators who had employment experience in the area of personnel. The first indicator that appeared to be significant was "having new programs systematically tested." There was a chi square of .0362, a correlation significance of .0108, and ANOVA of .0215. The table below further examines these significant results:

New Programs Systematically Tested - All the Time

<u>Personnel Experience</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
no experience	11	64.7	3.0	12.8
experience	<u>6</u>	<u>35.3</u>	3.7	33.3
	17	100.0		

Standard deviation 1.2

In examining the above frequencies, means, and percents of class, there appeared to be a relationship between administrators without personnel experience in performing this indicator. Thirty-three percent of those with personnel experience performed this task all the time compared to administrators without personnel experience, 12.8%. The correlation of this indicator, .2252, indicated a low relationship.

The second indicator that appeared to be significant was compare designs for cost-effectiveness. There was a chi square of .0053, a correlation of .0005, and ANOVA of .0009. The table below examines these significant results:

Compare Designs for Cost Effectiveness - Performed All the ime

<u>Personnel Experience</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
no experience	7	50.0	2.6	8.0
experience	<u>7</u>	<u>50.0</u>	<u>3.7</u>	38.9
	14	100.0	3.7	

standard deviation 1.2

In examining the above frequencies, means, and percents of class figures, there appeared to be some relationship between administrators with personnel experience and the performance of this indicator. Administrators with this experience performed this indicator 38.9% of the time. Administrators without personnel experience performed this task 8% of the time. The correlation between personnel experience and the performance of this indicator was .31681, which indicated a low correlation.



Educational background

Only one of the 24 indicators appeared to be significant when examined by educational background. That indicator was "utilize systematic procedure with the sponsor." There was a chi square of .0274, a correlation significance of .0049, and ANOVA of .0048. The chart below examines these significant findings:

Utilize Systematic Procedures With Sponsor - Performed All the Time

<u>Education</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
1. high school	1	3.3	3.4	20
2. associate	0	0.0	2.5	0
3. bachelors	7	23.4	3.2	23.3
4. masters	21	70.0	4.0	36.8
5. Ph.D.	<u>1</u>	<u>3.3</u>	<u>3.5</u>	16.7
	30	100.0	3.6	

standard deviation 1.1

In examining the above frequencies, means, and percents of class figures, there appeared to be a significant relationship between performing this indicator all the time and having received a masters degree. Those with masters degrees performed this indicator 36.8% of the time. The correlation between these two variables was .254, which indicated a low correlation.

Rank order of preparation: formal, academic, on the job, in-house, and professional associations/journals

No significant relationships were indicated.

Rank order of preparation: outside workshops

Of the twenty-four indicators, only one indicator appeared to be significant when examined by the preparation strategy of using outside workshops. That indicator was "encourage new ideas in design." There was a chi square of .0001, a correlation significance of .0087, and ANOVA of .0007. This significant finding is examined below:

Encourage New Ideas in Design - Performed All the Time

<u>Workshops, Order of Importance in Preparing</u>	<u>Freq</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent of Class</u>
first	0	0.0	4	0.0
second	17	36.2	4.3	48.6
third	15	31.9	4.3	57.7
fourth	15	31.9	4.2	31.9
fifth	<u>0</u>	<u>0.0</u>	<u>2.7</u>	0.0
	47	100.0	4.1	

standard deviation .9

In examining these frequencies, means, and percents of class figures, administrators who rated workshops as the second, third, or fourth source of preparation, indicated that they performed this indicator all the time. The correlation coefficient of .23998 indicated a low relationship.

Open-ended questions

Two open-ended questions were asked on the survey. The first question asked the participants to indicate what was the most important competency (skill, ability, or knowledge) necessary to effectively administer the training function. The second question

asked the survey population to indicate what was the greatest problem they faced as an administrator of training. The results from these questions are summarized below:

### MAJOR COMPETENCIES

#### Most Important Competency (Skill, Ability, or Knowledge) Needed in Administering Training. 103 Respondents, with 115 Responses

1. Communication, listening skills. One-on-one dealings and interfacing with other departments or management. (23 responses)
2. Interpersonal relationship skills to be used with staff, department managers, supervisors, and trainees. (13)
3. Diagnosis of training needs. (7)
4. Planning skills. (7)
5. Knowledge of industry/company products. Ability to translate knowledge into training. (7)
6. Coordinating training efforts with other departments. (6)
7. Marketing and selling of ideas and training. (5)
8. Establishing credibility. (5)
9. Ability to be flexible. (5)
10. Knowledge of adult education. (4)
11. Facilitation, speaking skills. (4)
12. Decision making skills. (4)
13. Evaluation, cost/benefit analysis of training. (3)
14. Organizing training efforts. (3)
15. Dealing with organizational politics, being a good

- politician. (3)
16. Knowing and choosing the appropriate training resources. (2)
  17. Human resource management. (2)
  18. Innovativeness. (2)
  19. Patience. (2)
  20. Management experience and skills. (2)
  21. Counseling abilities. (1)
  22. Setting priorities. (1)
  23. Problem solving. (1)
  24. Knowledge of the change process. (1)
  25. Delegating skills. (1)
  26. Integrating existing knowledge. (1)

#### MAJOR CHALLENGES

The second open-ended question asked the survey participants to indicate what was the greatest problem they faced as an administrator of training. The results are contained below:

#### Greatest Problem Faced by Administrators of Training. 102 Respondents with 104 Responses

1. Obtaining appropriate budgeting/funding support.  
(11 responses)
2. Time pressures to develop and implement training. (11)
3. Obtaining the support of management for: funding (11),  
commitment (6), clear direction (5), input into the  
direction of training (5).
4. Showing cost/benefit of training. (9)

5. Obtaining and developing appropriate staff. (8)
6. Setting priorities in terms of the demands and resources available for training. (6)
7. Selling and justifying the need for training to the rest of the organization. (5)
8. Changing the rest of the organization's misconceptions about training. (4)
9. Limited knowledge of training/education. (3)
10. Establishing credibility. (2)
11. Obtaining facilitation skills. (2)
12. Conducting needs analysis. (2)
13. Dealing with internal politics. (2)
14. Lack of motivation among trainees. (2)
15. Lack of communication with certain departments. (1)
16. Lack of training facilities. (1)
17. Being aware of organizational change and integrating it into training. (1)
18. Reinforcement of participants' training skills. (1)
19. Lack of knowledge of technical areas. (1)
20. Keeping programs up to date. (1)
21. Conflicting trends in the organization. (1)
22. Development of materials. (1)
23. Integrating organizational objectives into training. (1)
24. Being given additional responsibilities besides training.(1)

## SUMMARY OF FINDINGS

The summary of research findings from Step II of the process is contained below. The findings are described by each of the objectives contained at the beginning of this chapter.

### Meaningful demographics on administrators of training

This research objective and resulting questions were developed in response to the question, "Who are administrators of training?" Based on suggestions from the panel in Step I of the process, the following information was obtained from the survey population.

#### Distribution

The first task in answering this question was to determine the organizational location and responsibilities of training administrators. In terms of distribution of trainers by industrial classification and number of employees in the organization, statistics from the ASTD Membership Study and the Training Magazine Census were utilized.

In terms of administrative responsibility within the organizations surveyed, 60% indicated that they were responsible for administering training at the corporate level as opposed to the divisional level of 29%. Another 10.3% indicated responsibilities other than corporate or divisional.

#### Number of employees in area managed

In response to the question on this item, the survey indicated that most training administrators were directing small staffs. Of those responding, 36.5% indicated that they managed 3 to 5 employees.

Another 20.2% indicated that they managed 0 to 2 employees. The other 41.3% indicated 6 or more employees.

#### Number of employees reporting to the administrator

The same frequencies as indicated in response to the above item were obtained in response to this item. Of the responding administrators, 74.8% indicated that they have four or fewer employees reporting directly to them.

Another way of determining, "who are administrators of training?", was to examine previous and present employment experience. This was done by examining:

- .years in present position,
- .years in training and development,
- .years in managing training and development, and
- .experience prior to training and development.

In examining the responses, it appeared that administrators of training were new to both training and development and the supervisory/management function. It also appeared that from an experience point-of-view, the largest percentage had traditional educational backgrounds.

#### Years in present position

In response to the question on this item, 40.7% indicated fewer than two years in their present position. A full 74.1% indicated fewer than four years in their present position.

#### Years in managing training and development

In terms of experience in managing training and development, 50% indicated fewer than four years experience in management.

### Years in training and development

A higher percentage, than above, was reflected in experience in training and development. In response to the question on this item, 63.9% indicated over six years in the area of training and development.

### Experience prior to training and development

The lack of supervisory/management experience as well as a lack of technical expertise and personal experience was also evident in the responses. Prior to training and development, 67.6% indicated no technical experience, and 83.8% indicated no personnel experience. The largest experience area was traditional education, 38%.

### Education

Two other key demographic elements that were examined included the level of academic achievement, and the post-graduate and undergraduate concentrations of administrators of training. In examining these factors, it appeared that most administrators of training had advanced degrees at the masters level. The most predominant area of concentration at both graduate and undergraduate level was in the area of education.

### Educational level

The most predominant level of higher academic achievement was the masters degree, 54.7%. Only 6.6% indicated that they had doctorates, while 30.2% indicated that they had only bachelors degrees.

### Major undergraduate concentration

Out of 19 majors listed, education ranked the highest, 25.2%. The next two in importance were liberal arts, 16.5%, and business,



15.5%. The other 16 majors accounted for 42.8% of the responses.

#### Major postgraduate concentration

At the postgraduate level, 26% indicated education as their major concentration. Next in frequency was business, 13%, with liberal arts replaced by social science and psychology as third, each with 10.4%. The remaining 19 concentrations account for 40.2% of the remaining responses. Out of this 40.2%, school administration accounted for only 1.3% of the responses.

#### Developmental activities

In response to the question on the activity that was indicated as first in order of importance in preparing the administrator to perform the administrative function, 72% indicated that on-the-job experience was the most important element. Next in importance was formal academic credit programs, 16%. The other three were in-house training, 5%, professional associations, 4.8%, and outside workshops, 1.9%.

#### Hypotheses

There were two hypotheses that were tested in relation to the demographic section. No significant relationships were shown between methods of preparation in learning to be an administrator of training and, years in training and development, and years managing the training and development function. Also, there appeared to be no significant relationship between employment experience and type of organization.

#### Tasks performed

Another method of determining "who are administrators of

training" was to examine the tasks they perform. Based on the survey responses, administrators spent the greatest percentage of their time in relation to training and development related activities. Second was administration and supervision, with other related activities as third. In terms of percentage of time, 50% indicated that they spend 50 - 100% of their time in training and development related activities, 23.1% indicated they spent most of their time in administration/supervision, followed by 14.8% who spent their time in other job related functions.

#### Type of training administered

The last demographic dealing with administrators of training that the survey obtained information on were the types of training programs administered. Based on the responses, the percentage of time spent in administering training was: greatest for managerial/interpersonal training, 30.4%; followed by technical training, 27.3%; other training activities, 21.5%; employee orientation, 13.9%; and sales training, 6.9%.

#### Hypotheses

In examining the hypotheses for this section, there appeared to be no significant relationship between the amount of time spent in administering and:

- .number of employees reporting to the administrator,
- .number of employees in the organization, and
- .type of organization.

#### Administrative tasks performed

A second objective in this step of the study was to determine the

administrative tasks performed. A modified 11 task PODSCORB model developed in Step I of the process was used. Based on an analysis of the frequencies, 47.6% performed all 11 tasks, 64.7% performed 10 or more tasks, 72.3% performed 9 or more tasks, 84.7% performed 8 or more tasks, and 96.1% performed 7 or more tasks. Based on these frequencies and a mean of 9.6 tasks performed, it appeared that the tasks in this modified PODSCORB model reflected the administrative tasks of administrators of training.

In terms of importance to the effective performance of the administrative function, certain administrative tasks appeared to be more important than others. These tasks included planning, organizing, and coordinating. In order of importance, these tasks were:

.first in importance	planning	73.1%
.second in importance	organizing	46.2%
.third in importance	coordinating	26.7%

### Hypothesis

In examining the hypothesis for this section, there appeared to be no significant relationship between the administrative tasks performed and type of organization. However, there appeared to be a significant relation in the performance of the budgeting tasks when examined by number of employees in the organization. As the number of employees increased so did the performance of this task, 60% for less than 500 to 88.9% for 2,500 and over. Two tasks appeared to be significant when examined by the number of professionals reporting to the administrator of training. Selecting staff and determining merit

increases became more significant as the number of professionals reporting increased. An increase in the performance of determining merit increases was also reflected when examined by the number of employees in the area managed.

In examining another hypothesis, there appeared to be no significant relationship between the importance of the tasks and:

- .type of organization,
- .number of employees in the organization,
- .number of professionals reporting to the administrator, and
- .number of employees in the area managed.

#### ASTD activity areas in relation to the administration of training

The next research objective dealt with examining the ASTD activity areas in relation to the job of the administrator. These activities were examined in terms of three areas:

- .how they relate to the effectiveness of the administrator's area,
- .difficulty in administering,
- .activity areas in which administrators felt they needed additional skill development.

#### Effectiveness

In examining the activity areas in terms of effectiveness, the most important activity area by far was conducting needs analysis with a 43.4% response rate. The next two major activities were program design, 18%, and managing work relations, 13.3%. The remaining ten areas accounted for the remaining responses.

### Difficulty in administering

In examining the activity areas by difficulty in administering, the most difficult one was conducting needs analysis, 30.6%. Next was organizational development, 14%, training research, with 13%, and manage work relations, 13%. The remaining nine areas accounted for the remaining 29.4%.

### Need for further development in being able to administer

In examining these activity areas by need for further administrative skill development, the one activity that appeared to be most significant was conducting needs analysis, 21.5%. The next three in importance were training research, 19.6%; organizational development, 13.7%; and professional self-development, 9.8%. The remaining nine areas accounted for the remaining 35.4%.

In examining the activity of individual development, it was eighth, 3.6%, in importance to the area of effective administration; tenth, .99%, in difficulty of administering; and seventh, 4.9%, in need for further development. On this basis, it appeared that individual development was not a major activity for administrators of training. This conclusion was also indicated by the panel in Stage I of the research process.

### Hypothesis

In examining the first hypothesis, there appeared to be no significant relationship between the importance of the ASTD activity areas to the effective performance of an area's training and:

- .type of organization,
- .number of employees in the organization, and

.number of employees in the area managed.

However, there appeared to be significant relationships between the activity area of managing internal resources and the number of professionals reporting. Based on the mean score, the importance of this activity increased as the number of professionals reporting increased, 6.4 for one to four professional, and 4.7 for 9 to 50. A rank of 1 was most important and 8 was least important.

In examining a second hypothesis, there appeared to be no significant relationship between the activities most difficult to administer and:

- .number of professionals in the organization,
- .number of professionals reporting to the administrator,
- .number of employees in the area managed, and
- .educational background.

When examined by type of organization, the only activity that appeared to be significant in terms of difficulty in administering was organizational development. In examining the responses, 28% of all public sector administrators ranked it as the most difficult. This rating was in comparison to 12.9% for hospitals, 11.1% for financial services, and less than 1% for industry.

In examining a third hypothesis, there appeared to be no significant relationship between the activity areas that administrators need further skill development in and:

- .type of organization,
- .number of employees in the organization,
- .number of employees reporting to the administrator, and

.educational background.

#### How effectively each training area is being administered

Another major objective of this step of the research process was to determine how effectively each of the thirteen activity areas were being administered. In Step I of the process, the panel developed 23 indicators of effective administration. The survey participants were asked to indicate how frequently the indicators were being performed by using a five point scale ranging from performing the activity "All the time" (5), to performing it "Not at all" (1). Based on an analysis of responses, 20 of the 23 indicators were being performed "half the time" or more when examined by both mean, median, and mode. The three indicators that were being performed less than "half the time" were the following:

- .use current research and training research findings, mean 2.8,
- .use models for organizational development, organizational intervention, mean 2.5, median 2.3, mode 1; and
- .compare designs for cost effectiveness, appropriate training approach, mean 2.8, median 2.7, mode 3.

#### Hypothesis

It was decided to examine the performance of each of the 23 indicators by the major variables in the study.

#### Type of organization

When examined by type of organization, there appeared to be no significant relationship.

#### Number of employees in the organization

The indicator of "apply needs assessment information" became

significant when examined by the number of employees in the organization. It appeared that as the number of employees in the organization increased, so did the performance of this indicator.

#### Number of professionals reporting

When examined by this variable, two indicators appeared to be significant. The first was "use job analysis to develop technical programs." This indicator appeared to be significant for the 1 to 4 class of number of professionals reporting. Of those performing this task all the time, 66.7% were from the 9 to 50 class of professionals reporting.

The second indicator that appeared to be significant was "preparing trainers from other departments." Of those performing this task all the time, 44.4% were from the 9 to 50 class.

#### Percentage of time in training and development activities

Two indicators appeared to be significant when examined by this variable. The first of these was "use program development procedures." There was a significant relationship for performing this task all the time and those who spend 75 to 100% of their time in training and development activities. Of that class, 76.5% performed that task all the time. The next highest performance percentage was 47.4% for the 0 to 24% group.

The second indicator of "obtain upper level support" appeared to be significant for those who spent 25 to 49% of their time in training activities. Of those indicating that they perform this indicator all of the time, 62% were from this class.



Number of years in present job

The indicator of "chooses assessment based on the situation" appeared to be significant when examined by this variable. Fifty percent of those administrators with eleven or more years performed this indicator all the time. The next highest performance for the "other experience" groups was 27.3%.

Number of years managing training and development

Two indicators appeared to be significant when examined by this variable. The first indicator was "utilizes cost/benefit analysis." Twenty-three percent of the administrators with five or more years of managing training performed this indicator all the time. This was in comparison to 20% for four years, 7.1% for three years, 11.1% for two years, and 0% for one year or less.

The second indicator, "chooses assessment based on the situation", was also performed by a high degree of administrators with five or more years experience in managing training. They performed this indicator 40% of the time. This was in comparison to 30% or less for the other groups.

Employment experience

The performance of two indicators appeared to be significant for administrators with a traditional educational employment background. The first was "chooses assessment based on situation", performed 54.8% by those with educational experience in comparison to 45.2% for those without. The second was "examine material for audience needs", performed 51.1% for those with this experience in comparison to 48.9% for others.

The performance of two indicators also appeared to be significant when examined by previous personnel experience. The first of these indicators was "new programs systematically tested", 12.8% for those with no personnel experience, in comparison to 33.3% for those with personnel experience. The second indicator was "compare designs for cost effectiveness." Overall, there appeared to be a higher percent of those with personnel experience, 38.9%, performing this indicator in comparison to those without personnel experience, 8%. These findings appeared to be important even though the correlation was low.

#### Educational Background

The indicator of "utilizes systematic procedures with sponsors" appeared to be significant when examined by the variable of educational background. Of those indicating they performed this indicator all the time, 36% had masters degrees. The next highest percentage was those with bachelors degrees, 23.3%.

The next largest response groupings were competencies related to management of the training function. Included in this grouping were the following competencies: planning skills, 7; coordinating skills, 6; organizing skills, 3; human resource management skills, 2; management experience and skills, 2; and delegation skills, 1. Combined, these 21 competencies equaled 18% of the total responses.

The third largest grouping was in the needs analysis/evaluation area. Diagnosing training needs received 7 responses, and evaluating results, 13. These 10 responses equal 12% of the total responses. The major competency areas and related competencies accounted for 67% of all responses. The remaining 38 competencies suggested by the

survey respondents accounted for 33% of the responses.

Greatest problem faced by the administrator

In examining the 104 responses to the question on the greatest problem faced by the administrator of training, the largest response, 16 or 15.4% of the total responses, was in the area of dealing with upper management. Specifically, those 16 responses dealt with obtaining management support and long term commitment to training. There was also a desire on the part of training administrators to have input into the formation of training goals as well as receiving clearly established directions and goals from upper management.

Certain other problem areas were tied into the lack of management support. The first of these areas dealt with the problem of lack of appropriate budgeting/funding support. Eleven of the 104 responses indicated that obtaining this type of managerial support was a problem. Also tied in with obtaining managerial support was the problem of obtaining an adequate number of staff, 8 responses. Therefore a total of 18.3%, or 19 responses, dealt with obtaining adequate budgetary or staff resources.

The problem of obtaining adequate resources was reflected in two other problem areas. One of these areas was in setting priorities in terms of the resources available for training, 9 responses. Lack of resources was also reflected in responses indicating the problem of time pressures in developing and delivering training, 11 responses. Both areas equaled 16.3% of the responses.

The need for administrators of training to communicate and establish credibility for their function was also indicated in

response to the question on competencies needed. Five of the respondents indicated that their major problem was in selling training. Nine indicated that showing the cost/benefit of training to others in the organization was their major problem. Establishing credibility, 2 responses; communicating with other departments, 1 response; and changing misconceptions of training in the organization, 4 responses, tied in with the problem administrators faced in communicating training's importance throughout the organization. A total of 20.2% of the responses dealt with this problem area. The remaining 31 or 29.8% of all responses dealt with 14 other problem areas.

In conclusion, the major problems faced by administrators of training involved establishing the type of credibility for training in the organization that resulted in support from upper management and other departments. The resulting lack of support was reflected in adequate funding and the problem of meeting the demand for training with less than adequate resources. The need to meet these challenges was reflected by the competencies stated in response to the first open-ended question. The major skills mentioned were communication and interpersonal skills for dealing with various groups within the organization, especially other departments and upper management. Abilities necessary in establishing credibility and marketing training also corresponded to this pattern.

### IN-DEPTH INTERVIEWS

Following the analysis and summary of the survey results, it was decided to investigate the following questions:

1. Why were the administrative tasks of planning, organizing, and coordinating ranked as the most important tasks?

2. Why were the ASTD activities of conducting needs analysis, program design, and managing relations with other managers identified as the most important to the effective administration of the training area?

3. Why were the ASTD activity areas of conducting needs analysis, organizational development, training research, and managing work relations with other managers ranked as the most difficult to administer?

4. Why were the ASTD activity areas of conducting needs analysis, training research, organizational development, and professional self-development identified as the major areas for additional development in being able to administer?

5. Why were the following indicators of effectiveness performed less than half the time: using current research findings in developing training procedures, using models for organizational development, and comparing designs for cost effectiveness?

6. Why did public sector training administrators rate organizational development as being more difficult to administer than others did in the survey?

7. Why was there an increase in the use of needs analysis and

job analysis in designing programs as the number of employees in the organization increased?

8. Why did experience in training and managing training result in an increased: a) use of assessment procedures based on the situation (years in present position); b) applying of needs assessment information (years in training); and c) utilizing of cost benefit analysis (years in managing training)?

9. Why did administrators with traditional education employment experience more frequently than others: a) choose assessment procedures based on the situation, b) examine the instructional methods, content, and technique of programs to make sure they reflect the needs of the audience, and c) use systematic procedures with clients?

10. Why did administrators with personal development experience more frequently than others: a) systematically test new programs, and b) compare designs for cost effectiveness?

Finally, the in-depth interviews were designed to obtain information on the various competencies (skills, knowledge and abilities) necessary to administer the ASTD activities, perform the major administrative tasks, and meet the major challenges faced by administrators of training. The competencies and suggested developmental activities were compiled to provide a beginning point in the development of a systematic approach to the understanding of the role and developmental needs of training administrators.

#### Interview population

In selecting the interview population, the following criteria was

utilized. The interviewees should:

- .be representative of the survey population,
- .reflect both the knowledge and experience of the training and development process necessary for identifying competencies and developmental strategies, and
- .be drawn from the survey population.

Based on these criteria, the returned surveys were examined to identify candidates to interview. To eliminate the need for extensive travel, individuals were identified from the local area who were members of both the ASTD and its local affiliate, the Illinois Training and Development Association. It was decided to choose a total of twelve training administrators to be interviewed. It was felt that three interviewees from each of the four major industrial classifications that comprised the survey's population would provide an accurate representation of the survey's population. It was decided that three interviewees from each of these groups would provide the interpretative information needed for this stage of the research process.

Interviews, each consisting of two and a half to three hours, were conducted with the twelve selected training administrators. The results to the questions asked in the interviews are contained below.

### INTERVIEW RESULTS

#### QUESTION 1

Why were the administrative tasks of planning, organizing, and coordinating ranked as the most important tasks?

In examining the importance of these three tasks with the interviews, all the interviewees felt that the three tasks were interrelated in practice. The importance of each is mentioned below.

### Planning

Planning was considered to be vital in achieving the mission of any organization. It was especially important for a training department in determining the steps that should be taken in helping to fulfill organizational goals. It was seen as vital in achieving the training goal of employee improvement and organizational performance.

There were two types of planning identified by the interviewees. Strategic or long term planning was identified as being used to establish long term goals affecting the organization's future direction. The second type identified was tactical planning, which was used in determining the resources necessary to meet the immediate needs of the organization.

### Competencies needed for planning

#### .Analytical skills

In planning effectively, training administrators were viewed as requiring analytical skills. They should be able to analyze the direction and goals of the organization and to plan how training could help meet those goals. They also should be able to plan their projects and the resources needed.

#### .Data gathering/research skills

In the process of formulating plans, training administrators should be able to utilize data gathering and research skills. They



need to be able to formulate the data gathered into specific plans.

.Knowledge of the organization

Planning, it was felt, could not be accomplished in a vacuum. The training administrator should know the organization's goals, its needs, and its functions.

.Knowledge of the planning process

To effectively plan, administrators also indicated a need to know the steps involved in formulating plans.

.Risk taking, innovation, flexibility

These three abilities were seen as necessary to effectively develop plans to meet organizational goals and needs. All three abilities were indicated as necessary in directing an area's efforts towards meeting organizational goals.

Developmental strategies for planning competencies

It was felt that knowledge of the planning process could be developed either through directed readings, seminars, or academic programs. The information should then be applied by engaging in the planning process on the job. For example, the individual could develop goals and appropriate action plans around a simple, identified training need. Coaching and critiquing would then be provided over an established period of time in achieving this goal.

Organizing

Organizing was interpreted as the next step following planning. While planning was involved in formulating goals, organizing provided the structure for achieving goals through action plans. It involved the determination of the way the task was to be completed, and the

allocation of proper resources. It is the action planning part of the process. Organizing, it was felt, was vital for a training area's effectiveness because of the unlimited demand for training and the limited resources available to meet those demands.

#### Competencies needed for organizing

##### .Ability to establish work system

It was felt that in formulating and achieving specific plans the ability to develop a workflow process was essential. A training administrator should be able to see the process as a whole, as well as to make sure that each of the component parts of the plan had been achieved.

##### .Knowledge of the workflow process

In order to establish a work system it was felt that training administrators should have a knowledge of how to structure work tasks. Included in this structuring was knowledge of how to allocate resources in achieving each part of the process.

##### .Delegation skills

Human resources were viewed as the major resources necessary in accomplishing training/development plans. For this reason, delegation skills were seen as essential to the training administrator. To delegate work properly, training managers needed to be able to assess the ability of subordinates in relation to tasks, assign work, and provide support without dominating these individuals.

#### Developmental strategy for organizing competencies

The suggested strategies for developing organizing competencies

for training administrators involved both on-the-job experience and academic/seminar preparation. Through academic course work, reading, and seminars, individuals could learn the steps necessary in organizing work tasks. This knowledge should then be applied in relation to a specific task on-the-job. Coaching and appropriate critiquing should also be provided.

### Coordination

Coordination of efforts was viewed as extremely important in dealing with work groups in both the training area and among client departments. It was seen as important among subordinates in the training area, because of the limited resources and the unlimited demand for training. Since the development and delivery of training was primarily based on the use of human resources, the effective coordination of employees was essential.

Coordination was indicated as being important in dealing with various departments in order to avoid duplication of training efforts. It was seen as needed to ensure that the training needs of the organization and individual employees were being met in the most cost effective manner.

### Coordination competencies needed for dealing with own staff

#### .Interpersonal skills

The skills of communication, assessing individual needs and abilities, leadership, and motivation were seen as critical in coordinating the work activities of subordinates.

### Competencies needed for dealing with other departments

#### .Knowledge of other departments

In dealing with other departments in coordinating training efforts, training administrators were viewed as needing to have a knowledge of other areas' functions and goals. This knowledge was needed to lend credibility to the training area's attempts to coordinate efforts, and to make sure these efforts met the needs of the different functional departments.

#### .Communication/persuasion/negotiation skills

These skills were needed in dealing with departments and convincing them of the need to coordinate training efforts. Training administrators had to sell the services and products of their area. It was felt that they needed to persuade clients of the benefits connected with mutual endeavors.

### Developmental strategy for dealing with own staff

A theoretical knowledge of interpersonal skills, it was suggested, could be learned through directed readings, seminars, and academic courses. The knowledge could then be applied through on-the-job experience and accompanied with coaching and critique.

### Developmental strategy for dealing with other departments

A suggested method for developing a knowledge about the functions and needs of other departments was to rotate an individual for a period of time through client departments. Assignments involving coordinating specific projects with other departments would also assist in developing a knowledge of those departments and in developing coordination skills. Appropriate coaching and critiquing

skills would need to be used throughout this process.

## QUESTION 2

Why were the ASTD activities of conducting needs analysis, program design, and managing relations with other managers identified as the most important to the effective administration of the training area?

Based on in-depth interviews, these tasks were found to be important for the following reasons.

### Conducting needs analysis

Conducting needs analysis was seen as the beginning point of the whole training process. It was portrayed as the most critical point in determining if the efforts of the training area were really meeting the needs of the client.

### Competencies needed for needs analysis

#### .Analytical/problem-solving skills

It was felt that there was a need in the needs analysis process to be able to examine potential training situations to determine if training and development was a real need or just a perceived need. If training was needed, data had to be gathered and examined to determine potential solutions.

#### .Interviewing/communication/persuasion skills

The ability to honestly communicate with people was indicated as the key to obtaining information. Active listening and probing skills also were needed. Persuasion skills were often needed to get both management and employees to provide information on real training

needs, and not just supply information that they felt the interviewer wanted.

.Needs analysis/research knowledge

Individuals either conducting or administering needs analysis had a need to know research procedures and different needs analysis techniques. The training administrator needed to be able to tailor these techniques to meet different situations.

Developmental strategies for needs analysis competencies

Basic knowledge of the techniques of needs analysis and research could be obtained from readings, classes, and seminars. Also, there should be an on-the-job application of this knowledge accompanied with proper coaching and critiquing.

Managing relations with other managers

Managing relations with other managers was perceived as important because of the client/sponsor relationship that has existed between the training departments and the rest of the organization. Training was seen as a staff function and that without an existing, effective relationship, departments would not ask for training services.

Competencies needed for managing relations

.Knowledge of other managers and their areas' needs

See the previous description.

.Marketing/negotiating skills

It was felt that training administrators and their departments needed to convince other areas and their management of the importance of the training department's services. Negotiation skills were needed

in contracting for the services to be provided.

.Communication/consulting skills

Effective communication needed to be maintained between a training department and other departments. The reason for this communication was to maintain a relationship in which managers in other areas were willing to use the services of the training area and to communicate training needs to the training area.

Developmental strategy for managing relations competencies

Possible developmental strategies suggested included: job rotation to other departments to learn of the area's needs, academic classes, seminars, or directed readings to learn marketing, coordinating, negotiation, and communication skills. There also needed to be appropriate feedback from management.

Designing programs

Designing programs was listed as important because it was seen as the major product or service provided by most training areas.

Competencies needed for designing programs

.Knowledge of adult learning

In order to design or direct the designing of training programs effectively, training administrators should understand how adults learn. It was felt that this knowledge should include information on how to motivate the learner and how to relate the content and design to the individual employee's job.

.Knowledge of the instructional design process

For training design to be effective, the interviewee felt that

administrators need to understand how the training design process operates including needs analysis, development of training objectives, choosing alternative designs, and evaluation.

#### Developmental strategy for designing program competencies

Suggestions for development included academic or seminar training in instructional design, supplemented by the reading of professional journals in adult education and training. Models and samples should also be provided. Other suggested activities included either designing or coordinating the development of a training project.

#### QUESTION 3

Why were the ASTD activity areas of conducting needs analysis, organizational development, training research, and managing work relations with other managers ranked as the most difficult to administer?

#### Needs analysis

Needs analysis was considered difficult to administer and perform for several reasons. One reason was the lack of knowledge regarding how to conduct needs analysis. The second reason was that clients were often unsupportive. It was felt that sponsors often did not want to release information, feeling that they knew the training needs of the employees. Also, they believed that the needs analysis process was too theoretical.

#### Managing work relations with other managers

Managing work relations with other managers was seen as difficult for a number of reasons. One reason was because of lack of communication between the different areas of the organization. A



second reason was the spirit of competition and ownership for an area by its management. This lack of communication and understanding of an area's functions, competition and feelings of ownership by an area were seen as formidable obstacles in establishing effective work relations with other managers.

### Organizational development

Organizational development (o.d.) was difficult to perform and administer for several reasons. One difficulty was in the area of knowledge of the o.d. process. Another reason was the unwillingness of client areas to expose themselves to possible conflict. Also, client departments often expected immediate, dramatic results. This process, however, has only long range impacts which prove difficult to measure.

### Competencies needed for organizational development

.Knowledge of organizational development process and intervention techniques

Before engaging in the o.d. process, it was felt that the interventionist needed to have a knowledge of the process and its various techniques and models.

.Knowledge of the organization

There was also a need to have a knowledge of the work environment of the organization. This knowledge was necessary to understand the various change elements and obstacles operating in the environment.

.Problem-solving skill

It was agreed that a key outcome of the organizational

development process was to assist organizations in overcoming problems. Therefore, the o.d. practitioner should be able to assist in identifying problems and helping others to resolve them.

.Consulting/communication skills

See previous description.

#### Willingness to take risks and engage in conflict

The o.d. process was viewed as an often ambiguous undertaking containing the possibility of conflict and risk. It was felt that practitioners should have the ability/willingness to accept risks.

#### Developmental strategy for organizational development competencies

Academic classes, seminars, and directed readings could provide a theoretical basis for a knowledge of the o.d. process. Observation, practice, and critique were viewed as essential to being able to perform this activity.

#### Training research

Training research and its application to training and development was often difficult to accomplish for several reasons. First of all, the research process and statistical information were perceived as often difficult to understand, as well as difficult to apply. Also, it was often hard to convince clients and upper management of the benefit of applying research findings.

#### Competencies needed for training research

.Knowledge of statistics and research

A basic knowledge of the research process and statistics were seen as necessary to understand research data as it applies to

training.

#### .Application skills

Besides being able to understand research results, there was a need to be able to apply the research where appropriate to training. Analytical ability, needs analysis, and problem solving skills were seen as necessary in matching research findings to the appropriate training situations.

#### Developmental strategies for training research competencies

Directed reading, academic classes, and seminars could be utilized in developing knowledge in the areas of research, problem solving, and analytical skills. The opportunity should be provided to practice applying research skills to the development of projects.

#### QUESTION 4

Why were the ASTD activity areas of conducting needs analysis, training research, organizational development, and professional self-development identified as the major areas for additional development in being able to administer?

Conducting needs analysis, training research, and organizational development were identified as areas for further skill development. The interviewees felt that these areas were chosen because of their importance and difficulty in administering.

Professional self-development was listed as an activity for further skill development for two reasons. First, the role of the training administrator still has not been clearly defined, therefore complicating the tasks of planning self-development. This task has even become more difficult because of the rapid changes occurring in

the area of training. Also, still not defined were the developmental resources needed to meet the demands of this function. Second, it was felt that it was difficult for individuals to manage their own self-development. It was seen by the interviewees as being difficult for an individual to self-diagnose his or her own skill needs.

#### QUESTION 5

Why were the following indicators of effectiveness performed less than half the time: "using current research findings in developing training procedures", "using models for organizational development", "comparing designs for cost effectiveness"?

#### Lack of performance of the indicators

"Using current research findings" in developing training programs was often not performed because of the difficulty of applying theory in practice. Research was difficult both to conduct, to understand, and to apply. Also, trainers often became locked into their own procedures and methods of developing and administering training.

"Using models for organizational development" was often not performed by administrators for a number of reasons. Often, there was a lack of knowledge of the process and techniques to be utilized, and there was also a hesitancy to get involved in a high risk process.

"Comparing designs for cost effectiveness" was not performed because of the difficulty of measuring the impact of training and certain training approaches. Also, there had not been a great demand for such measures. Another reason was that training professionals were often seen as biased toward certain design procedures.

## QUESTION 6

Why did public sector training administrators rate organizational development as being more difficult to administer than others did in the survey?

Organizational development was perceived as being more difficult to administer because of the static nature of the public sector organizations. Also, there was less of a desire to change in the public sector than in the private sector.

## QUESTION 7

Why was there an increase in the "use of needs analysis and job analysis in designing programs" as the number of employees in the organization increased?

The larger the organization became, the less known were the specific needs of the organization and the requirements of jobs. For this reason, there was an increased need for "the use of needs analysis and job analysis."

## QUESTION 8

Why did experience in training and managing training result in an increased: a) "use of assessment procedures based on the situation" (years in present position), b) "applying of needs assessment information" (years in training), and c) "utilizing of cost benefit analysis" (years in managing training)?

As training practitioners became more experienced, they developed more sophistication in attempting to adjust their training efforts to the needs of the organization. There was a greater use of needs analysis to achieve this need. An increased use of needs analysis

resulted in greater experience in the process, and the choosing of techniques to meet the situation. As trainers and training administrators become more experienced there was a greater concern for achieving and showing the benefit of training. Therefore, there was a greater effort to show the cost or benefit of training.

#### QUESTION 9

Why did administrators with traditional education employment experience more frequently than others: a) choose assessment procedures based on the situation, b) "examine the instructional methods, content", and "technique of programs to make sure they reflect the needs of the audience", and c) "use systematic procedures with clients"?

It was felt that training administrators with educational backgrounds were more experienced in instructional techniques than those with line and personnel experience. Therefore, previous educational experience was of value in performing and administering training.

#### QUESTION 10

Why did administrators with personnel employment experience more frequently than others: a) "systematically test new program", and b) "compare designs for cost effectiveness"?

Unlike the other responses, the interviewees were unsure of the reason for these findings. One suggestion was that personnel managers responsible for training might have or have had more of an accountability for the success and cost of training.

## CHAPTER V

### DISCUSSION

#### PURPOSE OF STUDY

This study was designed to examine the role of the training administrator. Specifically, the study was intended to answer the following questions:

- .Who are administrators of training?
- .What are the administrative tasks performed by administrators of training?
- .What is the relationship of the administrator's role to the American Society of Training and Development (ASTD) 1978 list of professional activities?
- .How effectively are the ASTD activity areas being administered?
- .What are the major challenges faced by administrators of training?
- .What are the key competencies and possible developmental strategies to be used in developing administrators of training?

#### Questions and Hypotheses

Questions were formulated to obtain information on each of the above six objectives. Hypotheses were developed to determine if significant differences existed between sub-populations in the study

and the administrative tasks performed, the importance of the ASTD activities of training, and how effectively the activities were being administered. Specifically, it was decided to determine if differences existed among sub-populations based on industrial classification and the size of the organization. Both methods have been traditionally used for measuring differences among employee populations. Other variables were used where it was felt that important differences might exist among sub-populations in the study. A complete list of the variables that were used was placed in Chapter III and summarized in this chapter.

### Research Process

The research process involved the use of a three step approach. In Step I, a group of experienced and well recognized training administrators, who were selected through the assistance of the Illinois Training and Development Association, were utilized in developing a survey instrument. That survey instrument was designed to obtain information on each of the research objectives previously mentioned. In order to measure how effectively these activities were being administered, the panel developed a list of Indicators of Effectiveness for the ASTD activity areas under study.

✓ In Step II, the survey instrument, after being piloted by a representative sample group, was sent to a randomly selected and proportionately representative group of training administrators. The survey population was selected from the ASTD membership list, which was the most comprehensive list of training professionals available. Out of the 156 surveys sent, a total of 108 responses, 69%, were



returned in completed form. Four mailings were sent to the sample population to obtain these responses. An analysis of the responses was then conducted using the Statistical Package for the Social Studies. Based on the information analyzed, an Interview Schedule was then constructed to investigate the major findings.

In Step III, the major findings of the survey were investigated through the use of in-depth interviews. Twelve interviewees were selected on the basis of representation of the sample population, participation in and familiarity with the study, and recognized expertise in training and development. Specific answers to questions dealing with competencies needed to administer the most important and difficult administrative tasks, and ASTD activity areas were obtained. Also, the twelve interviewees were asked to suggest possible strategies for developing the competencies they identified.

## RESULTS

Contained below are the results to the questions and hypotheses based on the research objectives of this study. A narrative explaining these findings is included in the DISCUSSION OF RESULTS.

### Who Are Administrators of Training?

1. Administrators of training were usually found at the corporate level of the organization.
2. They managed small staffs of usually four or less.
3. On an average, they had less than four years in their present position.
4. Administrators had little management experience outside of

training.

5. Traditional education was the major source of previous employment experience.
6. Only half of their time was spent in administering training.
7. They spent nearly a quarter of their time on training related activities.
8. Although half of the administrators possessed advanced degrees, most indicated on-the-job training as their most important source of development.

What administrative tasks are performed by administrators of training?

9. Administrators of training were performing the traditional administrative tasks as described in the POSDCORB model.
10. Planning, organizing, and coordinating were indicated as the most important tasks related to the effective performance of the training area.

What is the relationship of the training activities published by the ASTD to the role of the training administrator?

11. The most important tasks related to the effectiveness of the training area were conducting needs analysis, managing relations with other managers, and designing programs.
12. The most difficult to administer were conducting needs analysis, organizational development, training research, and managing relations with other managers.
13. Additional skill development was needed in the areas of needs analysis, training research, and professional self-

development.

How effectively are the ASTD activity areas being administered?

14. Out of 23 Indicators of Effectiveness developed in this study, 20, or 87%, were being administered effectively. Effectiveness was defined as performing an indicator half the time or more.
15. The indicators of using current research, using models for organizational development, and comparing design for cost effectiveness, were not being performed less than half the time.

What are the most difficult challenges faced by administrators of training?

16. The most difficult challenges faced by administrators of training were obtaining support from upper management, dealing with the unlimited demand for training, and communicating the purpose of training.

What are the major competencies needed?

17. The competencies needed by administrators of training corresponded to those major administrative tasks, key activity areas, and challenges previously described. These competencies were described in detail in Chapter IV, and are reviewed later in this chapter. They are also summarized in the Training Administrator Developmental Matrix.

Hypotheses

Significant relationships were examined in relation to the

performance of administrative tasks, the importance, difficulty and need for skill development of ASTD activity areas, and the effective administration of those activity areas. These relationships were examined by using the following variables:

- .industrial classifications,
- .size of organizations as determined by the number of employees,
- .number of professionals reporting to the administrator,
- .number of years managing training and development,
- .number of years in training and development,
- .educational background,
- .previous work experience, and
- .major source of development.

The significant findings from examining these hypotheses are described below.

#### Administrative tasks performed

18. The importance of the staffing function increased in relation to the number of professionals reporting to the administrator.
19. The importance of the budgeting function increased as the size of the organization increased.

#### ASTD activity areas

20. No significant relationships were found to exist between the performance of these activities and the previously mentioned variables.

#### Effective administration of ASTD activity areas

21. Increased training experience resulted in an increased use

of the indicators of:

- .using program development procedures,
- .obtaining upper level support for organizational development,
- .choosing needs analysis procedures based on the situation, and
- .the use of cost benefit analysis.

22. The use of needs analysis and job analysis increased as the number of employees increased and different number of jobs in the organization increased.
23. The use of models for organizational development occurred less in the public sector than among other industrial classifications.
24. Training administrators with previous work experience in education:
  - .used systematic consulting procedures with sponsors,
  - .chose needs analysis assessment procedures based on the situation, and
  - .examined materials for audience needs.
25. Training administrators with personnel experience more frequently than others:
  - .systematically tested new programs, and
  - .compared designs for cost effectiveness.
26. Attending outside workshops resulted in an increase use of new ideas in designing programs.

## DISCUSSION OF RESULTS

Contained below is a discussion of the major findings for the questions asked on each of the previously mentioned objectives. Also contained in this section is a discussion of the hypotheses and responses that were used in determining if significant differences existed among sub-populations in the study. A Training Administrator Developmental Matrix, contained at the end of this chapter, was developed to summarize and to interrelate the major tasks/training activities/challenges performed, and competencies needed by training administrators. The Matrix was also designed to examine possible developmental strategies suggested by interviewees during the third stage of the research process.

### Who are Administrators of Training?

In response to this question, administrators of training appeared to be relatively new in their position; 74% had less than four years in their present position. This lack of administrative experience was also reflected in the fact that 67% indicated that they had no supervisory/managerial experience prior to entering training.

The major source of previous employment was in the area of traditional education, 38%. This connection with traditional education was also reflected in both undergraduate, 25%, and graduate, 26%, majors. While over 54% of all training administrators had advanced degrees, on-the-job experience was indicated as the major source of development for 72% of the surveyed training administrators. Only 16% indicated formal academic programs as their major source of

preparation. This discrepancy between possessing academic degrees and lack of development through formal education seemed to indicate the need to reexamine the curriculum of academic programs that serve training administrators.

In performing their administrative functions, training administrators indicated that they had relatively small staffs. Seventy-four percent indicated that they have four or less professionals reporting to them. Administrators of training also stated that they spent 23% of their time in performing training related activities. Fifty percent of their time was spent in administering. The rest of the time was spent on non-training activities. This involvement by administrators of training in the performance of training activities was probably due to the small size of training staffs. This involvement also indicated that training administrators needed to have hands on expertise in the training activities they administered and often performed.

Administrative Tasks Performed, Corresponding Competencies, and Developmental Strategies

Training administrators performed the traditional administrative tasks as contained in the POSDCORB model. Of the eleven task elements in the modified POSDCORB used in this study, 47% of the training administrators performed all eleven tasks, 64% performed ten or more tasks, 73% performed nine or more tasks, 84% performed eight or more tasks, and 96% performed seven or more tasks. Of the eleven tasks, the interrelated tasks of planning, organizing, and coordinating were viewed by training administrators as the most important administrative

tasks related to the effective performance of their training areas. The planning of objectives and action plans, organizing resources to complete these plans, and coordinating the work of staff and the training efforts of other departments were seen as an interrelated process.

For administrators of training, the planning process dealt with the development of training objectives that tied directly into organizational objectives and the formulation of action plans. The competencies connected with performing the planning task included the ability and research skill necessary to gather data on the training needs of the organization. In this process, the interviewees felt that training administrators needed to have a knowledge of the organization, including its operation and direction. Once information on training needs was determined, the training administrator needed to be able to analyze how needs would be met. In formulating and executing these plans, the training administrator needed to have a firm knowledge of the planning process and each of its steps. Besides the previously mentioned knowledge and skills, the training administrator needed to be a risk-taker, an innovator, and flexible in meeting organizational training needs. The developmental strategy suggested by those training administrators interviewed consisted of formal instruction in the research and planning process, and the opportunity to plan projects on-the-job.

In organizing work tasks, the training administrator needed to have a knowledge of the workflow process and the ability to set up work systems. Since the most important resource in developing and



delivering training were human resources, the training administrator needed to be skillful in delegating tasks. As in the case of planning, knowledge on organizing work tasks and delegation could be learned through formal instruction. The knowledge, however, needed to be enhanced through on-the-job application.

In dealing with the third major administrative task identified in this study, coordination, two distinct groups of skills were identified as crucial. In directing the work of one's own staff, the training administrator had to be able to utilize interpersonal and communication skills, assess individual needs and abilities, and possess leadership and motivation abilities. As in the case of planning and organizing, it was suggested that knowledge learned through formal instruction be applied on-the-job. In dealing with other departments and their training efforts, the training administrator needed to possess effective communication skills. The administrator also had to possess a knowledge of the other departments in the organization, including their needs and methods of operation.

In this process of dealing with other departments, the administrator needed to be viewed and act as both a consultant and marketer of training services. The effective performance of these roles was viewed as vital because of the client relationship between training and other areas of the organization. Besides instruction in these competencies, skills could be developed through rotation to other departments and experience in jointly coordinating projects.

#### Major ASTD Activity Areas, Competencies, and Developmental Strategies

Of the ASTD activity areas surveyed, the ones of conducting needs

analysis, managing relations with other managers, and designing programs were indicated by training administrators as the most crucial. The needs analysis process provided the training administrator and the training area with the information necessary in providing services and products that met the needs of the organization, as well as that of specific departments and individuals. In order to effectively conduct needs analysis, the training administrator had to possess knowledge of the needs analysis/research process. Interviewing, communication, and persuasion skills were seen as needed in probing for the real training needs of individuals and organizations. Once information was obtained, it then had to be analyzed, and problem solving skills had to be utilized in determining the best ways that these needs would be met. The developmental strategies suggested for developing these competencies included formal instruction and on-the-job experience.

While needs analysis provided the training area with direction, the effective designing of training provided the means through which these needs were satisfied. In the process of converting training needs into programs, the training administrator was seen as needing a knowledge of adult education and the instructional design process. The administrator needed to have the ability to administer each of the functional design steps including needs analysis, program design, and evaluation. Strategies suggested for developing these competencies included instruction in the design process, and application through on-the-job experience.

The third ASTD activity area of managing relations with other

managers, upon examination, appeared to be similar in both definition and competencies to the administrative task of dealing with other departments - coordination. For this reason, no further analysis was conducted on this task.

#### Most Difficult Tasks

In terms of difficulty in administering, the activity areas of conducting needs analysis, organizational development, training research, and managing work relations with other managers were indicated as the most difficult. Conducting needs analysis was interpreted as the most difficult because of the often unsupportive attitude of managers, who often felt that they alone know the real training needs of their employees. Managing work relations with other managers was interpreted as difficult because the training area often lacks understanding of the client area, competition among areas, and the feeling of complete ownership by an area of its training needs. Organizational development was viewed as difficult to administer because of the unwillingness of client areas to expose themselves to possible conflict. Also, organizational development was seen as a very nebulous process with uncertain, unmeasurable, and only long-term results.

#### Additional Skill Development Needed by Administrators

The activity areas that administrators indicated that they needed additional skill development in being able to administer reflected the ones previously identified as most important and most difficult. These areas included conducting needs analysis, training research, and organizational development. The interviewees indicated that these

three activities were identified for development based on their difficulty and importance. The administration of one's own professional personal self-development was also identified as needing additional skill development. Professional self-development was interpreted as an area in which administrators needed additional knowledge on how to administer because of the rapid changes that have occurred in the field of training, and the yet to be defined role of the training administrator. It was also stated by the interviewees that it was difficult for an administrator to objectively manage his or her own development.

#### How Effectively the Tasks are Administered

Another objective of the dissertation was to determine how effectively the ASTD activity areas were being administered. The panel of training experts utilized in Stage I of the research process developed a list of twenty-three Indicators of Effectiveness in relation to those activities under study. Out of the twenty-three indicators, 20, or 87%, were being administered effectively. Effectiveness was interpreted to be the performance of an activity more than half the time. A five point scale was used in the survey instrument, with half the time corresponding to a weight of three.

Three indicators were performed less than half the time. These indicators were:

- .use current research findings in developing training,
- .use models for organizational development, and
- .compare designs for cost effectiveness in determining training approach.

The reasons for the low performance of these indicators were investigated through indepth interviews. The following information was obtained. Using current research findings in developing training programs was often not performed because of the difficulty of understanding research data, as well as the difficulty of practical application. Organizational development models were often not utilized because of a lack of knowledge of the organizational development process, as well as the high risk associated with embarking on this process. Different designs were not examined because of the difficulty in measuring the effectiveness of one approach over another.

#### Hypotheses

It was felt that certain differences in administrative tasks performed, importance of ASTD activities, and indicators of effectiveness performed, might exist based on the industrial type of organization and the number of employees in the organization. Where appropriate, other variables were utilized in examining responses when it was felt that significant differences exist. For the most part, the hypotheses that were formulated to examine significant relationships between the variables showed that none existed. Several of the relationships that did exist were of an obvious nature. For example, as the number of professionals reporting to the training administrator increased, so did the importance of the staffing function. Also, as the amount of time spent (experience) in training and development activities increased, so did the performance of the indicators of using program development procedures in designing

programs and obtaining upper level support in carrying out organization development. There was also a correlation between attending workshops and encouraging new ideas in the design of programs.

In terms of the number of employees in the organization, several significant relationships were found to exist. As the number of employees increased, so did the importance and subsequent performance of the budgeting function. The use of needs analysis and job analysis in designing training programs increased as the number of employees in the organization increased. Their use was necessitated because familiarity with various jobs was lessened when there was an increase in the number of employees and different jobs in an organization. One significant finding that occurred in terms of organizational type was the difficulty found in administering organizational development in the public sector. That difficulty was interpreted in the indepth interviews to be a result of the static nature of the public sector and the lack of desire for change. Also, because of experience in conducting needs analysis, the public sector felt that they had less of a developmental need in this area.

Several significant findings were found in regards to the performance of certain Indicators based on years of experience: number of years in training and development, and number of years in the present job position of training administrator. Using these two variables, it appeared that experience in training resulted in an increased use of needs analysis, choosing needs analysis techniques based on the situation, and the use of cost benefit analysis.

Training administrators with previous work experience in education more often than others did the following:

- .used systematic consulting procedures with sponsor,
- .chose needs analysis assessment procedures based on the situation, and
- .examined materials for audience needs.

Based on the performance of these indicators and the indepth interviews, previous experience in education appeared to offer advantages in dealing with sponsors and trainees and in the use of needs analysis. Training administrators with personnel experience more often than those without this experience had programs systematically tested and compared designs for cost effectiveness. The use of these two indicators were interpreted to be a result of the accountability of personnel employees in ensuring program success. Some interviewees, however, felt that additional research was needed in examining these findings.

#### Major Challenges, Competencies, and Developmental Strategies

Three major challenges were identified by administrators of training. These challenges included dealing with upper management, utilizing limited resources in meeting the unlimited demand for training, and communicating the purpose of training throughout the organization. By using a second open-ended question, major competencies connected with these challenges and other tasks were identified.

In order for the training function to be effective, survey participants indicated that there had to be both commitment and

budgetary support from upper management. Also of importance was accessibility to upper management in determining how the training area's resources should be utilized in meeting organizational goals. In dealing with upper management, training administrators needed not only communication and interpersonal skills, but also the marketing and political skills to persuade upper management of the importance of the training area. It was felt by interviewees that knowledge in these skill areas could be developed through formal instruction. Opportunities on-the-job, such as taking part in meetings, communicating, and working with upper management, should be used in developing these skills.

A second major challenge, that was closely related to dealing with upper management, was communicating the purpose of training to the various areas of the organization. It was indicated that only by establishing credibility, eliminating misconceptions, and communicating the benefits of training, would there be a demand for training and its services. Besides being able to establish credibility, the training administration needed to have interpersonal, one-on-one communication, and marketing skills in dealing with other departments. Besides instruction in these skills, there was a need for on-the-job application. Rotation to other departments would provide not only a knowledge of the departments, but improved one-on-one communication.

The third major challenge identified by training administrators was meeting the unlimited demand for training with only limited resources. Those resources included funding, staff, and time. A key



ability that training administrators were viewed as needing in meeting this challenge was the ability to establish priorities. Needs analysis, cost benefit analysis, and evaluation skills and knowledge were seen as assisting the training administrator in determining priorities. Flexibility, innovation, and time management skills were important in determining how to best utilize the limited resources available in meeting these demands. As in the case of the other challenges and activities, instruction in these competencies should be supplemented with on-the-job experience.

#### TRAINING ADMINISTRATOR DEVELOPMENTAL MATRIX

The following Training Administrator Developmental Matrix has been developed to:

- .summarize the major administrative tasks, ASTD activities, challenges, and competencies of training administrators,
- .suggest possible developmental strategies, and
- .serve as a stimulus for further research into the training administrator's role.

TRAINING ADMINISTRATOR

DEVELOPMENTAL MATRIX

TASKS/ACTIVITIES

COMPETENCIES  
(SKILLS, KNOWLEDGE, ABILITIES)

DEVELOPMENTAL  
STRATEGIES

Major Administrative Tasks:

Planning

Development of departmental objective and action plans

Planning

- . Analytical Skills
- . Data gathering and research skills
- . Knowledge of the organization
- . Knowledge of the planning process
- . Risk taking, innovation, flexibility

Planning

- . Instruction on the planning process
- . On the job application with coaching

Organizing

Organize the work tasks and resources necessary to complete them

Organizing

- . Delegation skills
- . Knowledge of the workflow process
- . Ability to establish work systems

Organizing

- . Instruction on the steps necessary in organizing work tasks
- . On the job application in organizing a specific task

Coordinating

Engineering the work of your staff

Harmonizing the training efforts of your area with those of other departments

Coordinating

Dealing with own staff

- . Interpersonal skills - communicating, assessing individual needs and abilities, leadership and motivation

Coordinating

Dealing with own staff

- . Instruction on interpersonal skills
- . On the job application with coaching and critiquing

Dealing with other Departments

- . Communication skills
- . Persuasion/negotiation skills
- . Consulting/communication skills
- . Knowledge of other departments

Dealing with other Departments

- . Instruction on skills
- . Rotation to other departments
- . Assignment coordination activities with other departments

<u>TASKS/ACTIVITIES</u>	<u>COMPETENCIES (SKILLS, KNOWLEDGE, ABILITIES)</u>	<u>DEVELOPMENTAL STRATEGIES</u>
<u>Major ASTD Activities</u>		
- Most important and most difficult		
<u>Conducting Needs Analysis</u> Determining the training needs of specific departments and the organization	<u>Conducting Needs Analysis</u> . Analytical/problem solving skills . Interviewing/communicating/persuasion skills . Needs analysis/research knowledge	<u>Conducting Needs Analysis</u> . Instruction on needs analysis techniques and research . On the job application with coaching
<u>Managing Relations with Other Managers</u>	<u>Managing Relations with Other Managers</u>	<u>Managing Relations with Other Managers</u>
See <u>Dealing With Other Departments, #3</u>	See <u>Dealing With Other Departments, #3</u>	See <u>Dealing With Other Departments, #3</u>
<u>Designing Programs</u>	<u>Designing Programs</u> . Knowledge of adult learning . Knowledge of the instructional design process - needs analysis objectives, alternative designs, and evaluation . Ability to apply/administer instructional design elements	<u>Designing Programs</u> . Instruction on the instructional design process . Designing or coordinating the designing of a training project
<u>Major Challenges Faced by Administrators</u>		
<u>Dealing with upper management</u> . Obtaining financial support and commitment . Inputing into training goals and receiving direction	<u>Dealing with upper management</u> . Communication skills . Interpersonal skills . Marketing and selling skills . Political skills	<u>Dealing with upper management</u> . Instruction on communication, interpersonal and marketing skills . Opportunity on the job to apply skills. Taking part in meetings, sharing communication, working with upper management

TASKS/ACTIVITIES

Limited Resources/Unlimited Demand for Training

- . Funding
- . Staff
- . Time

Communicating the Purpose of Training

- . Establishing credibility
- . Eliminating misconceptions
- . Communicating benefits

COMPETENCIES  
(SKILLS, KNOWLEDGE, ABILITIES)

Limited Resources/Unlimited Demand for Training

- . Needs analysis, cost benefit analysis, and evaluation skills
- . Time management skills
- . Innovation
- . Flexibility
- . Ability to set priorities

Communicating the Purpose of Training

- . Communication skills - dealing one-on-one with departments
- . Interpersonal skills
- . Marketing skills
- . Ability to establish credibility

DEVELOPMENTAL  
STRATEGIES

Limited Resources/Unlimited Demand for Training

- . Instruction in cost benefit analysis, needs analysis, evaluation and time management skills
- . On the job opportunities to apply skills and to make decision on how to handle training requests

Communicating the Purpose of Training

- . Instruction on communication, interpersonal and communication skills
- . On the job opportunity of meeting and working with other departments
- . Rotation to other departments

## RECOMMENDATIONS

Based on the findings from this study, the following recommendations are being made.

1. Because of the high degree of mobility and lack of managerial/supervisory experience among training administrators, there appears to be a need for additional skill development for this group.
2. In developing administrators of training, there should be an emphasis on developing the major administrative tasks, key ASTD activities, major challenges, and corresponding competencies identified in this study. The previously described Training Administrator Developmental Matrix, which summarizes these elements, can be used as a guide in formulating developmental strategies.
3. Since training administrators manage small staffs and spend nearly a quarter of their time in training related tasks, they need to know not only how to administer training, but also how to perform the key training activities identified in this study.
4. Developmental programs for training administrators need to be task and competency related. Academic programs that wish to serve this population should examine curriculum content to determine if their programs meet these requirements.
5. Based on the developmental strategies suggested in this study, there needs to be an integrated approach to training administrator development. Formal instruction needs to be combined with on-the-job application.
6. Academic institutions, professional trainer associations, and

training practitioners need to collaborate in identifying developmental strategies and resources.

7. Because of the number of training administrators with traditional education background in both work experience and academic preparation, both graduate and undergraduate education programs should adjust their curriculum more to the competencies needed in this non-traditional area of education.

8. The Indicators of Effectiveness developed in this study can be used as guidelines to ensure the quality administration of the different training activities identified by the ASTD and examined in this study.

### SUGGESTIONS FOR ADDITIONAL RESEARCH

Based on findings and subsequent recommendations of this study, several areas for additional research were indicated.

1. Additional research should be conducted in the secondary activities and corresponding competencies of training administrators.

2. Besides the Training Administrator Developmental Matrix developed as a result of this study, additional models need to be developed. The only other model discovered during the research for this study was the previously mentioned one developed by Dr. Leonard Nadler.

3. As mentioned in the recommendations section, academic institutions and professional trainer associations need to research and create developmental strategies that utilize formal learning with on-the-job application. These strategies need to be based on a careful analysis of training administrator tasks and competencies.

4. While very few differences were discovered among the sub-populations of training administrators, differences did occur for the performance of the following Indicators of Effectiveness. The systematical testing of new programs and the use of cost benefit analysis were more frequently performed by training administrators with personnel background. The training administrators interviewed on these results were not able to fully agree as to why this sub-population performed these indicators more than other training administrators. It was suggested that there was a need for additional research in interpreting these results.

5. During the survey and development stage, it was found that administrators of educational associations had different responsibilities than administrators of training. Additional research needs to be conducted on the tasks and competencies performed by this important group of educational administrators.



### SUMMARY

As a result of this study, a clear portrait has been developed of the training administrator's role. Included in this portrait is key information on training administrators including employment and educational backgrounds, training and administrative tasks performed, major challenges, and corresponding competencies. Also suggested in this study are developmental strategies tied to the tasks performed and competencies needed by administrators of training. A Training Administrator Developmental Matrix has been developed to summarize these findings and to serve as a stimulus for further research into the tasks and competency development of training administrators.

In the process of determining how effectively training activities were being administered, a list of Indicators of Effectiveness was developed. These indicators may be used by training administrators as a checklist to determine how effectively they and their areas have been administering training.

The modified POSDCORB Model of administrative tasks used in this study should prove to be of value in further analyzing the role of the training administrator. This model allowed for the identification of training administrators by tasks performed, thereby eliminating confusion over job titles.

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**APPENDIX A**

Name \_\_\_\_\_ Position title \_\_\_\_\_

Name of organization \_\_\_\_\_

1. Type of organization:
 

financial services _____	public sector _____
industry/manufacturing _____	hospital/medical _____
retail _____	other _____
2. Number of employees in your organization \_\_\_\_\_
3. Responsibility for administering training (check as applicable):
 

division (dept.) level _____	corporate wide level _____
other (please describe) _____	
4. Number of employees in the area you manage \_\_\_\_\_
5. Number of employees who report to you
 

professional _____	clerical _____
--------------------	----------------
6. Percentage of your time spent on:
 

administration, supervision of employees	_____
training/development related activities	_____
other job related functions	_____
TOTAL	100%
7. Percentage of time spent by your department on conducting the following types of training:
 

employee orientation	_____
managerial, interpersonal training	_____
technical training	_____
sales and marketing training	_____
other training/development activities	_____
TOTAL	100%
8. Number of years in present job title \_\_\_\_\_ (round to nearest whole number).
9. Number of years in training and development: \_\_\_\_\_ (round to nearest whole number).
10. Number of years managing the training/development function: \_\_\_\_\_ (round to nearest whole number).

11. What was your employment experience before entering the training/development function?
- |                          |                           |                          |                         |
|--------------------------|---------------------------|--------------------------|-------------------------|
| <input type="checkbox"/> | supervisory               | <input type="checkbox"/> | Personnel               |
| <input type="checkbox"/> | technical/functional area | <input type="checkbox"/> | other (please describe) |
| <input type="checkbox"/> | traditional education     |                          |                         |
12. Educational background:
- A.
- |                          |                   |                          |                  |
|--------------------------|-------------------|--------------------------|------------------|
| <input type="checkbox"/> | high school       | <input type="checkbox"/> | masters          |
| <input type="checkbox"/> | associate of arts | <input type="checkbox"/> | ph.d.            |
| <input type="checkbox"/> | bachelor's        | <input type="checkbox"/> | other (describe) |
- B. Major undergraduate concentration:
- |                          |                 |                          |                  |
|--------------------------|-----------------|--------------------------|------------------|
| <input type="checkbox"/> | business        | <input type="checkbox"/> | psychology       |
| <input type="checkbox"/> | education       | <input type="checkbox"/> | personnel/H.R.D. |
| <input type="checkbox"/> | liberal arts    | <input type="checkbox"/> | organizational   |
| <input type="checkbox"/> | social sciences | <input type="checkbox"/> | development      |
| <input type="checkbox"/> | math/science    | <input type="checkbox"/> | other (describe) |
- C. Major postgraduate concentration:
- |                          |                 |                          |                  |
|--------------------------|-----------------|--------------------------|------------------|
| <input type="checkbox"/> | business        | <input type="checkbox"/> | psychology       |
| <input type="checkbox"/> | education       | <input type="checkbox"/> | personnel/H.R.D. |
| <input type="checkbox"/> | liberal arts    | <input type="checkbox"/> | organizational   |
| <input type="checkbox"/> | social sciences | <input type="checkbox"/> | development      |
| <input type="checkbox"/> | math/science    | <input type="checkbox"/> | other (describe) |
13. Rank order from 1 through 5 the relative importance of each of the following in preparing you to be an administrator of training. (1 is most important, 2 the next most important, etc.)
- |                                    |                          |
|------------------------------------|--------------------------|
| formal academic credit program(s)  | <input type="checkbox"/> |
| on-the-job experience              | <input type="checkbox"/> |
| in-house training                  | <input type="checkbox"/> |
| outside workshops, seminars        | <input type="checkbox"/> |
| professional associations/journals | <input type="checkbox"/> |



**TASKS PERFORMED**

Please indicate if you are primarily responsible for performing the following tasks in administering your area's training function.

	<u>yes</u>	<u>no</u>
<u>PLANNING</u>		
1. Developing departmental objectives and action plans.	---	---
<u>ORGANIZING</u>		
2. Organizing the work tasks including the human resources necessary to complete them.	---	---
<u>STAFFING</u>		
3. Selecting professional staff	---	---
4. Applying merit increase guidelines to professional staff	---	---
5. Developing professional staff.	---	---
<u>DIRECTING</u>		
6. Supervision of training and development of your employees.	---	---
7. Establishing policies and procedures for employees to follow in achieving company training objectives.	---	---
<u>COORDINATING</u>		
8. Coordinating the work of the various individuals in your area.	---	---
9. Coordinating the training efforts of your area with the training efforts of other departments.	---	---
<u>REPORTING</u>		
10. Preparing your area's reports.	---	---
<u>BUDGETING</u>		
11. Preparing your area's budget.	---	---

From the eleven tasks above, please choose the four most important tasks connected with the effective administration of the training function in your area. Then rank those four below placing the appropriate number next to each:

- first in importance \_\_\_\_\_
- second in importance \_\_\_\_\_
- third in importance \_\_\_\_\_
- fourth in importance \_\_\_\_\_

Contained below are thirteen areas (activities) engaged in by professional in training, according to an American Society for Training and Development study. Even though you may not perform all of these tasks yourself, you may be responsible for their administration.

Please choose and rank order the seven most important activities, that relate to effectiveness of your area's training function that you have to administer (1 is highest, 7 lowest). A suggested approach is to scan all thirteen activities and then place a "1" after the activity you consider most important. Scan the remaining twelve and place a "2" after the most important of the remaining twelve. Continue the scanning process until seven have been numbered. Please consult the enclosed sheet of definitions.

Importance of tasks you  
have to administer

- |   |       |
|---|-------|
| A. Needs analysis, diagnosis                      | _____ |
| B. Determining appropriate training approach      | _____ |
| C. Program design and development                 | _____ |
| D. Develop material resources                     | _____ |
| E. Manage internal resources                      | _____ |
| F. Manage external resources                      | _____ |
| G. Conduct classroom training                     | _____ |
| H. Job/performance related training               | _____ |
| I. Individual development planning and counseling | _____ |
| J. Group and organizational development           | _____ |
| K. Training research                              | _____ |
| L. Manage working relationships with managers.    | _____ |
| M. Professional self development                  | _____ |

On this page, rank order the seven activities which are the most difficult to administer. Use the same approach as used on the previous page. 1 the most difficult, 2 the next most difficult and so on.

	Most difficult to administer
A. Needs analysis, diagnosis	_____
B. Determining appropriate training approach	_____
C. Program design and development	_____
D. Develop material resources	_____
E. Manage internal resources	_____
F. Manage external resources	_____
G. Conduct classroom training	_____
H. Job/performance related training	_____
I. Individual development planning and counseling	_____
J. Group and organizational development	_____
K. Training research	_____
L. Manage working relationships with managers	_____
M. Professional self-development	_____

On this page, rank order the seven activities in which you feel you most need further skill development. Choose those activities which you feel will increase the effectiveness of your area's training. Use the same approach as used on the previous pages. (Place a 1 after the activity in which you most need further skill development, a 2 after the next most needed, etc.)

	Need for further skill development in administering
A. Needs analysis, diagnosis	_____
B. Determining appropriate training approach	_____
C. Program design and development	_____
D. Develop material resources	_____
E. Manage internal resources	_____
F. Manage external resources	_____
G. Conduct classroom training	_____
H. Job/performance related training	_____
I. Individual development planning and counseling	_____
J. Group and organizational development	_____
K. Training research	_____
L. Manage working relationships with managers.	_____
M. Professional self-development	_____

Please indicate the extent to which the area or department you manage (or you yourself) do the following:

Please check (✓) the weight that best applies to each statement.

All The Time	Over Half The Time	Half The Time	Less Than Half	Not At All
--------------	--------------------	---------------	----------------	------------

Program Design and Development

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Apply needs analysis information in designing programs.     | — | — | — | — |
| 2. Use clearly developed program development procedures.       | — | — | — | — |
| 3. Have programs evaluated and updated in a systematic manner. | — | — | — | — |

Manage External Resources

- |   |   |   |   |   |
|---|---|---|---|---|
| 4. Use clearly defined criteria for determining the use of external resources (e.g. cost benefit analysis, relevance of program to audience?) | — | — | — | — |
|---|---|---|---|---|

Job Performance Related Training

- |  |   |   |   |   |
|--|---|---|---|---|
| 5. Use job analysis and/or needs analysis information in developing job related (technical) training programs. | — | — | — | — |
|--|---|---|---|---|

Training Research

- |  |   |   |   |   |
|--|---|---|---|---|
| 6. Use current research findings in developing training programs.            | — | — | — | — |
| 7. Utilize cost benefit analysis in designing training.                      | — | — | — | — |
| 8. Document training results that contribute to organizational productivity. | — | — | — | — |

	All The Time	Over Half The Time	Half The Time	Less Than Half The Time	Not At All
<u>Group and Organizational Development</u>					
9. Use specific criteria and/or models for determining appropriateness of organizational development interventions	—	—	—	—	—
10. Obtain upper level managerial support before an intervention.	—	—	—	—	—
<u>Developing Material Resources</u>					
11. Utilize educational methodology standards for the training material developed by your area.	—	—	—	—	—
12. Have new programs systematically tested.	—	—	—	—	—
13. Ensure that the instructional design (objectives, content) reflects creative and new approaches in meeting audience needs.	—	—	—	—	—
14. Encourage employees to apply new ideas and techniques to the design of training.	—	—	—	—	—
<u>Professional Self-Development</u>					
15. Personally engage in professional development activities such as attending seminars, reading journals and sharing information with fellow professionals.	—	—	—	—	—
<u>Manage Internal Resources</u>					
16. Utilize a process for preparing people from other departments who will train classes under your direction.	—	—	—	—	—

	All The Time	Over Half The Time	Half The Time	Less Than Half The Time	Not At All
<u>Manage Working Relations With Managers</u>					
17. Utilize a systematic procedure for determining the training needs of sponsors (i.e. conducting a needs analysis, developing an annual plan)	—	—	—	—	—
<u>Needs Analysis and Diagnosis</u>					
18. Utilize task analysis and needs analysis procedures to determine training needs.	—	—	—	—	—
19. Utilize information derived from task and need analyses in developing programs and offering alternative suggestions to training.	—	—	—	—	—
20. Choose the needs analysis approach based on the situation to be analyzed.	—	—	—	—	—
<u>Conduct Classroom Training</u>					
21. Have your classroom training monitored and evaluated.	—	—	—	—	—
22. Examine the instructional methods, content, and technique of programs to make sure they reflect the needs of the audience.	—	—	—	—	—
<u>Appropriate Training Approach</u>					
23. Have specific criteria/models used to determine the appropriateness and cost benefit of alternative design methods.	—	—	—	—	—

**OPEN ENDED QUESTIONS**

1. What is the one most important competency (skill, knowledge or ability) that you find is necessary in performing your role as a training administrator?
  
  
  
  
  
  
  
  
  
  
2. What is the greatest problem that you face as an administrator of training?
  
  
  
  
  
  
  
  
  
  
3. To aid us in analyzing this data, please indicate how accurately you feel you've completed this survey.
  - \_\_\_ Very accurately (I have spent sufficient time and I have carefully completed each question)
  - \_\_\_ Accurately (I have spent sufficient time and I have carefully considered most questions)
  - \_\_\_ Somewhat accurately (I have attempted to be as accurate as possible with the specific time I allocated to complete the survey)



- a) Needs Analysis and Diagnosis
  - Construct questionnaires for needs analysis, conduct interviews for needs analysis, evaluate programs, etc.
- b) Determine Appropriate Training Approach
  - Evaluate the alternatives of "ready-made" courses or materials, programmed instruction, videotape, and other techniques versus a more process-oriented organization development/team building approach.
- c) Program Design and Development
  - Design program content and structure, evaluate and select instructional methods, develop the materials and tools.
- d) Develop Material Resources
  - Prepare scripts, artwork, and instructional materials.
- e) Manage Internal Resources
  - Obtain internal instructors/program resource persons and train them, supervise their work, and evaluate their results.
- f) Manage External Resources
  - Hire, supervise, and evaluate external instructors and program resource persons; obtain and evaluate external courses and materials; arrange program logistics.
- g) Conduct Classroom Training
  - Conduct programs, operate audio-visual equipment, lecture, lead discussions, revise materials based on feedback, etc.
- h) Job/Performance-Related Training
  - Assist managers and others in on-the-job training and development; analyze job requirements and performance problems.
- i) Individual Development Planning and Counseling
  - Counsel with individuals regarding career development needs and plans; arrange for programs for individuals.
- j) Group and Organization Development
  - Apply techniques for organization development such as team building, role playing, simulation, laboratory education, discussions, coaching, and counseling.
- k) Training Research
  - Present and analyze statistics and data relating to training; communicate through reports and proposals the results of analysis and experience so as to influence future training and development activities.
- l) Manage Working Relationships with Managers
  - Establish and maintain good relations with managers as clients, counsel with them and explain recommendations for training and development to them.
- m) Professional Self Development
  - Attend seminars/conferences and keep abreast of training and development practices, concepts, and theories.

APPROVAL SHEET

The dissertation submitted by John J. Kerrigan has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

April 19, 1984  
Date

M. P. Heller  
Director's Signature