

Research Capsules

Title: Mentoring and Achievement Motivation as Predictors of Career Success

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Abstract: The purpose of this study was to identify factors which lead to individual career success and subsequent corporate success. A sample of 300 managers out of a population of 716 were sampled systematically. An extensive 158-item instrument was distributed to the subjects and 258, or 86 percent of the sample, responded.

The study found that mentoring given and received is a predictor of career success, as is educational level, wage increase expectations, and, to a much lesser degree, achievement motivation. Depending on the manager's career pace and stage, different factors of mentoring were predictive of success. Specific implications are:

- Both mentors and proteges benefit from mentoring. Because of this sample's relatively young age (36) and the fact that much of the literature indicates that younger people (under 35) are more apt to be mentored, this suggests that corporations should definitely encourage mentoring for their new and early career people.

- Corporate training programs should include courses on how to give mentoring (skills of encouraging, praising, skillfully promoting the strengths of others, and career counseling), as well as programs on how to receive mentoring.

- Corporations should look at the educational levels demanded for success at each career stage, and find ways to provide this important success predictor to as many of their managers as possible. Tuition reimbursement and in-house adult education programs should increase the probability of career success.

- Even though achievement motivation was a significant predictor for rate of wage change, the high tendency toward achievement in this sample indicates that it could play an important role in career success. Achievement motivation training does develop achieving tendency and should become a part of management development programs.

Title: Summative Evaluation in Training and Development

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Minn., and Training and Development Research Center, University of Minnesota, St. Paul.

Abstract: The purpose of this research was to review and analyze the literature from 1980 through 1983 dealing with summative evaluation of training and development efforts in industry and business. Forty-one relevant articles were located through a manual search of professional journals in the training and development field including the *Human Performance Quarterly*, *Performance & Instruction Journal* (formerly the *NSPI Journal*), *Training*, and *Training & Development Journal*.

The articles encompassed both theoretical discussions and reports of actual evaluation practices. An analysis was made to determine to what extent evaluation process components used by professional program evaluators are addressed by each of the articles reviewed. The program evaluation components of audience, questions, purpose, context and constraints, methods and procedures, reporting, and planning were used as the major organizers for the analysis of the literature.

All of the standard components of program evaluation were directly or indirectly addressed, in varying degree and depth, in each article. Strategies/designs and tactics were covered in all but one article, while 29 percent address the reporting of evaluation results. Few authors linked the component of specific audiences to evaluation questions, an especially crucial aspect of program evaluation. Only 35 percent discussed the planning and designing of an evaluation, and only 37 percent refer to the role or qualifications of the evaluator.

The general consensus was that most summative evaluations of training and development programs are not conducted effectively at the present time. It was concluded that more attention needs to be given to the components of summative evaluation used as the basis for this review and to upgrade the evaluation competencies of training specialists.

Title: The Effect of Interactive Skills Training on Middle Managers in a Major Corporation

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Abstract: This study investigated the effect of a middle management training pro-

gram on the on-the-job interactive skills behavior of middle managers in a major corporation. Perceptions of participants, immediate supervisors, and subordinates were used to determine perceived behavioral changes. A questionnaire was distributed to 100 participants, their immediate supervisors, and their subordinates. Three hypotheses were tested for statistical significance at the .05 level.

Hypothesis 1 found that subjects who have been trained in interactive skills will exhibit a greater positive change in their interactive skills capability back on the job as perceived by their immediate supervisor.

Hypothesis 2 found that subjects who have been trained in interactive skills will exhibit a greater positive change in their interactive skills capability back on the job as perceived by the trainees' subordinates. The perceptions of the trainees' immediate superiors and subordinates indicated that, although there was a greater positive change in the trainees' interactive skills behavior as a result of the training, those who did not receive the training were also perceived as making significant positive gains in their interactive skills performance.

Hypothesis 3, which stated that subjects who have been trained in interactive skills will perceive themselves as exhibiting a greater change in their interactive skills capability back on the job, was rejected. Although managers who were trained exhibited positive gains in interactive skills behavior, statistical tests showed no significant difference between the two groups.

Demographic characteristics, including geographic location, the grade level of the manager's position, and the manager's operating group, had no relationship to the perceptions of the respondents about the training program.

The results of this study indicate that consideration should be given to selecting alternative approaches to transferring learning. Curriculum developers should analyze the needs of the potential student population and design the most effective method of transferring the desired learning. Modification of currently used learning strategies should be considered and a follow-up study to measure the results should be conducted.

"Research Capsules" is written by Lenny R. Kruger.