

## NLP TRAINING AND CERTIFICATION With Europe At Your Fingertips

This training offers you an opportunity to stay at a 5-Star Hotel and experience the best National and International Trainers in the world.

You will learn to:

- STREAMLINE YOUR COMMUNICATIONS
- CROSS-CULTURAL RAPPORT BUILDING
- RAPID COACHING TECHNIQUES
- KNOWLEDGE ELICITATION AND KNOWLEDGE TRANSFER SKILLS

Luxembourg City, Luxembourg  
July 5-25, 1987  
3 Meals/Lodging  
Airfare/Program  
\$2895

Details: **NLP INTERNATIONAL**  
Box 533  
Indian Rocks Beach  
Florida 33535  
813-596-4891

Circle No. 139 on Reader Service Card

## Reprints Available

Custom reprints of articles from *Training & Development Journal* are available for those ordering 50 copies or more. Reprints have the same full 8 1/2" x 11" format as the *Journal* (except those articles published before 1969), are printed on 50# white offset paper stock, saddle-stitched, with cover furnished.

For more information and quotes on prices, please contact the Order Department, ASTD-(703) 683-8107.

Training &  
Development  
Journal

# Research Capsules

**Title:** The Effects of Types of Training Evaluation on Support of Training Among Corporation Managers

**Author:** Mitchell Edward Kusy Jr., Training and Development Research Center, University of Minnesota, St. Paul, MN 55108.

**Abstract:** The purpose of this study was to determine which type of training evaluation method elicited the most support from top management. These methods included: *reaction* by the trainee to the training; *learning* which occurred by the trainee; *behavior* changes of the trainee on the job; and *results* which reflect changes in organizational or departmental productivity.

A case study instrument (TEMS or Training Evaluation Methods Survey), which was tested for both reliability and validity, was used with two groups: MBA students and nontraining managers. For both groups (105 total), the *results* evaluation method received the most support (79 to 86 percent) with progressively less support for behavior, learning, and reaction evaluations respectively.

This directly contradicts a survey by Smeltzer in 1979 of 285 training officers in manufacturing, health services, finance, retail, utilities, insurance, and government that proved the most-often-used training evaluation method was *learning* (82 percent), followed by reaction (73 percent), behavior (19 percent), and results (12 percent).

These data are important because they indicate that training professionals may be underutilizing a potent evaluation method: the results-oriented approach. With this infrequent use of the results-oriented evaluation method, the training function has less accountability at the organizational bottom-line than if this approach were used more frequently.

Since training managers increasingly must prove to those who hold the purse strings that training offers a significant return on investment for training dollars spent, it is essential to examine which evaluation method influences to the greatest extent management's support of the training function. Examining the situation could develop more effective training, improved organizational results, and potentially better relationships between management and trainers.

**Title:** Education for Work: An Integration of Vocational Education and Employer-Sponsored Training in Minnesota

**Author:** Gary D. Geroy, Training and

Development Research Center, University of Minnesota, St. Paul, MN 55108.

**Abstract:** Is a partnership between private-sector training and public-sector vocational education possible to fill a needed service *education for work*? In response to queries from Minnesota's Department of Vocational Education on the Training and Development Research Center (TDRC) at the University of Minnesota, an evaluative research study was conducted from December 1985 to March 1986 to examine the possibility of integrating employer-specific education-for-work capabilities into Area Vocational Technical Institutes (AVTIs) throughout Minnesota.

The research addressed policy issues regarding fiscal resources, organizational and professional development, program implementation and evaluation, and program access. Six specific conclusions were formulated which offered acceptable, responsive ways at the planning and development stages for the AVTIs to implement changes in their organization, to enable them to offer "customized training," and to dispel the idea that the Department of Vocational Education was too slow to respond to such a challenge.

In summary, the conclusions were:

- Separate funding should be provided for such a program.
- There must be proof that service activities—needs assessment, work analysis, training and development, design, delivery, and evaluation for the private sector—can be provided.
- Long-term strategy for such a program should be implemented by a state-level coordinating group.
- The professional staff must have credibility within the private sector.
- The evaluation criteria for staff and the program must have credibility within the private sector.
- Such a program should be aligned with other state-wide programs to maximize growth and development.

The evidence from this study, although specific and focused, suggests that it is reasonable to consider integrating private sector training and public sector vocational education into a larger societal structure of "education for work."

**Title:** Support Provided by Human Resource Development Managers to First-Line Supervisors Relevant to On-the-Job Training

**Author:** Michael Kruger, The School of Education and Human Development, George Washington University, Washington, DC 20052.

**Abstract:** This descriptive study investigated the activities perceived by HRD managers as important to enhancing first-line supervisors' effectiveness in conducting the on-the-job training (OJT) of subordinates. The study was conducted in the following manner: the need for the study and its research questions was established; relevant literature was reviewed; a survey questionnaire was developed, validated by a panel of technical experts, and distributed to 457 HRD managers who were members of the Technical and Skills Training Division of the American Society for Training Development (ASTD); and the data were analyzed.

Three research questions formed the foundation for the survey:

■ Do first-line supervisors within the respondents' companies have the primary responsibility for conducting the OJT of their subordinates?

■ If they do not, who has the primary responsibility for conducting OJT and why?

■ If they do, what support do and should HRD managers provide to first-line supervisors relevant to OJT and how important do HRD managers perceive that support to be?

Respondents who indicated that first-line supervisors have the primary responsibility for the OJT of their subordinates were asked to rate 40 HRD support factors for degree of importance, whether the factor is present, and whether it should be present. The 40 HRD support factors were developed from a review of the related literature.

Of the 196 respondents who returned the survey, 80.6 percent indicated that their company's first-line supervisors have primary responsibility for conducting the OJT. HRD support factors were important or very important. However those respondents also reported that they provide less HRD support to first-line supervisors for OJT than they should on 39 of the 40 support factors. The factors with the largest disparities between what is present and what should be present are: providing training to first-line supervisors on how to use effective interpersonal skills, coordinating formal classroom training with OJT, and assisting first-line supervisors in designing OJT materials.

Thirty-eight respondents reported that first-line supervisors within their employing

companies do not have the primary responsibility for conducting the OJT of their subordinates. Those HRD managers indicated that OJT is done by either someone from the HRD department or an employee designated as a lead person.

Results of this study indicate that HRD managers should utilize the support factors as a guide for determining the type, nature, and timeliness of the support they are providing to first-line supervisors relevant to OJT. In addition, HRD managers should see that first-line supervisors are adequately trained in methods of effectively conducting OJT and should provide a consultative service to first-line supervisors before, during, and after OJT on numerous aspects of the OJT process.

**NOTE:** In the October 1986 "Research Capsules," the author of the abstract entitled "The Effect of Interactive Skills on Middle Managers in a Major Corporation" was incorrectly cited. The correct author is Roy Steele of the same institutional program.

Send your suggestions or contributions for "Research Capsules" to Audrey Wenzler, director of human resource planning, Coopers and Lybrand, 1251 Avenue of the Americas, New York, NY 10020, or call her at 212/536-2743.

## Training Skills Development Selected Programs in Bethel, Maine, Summer 1987

**Racial Development in an  
Organizational Context**  
July 6-11

**Trainer Skillsshop**  
July 13-18

**Integrating Training  
and Consultation:  
Design and Practice**  
July 13-24

**Evaluation of Training:  
Designing for Accountability**  
July 27-Aug. 1

**Intervention Skillsshop for  
Trainers and Consultants**  
July 27-Aug. 1

**Myers-Briggs Type Indicator**  
July 27-Aug. 2

**NLP: New Choices in Training**  
Aug. 10-16

*Many more programs available.  
Send for brochures and details.*

**NIL**  
INSTITUTE

Admissions Dept.  
P.O. Box 9155  
Arlington, VA 22209  
Tel: 703/527-1500

Circle No. 132 on Reader Service Card

- Leadership Effectiveness
- Career Development
- Succession Planning

**The Leadership Assessment  
Survey** provides managers and  
supervisors with specific  
behavioral feedback from their  
**boss, staff and peer** groups.

Survey identifies **Importance,  
Influence, and Effectiveness**  
levels for **16** critical leadership  
skills and practices.

Comprehensive profile  
identifies **specific direction for  
more effective performance.**  
Feedback is examined during a  
one-day action planning  
workshop.

**Consultant inquiries welcome.  
In-House Certification  
available.**

Contact: Larry Cipolla  
**Cipolla Companies, Inc.**  
PO Box 35445  
Edina, MN 55435

1-800-328-4827, ext. 1155

Circle No. 127 on Reader Service Card