

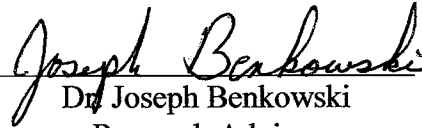
THE EXTENT AND DEGREE OF ACHIEVING KIRKPATRICK'S FOUR LEVELS
OF EVALUATION WILL DEPEND ON THE INVOLVEMENT OF ALL LEVELS IN
AN ORGANIZATION.

by

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ABSTRACT

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The extent and degree of achieving Kirkpatrick's four levels of evaluation will depend on the involvement of all levels of an organization.

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In today's business climate, everyone feels the pressure to justify expense and prove bottom-line results. Employee development and training programs are not immune. When it is time to defend the budget, it helps to have evidence that training really helps the bottom line. The best way to find out if training programs were worth the investment is to evaluate improvement against an expected outcome. The information, tools and ideas on ways to evaluate training are endless. The most popular tool for assessing training performance is the four-level Kirkpatrick model of reaction, learning, behavior,

and results. The purpose of this study is to determine the extent to which Kirkpatrick's four evaluation levels are used in training programs in this region and the degree to which these are associated with evaluation results that have impacts on training programs.

A survey was used to gather data in regards to levels 1, 2, 3 and 4 evaluation effectiveness. The researcher's advisor, Joe Benkowski, an expert in training and development, originated the questions for the survey. The survey was administered to American Society of Training and Development (ASTD) local chapters in Wisconsin and Minnesota. ASTD is a leading association of workplace learning and performance professionals and has approximately 70,000 members and associates from more than 100 countries (ASTD, 2002). The respondents were asked a list of questions that related to how they perceive training is viewed in their organization.

The results from this study will help reinforce the partnership needed between training professionals and management for a successful training program.

The results from this survey were analyzed in chapter four, the conclusions based on the results, and analyses of the survey are in chapter five.

ACKNOWLEDGEMENTS

I have had the yearning to obtain this Master's degree for about six years. My work experience in manufacturing influenced me the most to continue towards my dream of becoming an educator. In business and industry I stumbled into quality control and performed a lot of training. As a trainer, I developed corporate training "curriculum" in order to teach employees how to do a job and/or how to do a job better according to standards. My co-workers advised me that my training methods were very good and that I may perhaps be a good teacher someday. I enjoy training/teaching adults and watching them excel on the job, which in turn may shine into their lives outside of work. Seeing what technology advances can do to current jobs, has also given me the ambition towards becoming an educator. Mentoring employees on how technical advances can help performance and product quality can sometimes be a bit of a challenge; however, in time, employees see the positive out of the changes. Seeing and feeling constructive transformations in adults, is the enjoyment I get out of teaching.

I owe many thanks to many people for helping me accomplish this master's degree. To start with, I owe thanks to all my graduate instructors for mentoring me through the CTE program. Secondly, I owe a special thanks to my research advisor, Joseph Benkowski, for considering me to research a topic that is dear to his heart. Joe's experience in training and industry had many contributions to this research paper. Last, I owe a very special thanks to my husband Dennis and my daughter Riley for all of their support, encouragement and faith in me.

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CHAPTER ONE

Introduction

Background

Historically, as men and women invented tools, weaponry, clothing, shelter, and language, the call for training became fundamental. The ability to pass on to others the knowledge and skills gained by these inventions was done through the use of communication tools. Through these devices, the development process called *training* was administered; and when another received the communication successfully, learning took place and the knowledge and skills were transferred (Craig, 1996).

Organizations exist and grow because they provide goods and services that delight the customer and make a profit. To do this effectively, organizations must function at an optimum level of productivity. This level is a direct result of collective effort of all levels in an organization. Yet not every employee works at the level established by the standard of performance for the job he or she holds. When a gap exists between actual type of skill performed and what is needed, productivity suffers. Training can reduce, if not eliminate, this gap (Craig, 1996).

The training field has evolved over the past 60 years from a primary focus on training individuals to improve their job performance to a more comprehensive focus on individual, group, and total organizational performance improvement (Rothwell, Lindholm, & Wallick, 2003). For example, when the United States entered World War II in 1941, many people who had never worked in manufacturing replaced those who were drafted or enlisted. These new people in industry needed to be trained as welders,

machinists, and riveters in order to produce the war materials. During the industrial era, training became essential, and soon wartime trainers had to move immense numbers of people through orientation, attitude building, and technical instruction (Craig, 1996). As time passed from the industrial era into the 1970s, organizational development (OD) became the most popular and talked about training technique. OD combined many facets of an organization such as: personnel development, organization structure, management methods, interpersonal relations, and group dynamics. In addition, OD involved trainers to become concerned about the well being of the entire organization, rather than just people development (Craig, 1996).

Today and over the next decade, modern organizations from all industrial countries will face a period of rapid change and development. There will be ever-growing competition, an increase in new technologies, and companies will change demographics to gain access to labor (Prior, 1994). These challenges mean companies wanting to remain competitive must look towards developing a more highly skillful workforce, towards educating specialist skills, and towards attaining a higher level of basic education and training in order to increase flexibility and adapt to continuous change (Prior, 1994).

Training and other learning experiences have to address relevant needs and support organizational strategy, to ensure a reasonable rate of return on that investment (Kraiger, 2002). Michael Brannick, the CEO of Prometric, made the statement, “The best way to find out if human capital management programs were worth the investment is to evaluate progress against an expected result” (Brannick, 2003, p.82).

According to the American Society for Training and Development (ASTD), a leading association of workplace learning and performance professionals, *Models for Workplace Learning and Performance*, evaluation “assesses the impact of interventions and follows up on changes made, actions taken, and results achieved to provided participants and stakeholders with information about the effectiveness of intervention implementation”(Rothwell, Sanders, & Soper, 1999). There are many resources that help supply stakeholders with information about training evaluation effectiveness. However, the most popular tool is the four level Kirkpatrick model (TKM), which was introduced in 1959 by Professor Donald L. Kirkpatrick. The first level of the model is reaction, the second level is learning, the third level is behavior change, and the fourth level is organizational impact (Benkowski & Rothwell, 2002).

The expression, “Everybody wants it but nobody wants to do it,” seems fitting for evaluation (Benkowski, 2002). With that being said, evaluation has often been neglected and reasons for this may lie in how evaluation is perceived by all the levels of an organization (Bartram & Gibson, 1999). When stakeholders look for performance improvement from training and expect some form of evaluation to be effective without management commitment, the real potential of using evaluation will never be reached (Benkowski, 2002). In 2001, the ASTD association formally tracked the frequency of evaluation practices of its members. The results showed that although most organizations measured trainee reactions, less than half measured whether instructional outcomes were achieved, and less than a fifth measured whether learning was applied on the job (Kraiger, 2002).

According to Dr. William Rothwell (phone conversation, March 18, 2004), an expert in the field of training, he indicated that everybody wants to evaluate training, but nobody wants to spend the dollars and/or take the time away from resources to do it. In addition, Rothwell acknowledged that he had questioned a group of training professionals during a conference on how many implement course evaluations of their training. Most every one raised their hands in responds to a yes. Furthermore, Rothwell questioned the audience on how many saw the results of their training and/or have a feedback system to management. Very few training professionals raised their hands. In conclusion, Rothwell indicated that collecting data and not using it to provide a feedback system to management does not confirm what the organization is getting out of training. Phillips (2003) was in agreement with Rothwell's comment by suggesting management support was "critical" to the application of new skill on the job. In fact, he advocated management involvement throughout the entire process with support of the behavior changes that result from training.

Yet there exists adequate, if not abundant, knowledge and an available supply of feasible tools for evaluating training at all levels of TKM, evaluations of training still remain stuck at TKM level 1 (Nickols, 2003). Why is this? If evaluation is so important and if the means of carrying it out exist, why do evaluations typically consist of little more than the famous "smile sheets"? Nickols (2003) responded to these questions indicating it may be due to the interest in evaluating training is feigned, or the costs prevail over the benefits, or diminishing returns may be the case. It seems the higher up the TKM, the more costly the evaluation and the less valuable the information is

perceived.

It is the central thesis of this paper that the training community is dedicated to an approach to evaluating training that, after more than 40 years, has failed to confine the commitment and support of other important constituencies, most especially, that of the trainees, their managers, and the senior managers of the organization in which training is conducted (Nickols, 2003). If this is true, then the issue isn't one of figuring out how to apply TKM, instead, the issue is to gather information about the extent to which TKM levels are used in training programs, management involvement in evaluation levels used, the training strategy in relation to the strategic goals of an organization, and the degree to which these are associated with evaluation results that have an impact on training evaluation.

Statement of the Problem

The problem of this study is a lack of research relating management involvement in evaluation levels use and their impacts on training programs. Data will be collected through a survey during the Spring of 2004. The recipients of this survey will be local ASTD chapter members located in the following cities: Appleton, Eau Claire, Green Bay, Milwaukee and Minneapolis.

Purpose of the Study

The purpose of this study is to determine the extent to which Kirkpatrick's four evaluation levels are used in training programs in this region and the degree to which these are associated with evaluation results that have impacts on training programs.

Research Objectives

There are five research objectives of this study.

1. Identify the extent of evaluation levels use in organizations.
2. Establish if there is a difference in relating evaluation of training based on size of organization.
3. Establish if there is a difference in relating evaluation of training based on type of organization.
4. Determine organizational support in training evaluation.
5. Identify all four levels of training evaluation occurring in an organization if the training strategy matches the strategic goals of an organization.

Significance of the Study

This research is significant to training and management professionals for the following reasons:

1. The first reason this study is important is to identify all 4 levels of training evaluation occurring in an organization if the training strategy matches the strategic goals of an organization. Training and development programs are more successful when learning outcomes are aligned with corporate strategic initiatives (Kraiger, 2002). With that being said, the results of this study will help training professionals identify the importance of organizational training strategies matching the strategic goals of an organization.
2. The second reason of importance is to collect data to determine if there is a difference in evaluation of training based on size of the organization. The numbers

of small companies greatly outnumber large organizations (Galvin, 2003). Small organizations need training just as badly, or even more, than large organizations because many people wear many hats, with people changing jobs to keep the organization alive, training needs flourish (Craig, 1996). The results of this study will help training professionals determine if there is a difference in evaluation of training based on size of the company.

3. The third reason of importance is to collect data to determine if there is a difference in evaluation of training based on type of organization. As new technologies come into all types of organizations, it is necessary to train. Benkowski and Rothwell (2002) mentioned technical training is given in all organizations, including government agencies, nonprofit organizations, retail establishments, and others. Wherever the work requires specialized knowledge, workers require technical training. In addition, Benkowski and Rothwell claimed manufacturing firms tend to invest more in technical training because it is easier for manufacturers to see tangible results of training. That may not be true in service-oriented organizations, government agencies, charitable organizations, or retail firms. The results of this study will help training professionals determine if there is a difference in evaluation of training based on type of the organization.

4. The last reason for this study is to determine if there is management involvement in training evaluation. Two in five corporate executives are reluctant to take time off for training according to a survey done by Provant Vertical Market Solutions (Barbian, 2002b). This study will challenge this data. According to

Benkowski and Rothwell (2002), the most important component of organizational training is the support and involvement of the leadership of the organization. The results of this study will help reinforce the partnership between training and management professionals.

Limitation of the Study

The limitation of this study includes the limited sample size of five ASTD chapters. The study was restricted to local ASTD members in Wisconsin and Minnesota. This is not necessarily representative of the ASTD membership global community.

Definition of Terms

Evaluation: The process of placing or estimating the value (Benkowski & Rothwell, 2002).

Training evaluation: Is the process of placing or estimating the value of training (Benkowski & Rothwell, 2002).

Measuring results: To determine the degree of learning that has taken place (Bartram & Gibson, 1999).

Measuring impact: The results on the people involved their departments, and ultimately the organization (Bartram & Gibson, 1999).

Organization involvement: The specific actions taken by those at significant levels in the organization that were specifically designed to support the training activity (Medsker & Roberts, 1992).

Stakeholders: A group or an individual with an interest in seeing a particular endeavor succeed (Nickols, 2003).

CHAPTER TWO

Literature Review

Introduction

This chapter will establish the background of this study. A collected works of literature reviews will follow regarding: training; on-the-job training; training outlook; training evaluation models; evaluation of training based on organization size and type; training evaluation and business strategies; and last, organizational support in training evaluation. This chapter will conclude with a summary of the literature findings.

Training

Historically, training began at the beginning of the Stone Age. Tools, weapons, clothing, shelter, and language were invented and the need for training was essential. Training involved the ability to pass on to others the knowledge and skills gained by mastering of inventions. Through signs and words, the training development process was administered; and when the message was received successfully by another person, learning took place and knowledge or skill was transferred (Craig, 1996).

When an organization identifies a gap between desired performance and actual performance, a needs assessment should take place prior to training. Needs assessment is the heart of a training program. It gives the foundation for the training program development, identifies the desired performance from the current performance, and establishes the standard for measuring the success of the program after its completion (Lawson, 1997). Once a needs assessment has been established training can be provided to improve performance on the present job (Clark, 2000).

Ultimately, training should equip individuals with the knowledge or skills they need to refine their performance to meet existing work conditions (Rothwell, Lindholm, & Wallick, 2003).

On-the-Job Training

On-the-job training (OJT) is a subset of training in general. OJT can be traced back to ancient times when tradesmen learned their crafts through informal apprenticeship programs with master craftsmen (Lawson, 1997). OJT is a one-on-one instruction between co-workers or between employee and supervisor (Harris & DeSIMONE, 1994). In addition, OJT is limited training; it has a beginning and an end, and used in training the newly hired, in cross training, and in retraining existing employees (Lawson, 1997). OJT is still used today and is probably the most popular method of training; most employees receive at least some training and coaching on the job (Harris & DeSIMONE, 1994). OJT may not be the most effective or the most efficient method, but it is the easiest to arrange and manage (Clark, 1999). Because OJT takes place on the work site, it is realistic and hardly any transfer of learning is required. However, there are several limitations to OJT. Some of these limitations were mentioned as physical constraints, noise, and other distractions, the use of expensive equipment can be costly, and finally, OJT may threaten the safety of others who are working close to the proximity (Harris & DeSIMONE, 1994).

Training Outlook

Over the past 60 years, the training field has evolved from a primary focus on training individuals on-the-job, to a more all-inclusive focus on individual, group, and

total organizational performance improvement (Rothwell, Lindholm, & Wallick, 2003). As stated in Chapter one of this study, when the United States entered World War II in 1941, many people who had never worked in manufacturing replaced those who were drafted or enlisted. These people needed to be trained, training became essential. (Craig, 1996). As time passed from the industrial era into the 1970s, organizational development (OD) became the most accepted and talked about training technique. Beer and Walton defined OD as “the process of enhancing the effectiveness of an organization and the well being of its members through planned interventions that apply behavioral science concepts” (cited in Harris & DeSIMONE, 1994, p.10). OD combined many facets of an organization such as: personnel development, organization structure, management methods, interpersonal relations, and group dynamics. In addition, OD involved trainers and line managers to become concerned about the well being of the entire organization rather than just people development (Craig, 1996).

Over the next decade, modern organizations will face a period of rapid change and growth. There will be escalating competition, an increase in new technologies, and companies will change demographics to gain access to labor (Prior, 1994). These challenges indicate companies wanting to remain competitive must look towards developing a more highly skilled workforce, towards educating specialist skills, towards attaining an elevated level of basic education and training in order to increase flexibility and adapt to continuous change (Prior, 1994). In addition, according to research conducted by the Employment Policy Foundation, a Washington, DC based organization (Hall & Boehle, 2004, p. 30), “ by 2011, as the first round of baby boomers turn 65 and

begin to retire, available jobs are expected to outnumber available workers by 4.3 million. By 2031, that gap could increase to 35 million workers.” Worker shortages will create an urgent need within the training community to prepare today’s younger workforce to assume future leadership roles. Less Gillen, a director of human resources for Arrow Electronics (cited in Hall & Boehle, 2004, p. 32) made the statement that “Demographics don’t lie. It may be hard to believe in a labor shortage, but there will be one. If you are not developing the people you have today, you’re not going to be ready for it.”

On practically every survey, training appears somewhere in the top three benefits that employees want from their employers (Pfau, 2002). According to the 2003 Industry Report, U.S. organizations have invested \$51.3 billion in training programs (Galvin, 2003). In fact, a professional consultant in Leadership (Clemmer, 1995, n.p.) stated that “high performing organizations are investing 3% to 5% of their payroll expenses on training and the lesser performing companies are falling well below the minimum level of 1.5 %.”

In contrast to employees wanting training as a benefit, the business climate is placing pressure to justify training expense and prove bottom-line results. Experts agree that between 60% and 90% of what’s learned is not used on the job (Phillips, 2003). Much to trainers’ dismay, two in five corporate executives are reluctant to take time off for training according to a survey done by Provant Vertical Market Solutions (Barbian, 2002b). For these reasons, it is necessary to defend the training program budget, and have evidence that training really helps the bottom line. For this to happen, organizations need to develop the capacity to learn at all levels and view knowledge as a valuable intangible

asset (Delahoussaye, 2002). In fact, the value of human capital has increased from 40% of the total market value of United States corporations, to more than 80% at the close of the 21st century (Delahoussaye, 2002).

One of the best ways to find out if the training program was worth the investment is to evaluate progress against an anticipated result (Brannick, 2003). Tyler (2002) suggested that if the training department can document their training was effective (and crucial to the bottom line), the department will be in a very good position.

Training Evaluation Models

An evaluation process can be implemented to document that training does add to the bottom line. To evaluate something is to decide on its value or worth to ourselves or to other people (Hamblin, 1974). Benkowski and Rothwell (2002) defined training evaluation as the process of placing or estimating the value of training. Phillips (1996) suggested that evaluation of learning may be used either to improve the instructional process or to demonstrate that participants have mastered the objectives.

An expert in the field of training (Galvin, 2004, p. 89) stated that “If you can’t measure it, you can’t manage it.” There are many ways to measure training effectiveness. At present the most often cited evaluation models used to assess training programs are the basic cost/benefit analysis, the Bell system approach, the result-oriented HRD model, the CIPP, Brinkerhoff six stages, the Kirkpatrick model (TKM), the Phillips ROI process model, and the Six Sigma process. The models most influential of which is Kirkpatrick’s, share some features, but differ in significant ways.

Dr. Kathryn Barker (2001) described the cost / benefit analysis model as measuring

the impact of training on the organization in terms of dollars saved or earned. A cost/benefit analysis looks at the total costs to produce a training program and attempts to quantify the benefits. The benefits may be reduced costs or increased revenues which directly are accredited to the training (Lawson, 1997). A training program is considered a financial success if the costs are lower than the benefits.

Cost/benefit analysis is usually expressed as a ratio. To determine benefit cost ratio (BCR), the total benefits are divided by the total cost. Return on training investment (ROTI) is typically expressed as a percentage: the percentage of return or benefit for each dollar spent or invested on training. In this way it differs from straight cost-benefit analysis, whereas, the ROTI costs are subtracted from the total benefits to produce net benefits, which are then divided by the costs (Barker, 2001).

The Bell system approach model was developed by AT&T and the Bell Systems units. Barker (2001) explained this model on the basis of the four level approach developed by Donald Kirkpatrick. Level 1 of the Bell system model measures the reaction outcomes. At this level, data is collected on the participants' opinions of the entire training program or specific parts of the program such as content, documentation, methods, or other general training activities. Level 2 measures capability outcomes. At this level, participants are evaluated through classroom tests or exams to find out what they know, think, accomplish, or produce at the conclusion of the training program. Level 3 is the application outcomes. This level finds out what participants know, think, accomplish, or produce in a workplace setting for which a training program has prepared them. Lastly, level 4 is the worth outcomes level. This level determines the value of

training in relation to its cost. This represents the degree to which an organization benefits from training in terms of the dollars, time, effort, and/or resources invested. In summary, the reaction and capability outcome levels represent the short-term objectives of a training program. The application and worth outcome levels represent the organization's long-term goals (Barker, 2001).

The results oriented HRD model takes into account the total human resource development process, from needs analysis to communicating program results. It is based on an 18 step process, with 11 steps involving some form of evaluation. This model may seem too complex for small and medium-sized organizations; however, it can be modified to meet specific needs. The model provides a comprehensive approach to designing, developing, and implementing a human resource development program at all levels. An important part of the process is determining training's contribution in organizational performance.

Gavin (1983) indicated the CIPP (Context, Input, Process, Product) model which focuses on measuring the *context* for training (needs analysis), *inputs* to training (examining the resources available for training, such as budgets and schedules), the *process* of conducting the training program (for feedback to the implementers), and the *product*, or outcome, of training (success in meeting program objectives) (cited in Harris & DeSIMONE, 1994, p.172).

Birkerhoff (1987) extends the CIPP training evaluation model to a six stage process:

1. Goal Setting: What is the need?
2. Program Design: What will work to meet the need?

3. Program Implementation: Is it working, with the focus on the implementation of the program?
4. Immediate Outcomes: Did the participants learn?
5. Intermediate or Usage Outcomes: Are the participants using what they learned?
6. Impacts and Worth: Did it make a worthwhile difference to the organization?

The model suggests a cycle of overlapping steps, with problems identified in one step possibly caused by things occurring in previous steps (cited in Harris & DeSIMONE, 1994, p.172).

Bushell (1990) suggested a model based in a systems view of HRD function (input-throughput-output), and contains four stages:

1. Input: What goes into the training effort? This consists of performance indicators such as trainee qualifications, trainer ability, and the like.
2. Process: The planning, design, development, and implementation of the HRD program.
3. Output: Trainee reactions, knowledge or skills gained, and improved job behavior.
4. Outcomes: Effects on the organization, including profits, productivity, and customer satisfaction.

In addition, Bushel stated that “evaluation measurement can and should occur between each of the stages, and between the four activities in the process stage, to ensure

that the program is well designed and meets its objectives” (cited in Harris & DeSIMONE, 1994, pgs.172-173).

The most prominent models used successfully in the business environment today are the Kirkpatrick four level framework and the Phillips ROI process. However, the most widely known model for measuring the effectiveness of training programs is the four level Kirkpatrick model (Lawson, 1997).

Donald Kirkpatrick (1996) defined his four level evaluation model as follows: level 1 evaluation is the reaction level. This level collects data on how well the trainees liked the training program(s). Level 1 does not include a measurement of any learning that takes place and because reaction is so easy to measure, most organizations perform this level. The amount of learning that takes place is measured in level 2, the learning level. An organization that administers a training program, where skills of some kind are being taught, should plan an organized evaluation to measure the learning (Kirkpatrick, 1996). In addition, Kirkpatrick mentioned that it is much more difficult to measure learning than it is to measure reaction.

In general, levels 1 and 2 are concerned with learners’ behavior during class or upon completion of training, levels 3 and 4 are concerned with the learners’ behavior after the training is over (Medsker & Roberts, 1992). Kirkpatrick (1996) pointed out there are big differences between knowing principles and techniques and using them on the job. Level 3 is known as application or transfer of knowledge. In addition, there are three decisions that must be made when designing level 3 evaluation: when is the best time to evaluate, how often to evaluate, and which evaluation method to use. While level 3 looks

at application and transfer of knowledge, level 4 looks at how the training impacted the organization. This level is usually associated with return on investment (ROI), in which the cost of the training is added up, subtracted from real or perceived improvements in organizational productivity, and the net results are the return on investment (Benkowski & Rothwell, 2002).

Jack Phillips (1996) suggested that Kirkpatrick's four levels of evaluation model should go beyond Level 4 and include a level 5 which would focus on real measurement of ROI. Kirkpatrick's fourth level does not require a specific monetary value to be determined. To obtain a true ROI evaluation, the financial benefits of the program should be compared to the cost of implementation in order to value the investment. The Phillips ROI process or result-based evaluation model is a modification of the traditional Kirkpatrick's four levels by adding a fifth level. Level 5 is developed by gathering level 4 data, converting the data to monetary values, and comparing them to the cost of the program to indicate the return on training investment (Wharff, 2003).

According to Brown, an expert in the field of training, 94% of training courses in business are evaluated at level one, 34% are at level two, 13% at level 3, and only 3% at level four. This data gives evidence that level 3 and level 4 evaluations are not frequently practiced. In addition, a recent study done in 2002 by the ASTD, tracked the frequency of evaluation practices of its members. The results showed that although most organizations measured trainee reactions, less than half measured whether instructional outcomes were achieved, and less than a fifth measured whether learning was applied on the job (cited in Kraiger, 2002). Low participation in levels 3 and 4 may be because evaluation of training

effectiveness can sometimes take months or years before the learner has a chance to apply what was learned in class (Medsker & Roberts, 1992). This data gives evidence that the frequency of evaluation use is not practiced consistently throughout all the levels of evaluation. Additionally, according to Dr. William Rothwell (phone conversation, March 18th, 2004), he indicated that most organizations are not using the data to report back to management. Collecting the data and using it to provide feedback to management can make a positive difference in what employees get out of training.

The last improvement process technique that is starting to become popular in business and industry today is the Six Sigma technique. Lori Miller, a HR generalist at DuPont stated, "Six Sigma is a quality improvement process starting with the voice of the customer and using data and statistics to solve customer problems" (cited in Heuring, 2004, pgs.77-80). Six Sigma is organized around individual projects with finite timelines, each project beginning by forming a team to identify the customer and the customer's needs. The team measures how those needs are being met, analyzes the variables that affect customer satisfaction, improves the process, and finally, locks in improvements to control the process. Tom McCarthy, director of consulting services for Motorola University, added to the definition of Six Sigma by indicating six sigma has evolved from a measurement scale to a methodology that drives business improvement and a management system for governing high-impact improvement efforts (cited in Heuring, 2004, pgs.77-80). Today human resource leaders are using Six Sigma to improve customer satisfaction and reduce costs in everyday HR functions. Jackie Nelson, HR master black belt for GE Consumer Finance, made the statement, "The key is, 'What are

the Gaps?’ Once you understand what the problem is, it’s like a mathematical problem you apply the right formula to solve” (cited in Heuring, 2004, pgs.78-79).

Another key to Six Sigma implementation is to break down the processes into manageable pieces and improve each piece to affect the overall performance. Data that is generated by the Six Sigma process gives leverage to implement its solutions, which is why Six Sigma requires a companywide culture change. To change an organizations culture requires a lot more time, money, and resources; therefore, Kirkpatrick’s model is still the most widely known model for measuring the effectiveness of training programs today.

Training Evaluation and Organizational Size and Type

The numbers of small companies greatly outnumber large organizations (Galvin, 2003). Small organizations need training just as badly, or even more, than large organizations because many people wear many hats, with people changing jobs to keep the organization alive, training needs flourish (Craig, 1996).

In addition to the diverse sizes of organizations, all types of organizations require the need to train. Benkowski and Rothwell (2002) mentioned technical training is given in all organizations, including government agencies, nonprofit organizations, retail establishments, and others. Wherever the work requires specialized knowledge, workers require technical training. In addition, Benkowski and Rothwell claimed manufacturing firms tend to invest more in technical training because it is easier for manufacturers to see tangible results of that training. That may not be true in service-oriented organizations, government agencies, charitable organizations or retail firms.

Training Evaluation and Management Support

Managers are commonly described as leaders who enable people to work most effectively by performing the work of planning, leading, and controlling. Leading, more than any other function, must deal directly with the human resources of the organization (Craig, 1996). For this reason, it is crucial to have management involvement during all levels of a training program.

On the other hand, some experts mention that one reason for lack of participation and/or practice in training evaluation is lack of management support. Bernthal (1995) mentioned lack of management support as a factor that often undermined an effective training program. Phillips (2003) called management support “critical” to application of new skill of the job. In fact, he promoted management involvement throughout the entire training process with support of the behavior changes that result from training. Much of the responsibility for making a success of training and development has rested not only with the trainers themselves, but also with the organization at all levels (Prior, 1994).

Lindholm (2002) talked about an interview conducted with 28 CEOs of organizations with 1,000 or more employees. The interview was directed at finding out information on CEO perceptions of workplace learning programs. The results of the discussion showed that CEO's expect training programs to increase employees' knowledge of the company's business, mission, and strategy, as well as developing the employees' technical skills. John Friel, CEO of Medrad Inc. (cited in Barbian, 2002a, p. 31) made the statement, “Part of my role is to set the example, and I think one of the best ways to learn is to teach it. By facilitating these courses myself, sends a strong message to

the organization that I consider it important. It's leadership by example." In addition, Shandler (1996) recommended that performance improvement initiatives must be directly aligned with the organizations agenda and supported by senior management. By involving managers and executives and showing them how training evaluation works, greater commitment and support for employee-training programs will be generated (Coffman, 1990). Steve Constantin, a global HR director for Dow, stated that, "Leading and sustaining a corporate culture change is the role of executives. It's the leadership that has to drive this, that has to put it in performance expectations, put it into organizational goals" (cited in Heuring, 2004, p. 80).

Training Evaluation and Business Strategies

Training and development programs thrive more when learning outcomes are aligned with corporate strategic initiatives and goals (Kraiger, 2002). In 2002, Noe, Colquitt, Brown, and Ford pointed out that training and development efforts must be consistent with key strategic organizational initiatives and those linkages must be clear to organizational stakeholders, training designers, and the trainees themselves (cited in Kraiger, 2002). Prior (1994) indicated that the first requirement of an effective training function is that its purposes must derive from the objectives of the organization as a whole. According to Phillips (2003), the lack of alignment with business strategic needs is the number one reason training programs fail.

An effective training department, large or small, performs different functions. One important function is to help an organization develop and keep an updated training strategy and to identify the specific training that will be required to meet this strategy.

Training is smart only when it's strategic and when it helps create and maintain the core competence of the organization. It cannot be separated from the overall goals and strategies of the firm (Carr, 1992).

Angela Hornsby, vice president of learning and development for Carlson Restaurants, made the statement that "In order for people at all levels of an organization to make decisions that are truly linked to strategy, they must first understand what that strategy is and its implications in their jobs, so that the 100 little decisions that get made every day are as well-aligned with overall corporate objectives as possible" (cited in Hall & Boehle, 2004, p. 27)

Training Magazine and Brandon-hall.com teamed up to find out what learning leaders' top priorities were for 2004. After receiving 492 valid survey responses, 13.5% of respondents ranked aligning training with business strategies as one of their top three priorities (Hall & Boehle, 2004). Linking training to business strategies is not an easy task, there are countless reasons, including lack of upper management support, minimum buy-in from employees and middle managers, and an unclear understanding at all levels as to what corporate strategy actually is and how it relates to workers' jobs (Hall & Boehle, 2004).

The top 100 training companies listed in the March 2004 *Training* magazine, have managed to align training with business strategies. These companies managed to build solid business cases for workforce development by connecting knowledge assets to business strategies and measuring the results (Galvin, 2004).

Mrs. Bassi, a former vice president of ASTD, agreed with measuring training and business strategy results to the level of even the most basic things. She recommended investing in companies that invest in their people. She had developed a financial model, based on years of research, which predicted stock market performance based on investment in training development. She indicated, firms that make large investments in training and education, typically have lower employee turnover. Lower turnover is associated with higher customer satisfaction. Customer satisfaction is a driver of profitability (cited in Delahoussaye, 2002).

There is increasing interest in knowing and assessing the value of training as a strategic investment with benefits for the individual and the organization. In fact, some researchers challenge that in the very near future, the value of a company's stock may be determined in part by the value of the company's intellectual capital (Auchey, Auchey & Ward, 2000).

Summary

In chapter two, existing literature was reviewed to examine other theories, research, and observations that have already been done related to the problem. The review of literature shows that organizations are facing rapid change and growth, and in the near future there will be an anticipated labor shortage. Organizations need to be developing their people today, in order to stay alive tomorrow. With that being said, training has become and will continue to be crucial to organizations bottom-line results.

There are many ways to measure training effectiveness. At present, most organizations that practice evaluation methods engage in some form of Kirkpatrick's

level 1 (Reaction) and level 2 (Learning) assessment of training programs; however, data gives evidence that measuring ROI has become the fastest growing interest along side Six Sigma techniques. On the other hand, these techniques are more costly and require more resources to implement. Smaller organizations (which outnumber larger organizations) have limited resources making it hard to implement ROI techniques of evaluations. As a result, Kirkpatrick's level 1 (Reaction) and level 2 (Learning) assessments have become the most widely used evaluation practice. Developing a successful evaluation program requires a significant investment in people, time, budgets and a few key elements: a strategy, goals, experienced people and management/stakeholder commitment.

CHAPTER THREE

Methodology

Introduction

The methods and procedures used in this study of training evaluation are explained in this chapter under the headings of 1) subject selection, 2) instrumentation, 3) data collection and analysis, 4) limitations, and 5) summary.

Subject Selection

All of the participants surveyed were members of the American Society for Training and Development (ASTD). ASTD is a leading association of workplace learning and performance professionals. There are approximately 70,000 ASTD memberships and associates from more than 100 countries and thousands of organizations, multinational corporations, medium-sized and small businesses, government, academia, consulting firms, and product and service suppliers. This study was restricted to local ASTD chapter members in Wisconsin and Minnesota: Appleton, Eau Claire, Green Bay, Milwaukee, and the Twin Cities. This is not necessarily representative of the ASTD membership global community.

Instrumentation

The survey used in this study was designed formerly by the researchers advisor, Joe Benkowski, who is an expert in the field of Training and Development. The researcher modified some questions and formatting from the original instrument. The survey consisted of Likert scale items, demographic items and concluded with a statement that invited respondents to make additional comments about some major challenges in

conducting training evaluation in their organization. These comments are found in Appendix C. This survey was designed to assess the positions of ASTD members towards training evaluation use in their organization. A copy of the modified survey can be found in Appendix B.

Within the local ASTD chapters, a consent form with the web address link to the online survey was distributed via email to ASTD chapter presidents for approval. The consent form explained what the survey asked, assured participation was confidential, and how the results would benefit the training professional community. Following acceptance of survey administration, chapter members were emailed the consent form and survey link by chapter communication representatives. A copy of the consent form can be found in Appendix A.

Data Collection and Analysis

UW-Stout's Institutional Review Board (IRB) approved the survey prior to distribution to the participants. Following survey acceptance, the survey was then administered to chapter members by way of email. An introduction to the study, consent information, contacts, and the survey link were listed on the consent form, which the chapter communication representatives distributed. Distribution of the on-line survey occurred during the spring semester of 2004. Responses from the survey were weighted from 1 (to little or no extent) to 5 (to a very great extent) for items 1-19. Items 20-22 were completed by a numeric value representing the position of the respondent, type of organization they worked for, and last, number of employees that work for the organization they represent. The end of the survey concluded with a statement

(item 23) that invited the respondent to make comments about some major challenges they had seen or experienced in conducting training evaluation in their organization.

A list of these comments as they were written in the survey can be found in Appendix C.

Survey items 1-3, 6, 11, 13 and 14-17 are the main items on the survey that mainly cover the research paper objectives. With that being said, only the above main items will be analyzed with company type (item 21) and company size data (item 22) in chapter 4 (results).

A computerized statistical software package called MINITAB analyzed the data. The data was interval and ratio in nature and appropriate statistics were utilized for correlations, statistical averages, and percentages.

Limitations

As with any survey, there can be limitations with the instrument and how it was distributed. The following lists are limitations of the survey process for this research study:

- 1) Only two ASTD chapters participated in the survey. This is not necessarily representative of the ASTD membership global community.
- 2) The survey did not include a “not applicable” as a response. A “not applicable” selection may have clarified some of the “0” responses.
- 3) Operations workers were not included in the survey process. Their input may be different from training professionals and management.

Summary

The purpose of this study was to determine the extent to which Kirkpatrick's four evaluation levels are used, the difference in evaluation of training based on type and size of organization, training strategy and business goals of an organization, management involvement in training evaluation programs and the degree to which these are associated with evaluation results that have impacts on training programs.

An on-line survey was created and administered to five local ASTD Chapters in Wisconsin and Minnesota: Appleton, Eau Claire, Green Bay, Milwaukee, and the Twin Cities.

After survey administration, the data were analyzed using a computerized statistical software package called MINITAB.

In this chapter the research design and methodology was explained. In the next chapter, an objective analysis and discussion of the study results will be reported.

CHAPTER FOUR

Results

Introduction

This chapter includes the results of this study. Demographic information and item analysis are also discussed. This chapter concludes with the research objectives under investigation along with a summary of the findings.

Demographics

There were five ASTD chapters contacted by email and phone to participate in this study. Of those five chapters, two Wisconsin chapters agreed to participate in the study for the month time frame of April 15 to May 15 of 2004. Of the three nonparticipating chapters, two chapters could not participate due to publication timing issues and the other chapter did not respond to the survey request. Between the two participating chapters, there were a total of 226 members that were distributed the online survey. The completed number of surveys totaled 64, representing 28% of the total possible participants from the two chapters.

Item Analysis and Summary

Of the 64 respondents, 0% of the respondents indicated to a very great extent to any of the survey statements. With that being said, keep in mind the following tables will not have “to a very great extent” listed to eliminate redundancy of a 0% responds.

In addition, some of the respondents did not check an answer to some of the questions on the survey, which left the response as a “0”. Table 1 lists the number of “0” responses per question.

Table 1

Number of responses that were identified as a "0" by item

Question #	# of Response as "0"
1	3
2	4
3	4
4	2
5	2
6	5
7	14
8	16
9	5
10	10
11	18
12	15
13	4
14	4
15	4
16	10
17	10
18	3
19	5
Total responses as "0"	138

Table 1 indicated that there existed a high number of no responses ("0") for questions 7, 8, 10, 11, 12, 16, and 17. The respondents may have skipped item(s) or viewed the item(s) as "to no extent" or "not applicable". After analysis and correlation of the items that were listed as a "0", the researcher came to the conclusion that the respondents' viewed the question as to no extent. Therefore, the researcher acknowledged the responses of "0" as a "1".

Item 1: Item number 1 on the survey stated, "Employees provide input into training needs." The purpose of this question was to identify and determine how much input employees put into training needs. The responses for item one were not equally distributed, the results for item 1 were as follows: 20% (n = 13) of the respondents

indicated that employees provide little to no extent into the training needs, 28% (n = 18) of the respondents indicated that employees provide a slight amount of input into training needs, 41% (n = 26) of respondents indicated moderate input, 11% (n = 7) indicated to a great extent, and 0% (n = 0) of the respondents indicated to a very great extent.

Tables 2, 3 and 4 indicate the valid percent of the participants' responses for item one on the survey.

Table 2

Employees provide input into training needs by respondents' positions

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	18.2%	22.7%	45.5%	13.6%
Training Manager	25.0%	6.3%	56.3%	12.5%
HR	50.0%	50.0%	0.0%	0.0%
Consultant	75.0%	0.0%	0.0%	25.0%
Org. Development	16.7%	66.7%	16.7%	0.0%
Other	0.0%	50.0%	42.9%	7.1%

Of the 64 respondents 34% (n = 21) were trainers, of which 19% indicated employees have little or no extent of input, 24% indicated to a slight extent, 43% indicated to a moderate extent, and 14% indicated to a great extent. Training managers made up 24% (n = 15) of the respondents, of which 27% indicated employees have little or no extent of input, 7% indicated to a slight extent, 53% indicated to a moderate extent, and 13% indicated to a great extent. Three percent (3%) (n = 2) of the respondents worked in human resources, of which 50% indicated employees have little or no extent of input, and the other 50% indicated to a slight extent. Six percent (6%) (n = 4) of the respondents were consultants, of which 75% indicated employees have little or no extent of input, 0% indicated to a slight extent, 0% indicated to a moderate extent, and 25%

indicated to a great extent. Ten percent (10%) (n = 6) were organizational developers, of which 17% indicated employees have little or no extent of input, 67% indicated to a slight extent, 17% indicated to a moderate extent, and 0% indicated to a great extent. Twenty-three percent (23%) (n = 14) of the participants labeled themselves as “other”, of which 0% indicated employees have little or no extent of input, 50% indicated to a slight extent, 43% indicated to a moderate extent, and 7% indicated to a great extent.

Table 3

Employees provide input into training needs by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	20.0%	35.0%	40.0%	5.0%
Health/Medical	18.2%	18.2%	45.5%	18.2%
Educational/Academic	12.5%	62.5%	25.0%	0.0%
Transportation/Utilities	0.0%	0.0%	66.7%	33.3%
Communication	100.0%	0.0%	0.0%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	0.0%	50.0%	50.0%	0.0%
Finance/Banking/Real Estate	22.2%	0.0%	55.6%	22.2%
Other	0.0%	42.9%	42.9%	14.3%

Table 3 indicated that 55% of manufacturing organizations have little to a slight extent of employee training input and 45% have a moderate to a great extent. Thirty-six percent (36%) of the health and medical organizations indicated little to a slight amount of input and 64% to a moderately great extent. Seventy-five percent (75%) of the educational and academic organizations indicated to a slight extent and 25% indicated to a moderate extent. One hundred percent (100%) of the transportation and utilities organizations indicated to a moderately great extent of employee input. One hundred percent (100%) of the communication and consultant organizations indicated to a little or

no extent. Fifty percent (50%) of wholesale, distribution and retail organizations indicated to have a slight extent of input and the other 50% indicated to a moderate extent. The respondents that worked for organizations in finance, banking and real estate indicated that 22% have little or no extent of input and 78% indicated to a moderately great extent. Forty-three percent (43%) of the “other” category indicated to a slight amount of input and 57% indicated to a moderately great extent.

Table 4

Employees provide input into training needs by company size

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
99 or less	80.0%	0.0%	0.0%	20.0%
100 - 249	33.3%	33.3%	33.3%	0.0%
250 - 499	0.0%	30.0%	50.0%	20.0%
500 - 999	25.0%	41.7%	33.3%	0.0%
1000 or more	12.9%	25.8%	48.4%	12.9%

Table 4 indicated that organizations with 249 or less employees have little or no extent of input into training needs, whereas, organizations with 250 to 499 have a slight to moderate extent of input. Organizations with 500 to 999 employees indicated to have a slight extent of input and organizations with 1000 or more employees indicated to a moderate extent.

Summary for Item 1

Overall, tables 2, 3 and 4 indicated that 48% of the respondents' viewed that employees provide little to a slight extent of input into training needs and 52% indicated to a moderately great extent. Additionally, the statistical average for item one was 2.42, which indicated training evaluation input by employees into organizational training needs

is to a slight extent.

Table 2 indicated that human resources, consultants and organizational developers use employee input into training needs to a lesser extent than trainers, training managers and “other”.

Table 3 indicated that manufacturing, educational/academic, communications, and consultants use employee input into training needs to a lesser extent than health/medical, transportation and/or utilities, wholesale/ distribution/retail, and finance/ banking/real estate organizations.

Table 4 indicated that organizations with 99 or less, 100 to 249 and 500 to 999 employees used employee input into training needs to a lesser extent than organizations with 250 to 499 and/or 1000 or more employees.

Furthermore, according to the Pearson r correlation data there did not exist a moderate and/or strong relationship between item one and any other item on the survey.

Item 2: Item number 2 on the survey stated, “Management cares about training evaluation.” One of the objectives for this research paper was to identify organizational support in training evaluation. According to the literature review, management support in training evaluation is significant to the success of a training program. Interestingly enough, the responses for item 2 were distributed fairly even, with the exception of “to a very great extent”. The results for item 2 were as follows: 22% ($n = 14$) of the respondents indicated that management cares little to no extent about training evaluation, 26% ($n = 17$) of the respondents indicated that management cares to a slight extent, 33% ($n = 21$) of respondents indicated to a moderate extent, and 19% ($n = 12$) indicated to a

great extent. Tables 5, 6 and 7 indicate the valid percent of the participants' responses for item 2 on the survey.

Table 5

Management cares about training evaluation by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	13.6%	18.2%	40.9%	27.3%
Training Manager	25.0%	18.8%	43.8%	12.5%
HR	50.0%	50.0%	0.0%	0.0%
Consultant	50.0%	50.0%	0.0%	0.0%
Org. Development	16.7%	33.3%	50.0%	0.0%
Other	21.4%	35.7%	14.3%	28.6%

Of the 64 respondents 34% (n = 22) were trainers, of which 14% indicated management cares little if any about training evaluation, 18% indicated to a slight extent, 41% indicated to a moderate extent, and 27% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 25% indicated management cares little if any about training evaluation, 19% indicated to a slight extent, 44% indicated to a moderate extent, and 13% indicated to a great extent. Human resource made up 3% (n = 2) of the respondents, of which 50% indicated management cares little if any about training evaluation and the other 50% indicated to a slight extent. Consultants made up 6% (n = 4) of the respondents, of which 100% indicated management cares to a little or slight extent about training evaluation. Organization developers made up 9% (n = 6) of the respondents, of which 17% indicated management cares little if any about training evaluation, 33% indicated to a slight extent, and 50% indicated to a moderate extent. The "other" category made up 22% (n = 14) of the participants, of which 21% indicated management cares little if any about training

evaluation, 36% indicated to a slight extent, 14% indicated to a moderate extent, and 29% indicated to a great extent.

Table 6

Management cares about training evaluation by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	25.0%	25.0%	30.0%	20.0%
Health/Medical	9.1%	27.3%	54.6%	9.1%
Educational/Academic	37.5%	12.5%	37.5%	12.5%
Transportation/Utilities	0.0%	33.3%	33.3%	33.3%
Communication	66.7%	0.0%	0.0%	33.3%
Consultant	0.0%	100.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	0.0%	100.0%	0.0%	0.0%
Finance/Banking/Real Estate	22.2%	22.2%	44.4%	11.1%
Other	14.3%	28.6%	14.3%	42.9%

Table 6 indicated that 50% of manufacturing organizations viewed management cares about training evaluation to a little or slight extent and 50% indicated to a moderately great extent. Thirty-six percent (36%) of the health and medical organizations indicated to a slight extent and 54% to a moderately great extent. Fifty percent (50%) of the educational and academic organizations indicated to a little or slight extent and 50% indicated to a moderately great extent. Thirty-three percent (33%) of the transportation and utilities organizations indicated to a slight extent and 67% indicated to a moderately great extent. Sixty-seven percent (67%) of the communication organizations indicated to a little or no extent and 33% to a great extent. One hundred percent (100%) of consultants indicated to a little or no extent. One hundred percent (100%) of wholesale, distribution and retail organizations indicated to a moderate extent. Forty-four percent (44%) of organizations that were in finance, banking and real estate indicated to a little

or no extent and 5% indicated to a great extent. Thirty-three percent (33%) of the “other” category indicated to a little or slight extent.

Table 7

Management cares about training evaluation by company size

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
99 or less	40.0%	60.0%	0.0%	0.0%
100 - 249	33.3%	33.3%	16.7%	16.7%
250 - 499	20.0%	10.0%	60.0%	10.0%
500 - 999	25.0%	33.3%	25.0%	16.7%
1000 or more	16.1%	22.6%	35.5%	25.8%

Table 7 indicated that organizations with 99 or less employees viewed management cares about training evaluation to a little or slight extent. Organizations with 100 to 249 employees were more dispersed with 67% to a little or slight extent and 33% to a moderately great extent. Thirty percent (30%) of organizations with 250 to 499 employees indicated to a little or slight extent and 70% to a moderately great extent. Fifty-eight percent (58%) of organizations with 500 to 999 employees indicated management cares about training evaluation to a little or slight extent and 42% to a moderately great extent. Thirty-nine percent (39%) of organizations with 1000 or more employees indicated to a little or slight extent and 61% indicated to a moderately great extent.

Summary of Item 2

Overall, tables 5, 6 and 7 indicated dispersed responses of which 40% viewed management cares little if any to a slight extent about training evaluation and 60% to a moderately great extent. Additionally, the statistical average of item 2 was 2.48, which

indicated that the respondents viewed management to be concerned about training evaluation to a slight or moderate extent.

Table 5 indicated that human resources and consultants viewed that management cares about training evaluation to a lesser extent than trainers, training managers, organizational developers and “other” organizations.

Table 6 indicated that organizations in communications, consultant, and wholesale/ distribution/retail viewed management cares about training evaluation to a lesser extent than manufacturing, health/medical, educational/academic, transportation and/or utilities, communications, finance/ banking/real estate and “other” organizations.

Table 7 indicated that organizations with 249 or less employees viewed management cares about training evaluation to a lesser extent than organizations with 250 or more employees.

Furthermore, according to the Pearson r correlation data, a strong relationship existed between item 2 (management cares about training evaluation) and item 3 (evaluation of training is important to our organization). A positively accurate prediction may possibly occur about the importance of training evaluation to management and organizations from this correlation.

Item 3: Item number 3 on the survey stated, “Evaluation of training is important to our organization.” The purpose of this question was to determine research objectives number 1 and 4 (At what level training evaluation is used and supported in an organization). The results of item 3 were as follows: 19% ($n = 12$) of the participants indicated evaluation of training has little if any importance to their organization,

22% (n = 14) of the participants indicated to a slight extent, 37% (n = 24) of the participants indicated to a moderate extent, and 22% (n = 14) indicated to a great extent.

Tables 8, 9 and 10 indicate the valid percent of the participants' responses for item three on the survey.

Table 8

Evaluation of training is important to our organization by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	9.1%	18.2%	40.9%	31.8%
Training Manager	25.0%	12.5%	43.8%	18.8%
HR	0.0%	50.0%	50.0%	0.0%
Consultant	50.0%	50.0%	0.0%	0.0%
Org. Development	17.0%	16.7%	50.0%	19.7%
Other	21.4%	28.6%	28.6%	21.4%

Of the 64 respondents 34% (n = 22) were trainers, of which 9% indicated evaluation of training as having little if any importance to their organization, 18% indicated to a slight extent of importance, 41% indicated to a moderate importance, and 32% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 25% indicated evaluation of training as having little if any importance to their organization, 13% indicated to a slight extent of importance, 44% indicated to a moderate extent, and 19% indicated to a great extent. Human resources made up 3% (n = 2) of the respondents, of which 0% indicated evaluation of training has little if any importance to their organization, 50% indicated to a slight extent, 50% indicated a moderate extent, and 0% indicated to a great extent. Consultants make up 6% (n = 4) of the respondents, of which 50% indicated evaluation of training has little if any importance to their organization, and the other 50% indicated to a slight extent.

Organizational developers made up 9% (n = 6) of the respondents, of which 17% indicated evaluation of training has little if any importance to their organization, 17% indicated to a slight extent, 50% indicated to a moderate extent, and 16% indicated to a great extent. Twenty-two percent (22%) (n = 14) of the participants labeled themselves as other, of which 21% indicated evaluation of training has little if any importance to their organization, 29% indicated to a slight extent, 29% indicated a moderate extent, and 21% indicated to a great extent.

Table 9

Evaluation of training is important to an organization by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	20.0%	15.0%	45.0%	20.0%
Health/Medical	9.1%	9.1%	63.6%	18.2%
Educational/Academic	37.5%	25.0%	12.5%	25.0%
Transportation/Utilities	0.0%	33.3%	33.3%	33.3%
Communication	66.7%	0.0%	33.3%	0.0%
Consultant	0.0%	100.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	0.0%	50.0%	50.0%	0.0%
Finance/Banking/Real Estate	11.1%	33.3%	44.4%	11.1%
Other	14.3%	28.6%	0.0%	57.1%

Table 9 indicated that 35% of manufacturing organizations viewed evaluation of training important to their organization to a little or slight extent and 65% indicated to a moderate or great extent. Eighteen percent (18%) of the health and medical organizations indicated importance of training evaluation little to a slight extent and 82% indicated to a moderately great extent. Sixty-three percent (63%) of educational and academic organizations indicated the importance of training evaluation to a little or slight extent and 38% indicated to a moderately great extent. Thirty-three percent (33%) of the

transportation and utility organizations indicated importance of training evaluation to a slight extent and 64% indicated to a moderately great extent. One hundred percent (100%) of the communication and consultant organizations indicated evaluation of training has very little if any importance to their organizations. Fifty percent (50%) of wholesale, distribution and retail organizations indicated to a slight or moderate extent of importance. Twenty-two percent (22%) of organizations that were in finance, banking and real estate indicated importance of training evaluation to a little extent and 78% indicated a moderately great extent. Forty-eight percent (48%) of the “other” category indicated to a slight extent and 57% indicated to a moderately great extent.

Table 10

Evaluation of training is important to an organization by company size

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
99 or less	40.0%	40.0%	20.0%	0.0%
100 - 249	16.7%	16.7%	50.0%	16.7%
250 - 499	20.0%	30.0%	40.0%	10.0%
500 - 999	16.7%	33.3%	33.3%	16.7%
1000 or more	16.1%	12.9%	38.7%	32.3%

Table 10 indicated that 80% of the organizations with 99 or less employees viewed the importance of training evaluation to a little or slight extent. Sixty percent (60%) of organizations with 100 to 249 employees viewed the importance of training evaluation to a moderately great extent. Fifty percent (50%) of the organizations with 250 to 999 employees indicated evaluation of training is important to their organization to a little or slight extent and the other 50% to a moderately great extent. Seventy percent (70%) of the organizations with 1000 or more employees indicated evaluation of training

is important to their organization to a moderately great extent.

Summary of Item 3

Overall, tables 8, 9 and 10 indicated that 41% of the respondents viewed evaluation of training has importance to their organization to at little or slight extent and 59% of the respondents indicated to a moderately great extent. Additionally, the statistical average of item 3 was 2.63, which indicated training evaluation is important to an organization to a slight or moderate extent.

Table 8 indicated that consultants viewed training evaluation is important to an organization to a lesser extent than trainers, training managers, human resources, organizational developers and “other” organizations.

Table 9 indicated that organizations in educational/academic, communications, and consultants viewed training evaluation is important to an organization to a lesser extent than manufacturing, health/medical, transportation and/or utilities, wholesales/distribution/retail, finance/ banking/real estate and “other” organizations.

Table 10 indicated that organizations with 99 or less employees, viewed training evaluation is important to an organization to a lesser extent than organizations with 100 or more employees.

Furthermore, according to the Pearson r correlation data, there existed a moderate relationship between item 3 and items 6 and 14. Item 6 stated, “Training results are tied to our business goals” and item 14 stated, “Training is based on our company’s goals”. A positively accurate prediction may exist between the importance of training evaluation, training results and business goals.

Item 4: Item number 4 on the survey stated, “Evaluation is important to a trainer.”

The purpose of this question was to identify at what level training evaluation is important to the trainer. The results of item 4 were as follows: 6% (n= 4) of the respondents indicated that the extent of importance of training evaluation to trainers to a little or no extent, 2% (n = 1) of the respondents indicated to a slight extent, 26% (n = 17) of respondents indicated to a moderate extent, and 66% (n = 42) indicated a great extent of importance.

Tables 11 and 12 indicate the valid percent of the participants’ responses for item four on the survey.

Table 11

Evaluation of training is important to trainers by respondents’ position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	9.1%	4.6%	13.6%	72.7%
Training Manager	63.3%	0.0%	31.3%	62.5%
HR	0.0%	0.0%	0.0%	100.0%
Consultant	25.0%	0.0%	75.0%	0.0%
Org. Development	0.0%	0.0%	33.3%	66.7%
Other	0.0%	0.0%	28.6%	71.4%

Of the 64 respondents 34% (n = 22) were trainers, of which 9% indicated evaluation of training is important to trainers to a little or no extent, 4% indicated to a slight extent, 14% indicated to a moderate extent, and 73% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 6% indicated evaluation of training is important to trainers to a little or no extent, 0% indicated to a slight extent, 31% indicated to a moderate extent, and 63% indicated to a great extent. Human resource made up 3% (n = 2) of the respondents, of which 100% indicated

evaluation of training is important to trainers to a great extent. Consultants made up 6% (n = 4) of the respondents, of which 25% indicated evaluation of training is important to trainers to a little or no extent, 0% indicated to a slight extent, 75% indicated to a moderate extent, and 0% to a great extent. Organizational developers made up 9% (n = 6) of the respondents, of which 0% indicated evaluation of training is important to trainers to a little or no extent, 0% indicated to a slight extent, 33% indicated to a moderate extent, and 67% indicated to a great extent. Participants that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 0% indicated evaluation of training is important to a trainer to a little or no extent, 0% indicated to a slight extent, 29% indicated a moderate extent, and 71% indicated to a great extent.

Table 12

Evaluation of training is important to trainers by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	5.0%	0.0%	35.0%	60.0%
Health/Medical	9.1%	0.0%	18.2%	72.7%
Educational/Academic	0.0%	12.5%	12.5%	75.0%
Transportation/Utilities	0.0%	0.0%	33.3%	66.7%
Communication	33.3%	0.0%	33.3%	33.3%
Consultant	0.0%	0.0%	100.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	0.0%	0.0%	50.0%	50.0%
Finance/Banking/Real Estate	11.1%	0.0%	11.1%	77.8%
Other	0.0%	0.0%	28.6%	71.4%

Table 12 indicated that 5% of manufacturing organizations viewed evaluation of training important to trainers to a little or no extent and 95% to a moderately great extent. Nine percent (9%) of the health and medical organizations indicated evaluation of training important to trainers to a little or no extent and 91% indicated to a moderately

great extent. Twelve percent (12%) of educational and academic organizations indicated evaluation of training important to trainers to a slight extent and 88% indicated to a moderately great extent. One hundred percent (100%) of the transportation and utility organizations indicated evaluation of training important to trainers to a moderately great extent. Thirty-three percent (33%) of the communication organizations indicated evaluation of training important to trainers to a little or no extent and 67% to a moderately great extent. One hundred percent (100%) of consultants indicated evaluation of training important to trainers to a moderate extent. One hundred percent (100%) of wholesale, distribution and retail organizations indicated evaluation of training important to trainers to a moderately great extent. Eleven percent (11%) of organizations that are in finance, banking and real estate indicated evaluation of training important to trainers to a little or no extent and 89% to a moderately great extent. One hundred percent (100%) of the “other” category indicated evaluation of training important to trainers to a moderately great extent.

Summary of Item 4

Overall, tables 11 and 12 indicated that 8% of the respondents viewed evaluation of training is important to trainers to a little or slight extent and 92% viewed evaluation of training is important to trainers to a moderately great extent. Additionally, the statistical average of item 4 was 3.52, which indicated evaluation of training is important to trainers to a moderately great extent.

Table 11 indicated that 75% to 100% of all the respondents, according to position, viewed evaluation of training is important to trainers to a moderately great extent.

Table 12 indicated that 67% to 100% of all the organization types viewed evaluation of training is important to trainers to a moderately great extent.

Furthermore, according to the Pearson r correlation data there did not exist a strong relationship between item one and any other item.

Item 5: Item number 5 on the survey stated, “Employees see the importance of training evaluation.” The purpose of item 5 was to identify at what level training evaluation is important to employees. Item 5 assisted items 2, 3 and 4 in determining the objective of organizational support in training evaluation. The results of item 5 were as follows: 28% (n = 18) of the participants indicated that employees see little to no importance of training evaluation, 47% (n = 30) of the respondents indicated to a slight extent, 20% (n = 13) of respondents indicated to a moderate extent, and 5% (n = 3) indicated to a great extent.

Tables 13 and 14 indicate the valid percent of the participants’ responses for item five on the survey.

Table 13

Employees see the importance of training evaluation by respondents’ position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	13.6%	63.6%	18.2%	4.6%
Training Manager	37.5%	37.5%	18.8%	6.3%
HR	50.0%	50.0%	0.0%	0.0%
Consultant	50.0%	25.0%	25.0%	0.0%
Org. Development	33.3%	50.0%	16.7%	0.0%
Other	28.6%	35.7%	28.6%	7.1%

Of the 64 respondents 34% (n = 22) were trainers, of which 14% indicated employees see the importance of training evaluation to a little or no extent, 64% indicated

to a slight extent, 18% indicated to a moderate extent, and 4% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 38% indicated employees see the importance of training evaluation to a little or no extent, 38% indicated to a slight extent, 18% indicated to a moderate extent, and 6% indicated to a great extent. Human resources made up 3% (n = 2) of the respondents, of which 50% indicated to a little or no extent and the other 50% to a slight extent. Consultants made up 6% (n = 4) of the respondents, of which 50% indicated to a little or no extent, 25% indicated a slight extent, and 25% indicated to a moderate extent. Organizational developers made up 9% (n = 6) of the respondents, of which 33% indicated employees see the importance of training evaluation to a little or no extent, 50% indicated to a slight extent, 17% indicated to a moderate extent, and 0% indicated to a great extent. Participants that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 28% indicated employees see the importance of training evaluation to a little or no extent, 37% indicated to a slight extent, 28% indicated to a moderate extent, and 7% indicated to a great extent.

Table 14

Employees see the importance of training evaluation by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	45.0%	25.0%	25.0%	5.0%
Health/Medical	18.2%	63.6%	18.2%	0.0%
Educational/Academic	12.5%	75.0%	12.5%	0.0%
Transportation/Utilities	0.0%	33.3%	66.7%	0.0%
Communication	33.3%	33.3%	33.3%	0.0%
Consultant	0.0%	100.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	0.0%	50.0%	50.0%	0.0%
Finance/Banking/Real Estate	33.3%	55.6%	11.1%	0.0%
Other	28.6%	42.9%	0.0%	28.6%

Table 14 indicated that 70% of manufacturing organizations viewed employees see the importance of training evaluation to a little or no extent and 30% indicated to a moderately great extent. Eighty-two percent (82%) of the health and medical organizations indicated employees see the importance of training evaluation to a little or no extent and 18 % indicated to moderately great extent. Eighty-eight percent (88%) of educational and academic organizations indicated employees see the importance of training evaluation to a little or slight extent and 12% indicated to a moderately great extent. Thirty-three percent (33%) of the transportation and utility organizations indicated employees see the importance of training evaluation to a slight extent and 67% indicated to a moderate extent. Sixty-seven percent (67%) of the communication organizations indicated employees see the importance of training evaluation to a little or slight extent, and 33% to a moderate extent. One hundred percent (100%) of consultants indicated employees see the importance of training evaluation to a slight extent. Fifty percent (50%) of wholesale, distribution and retail organizations indicated employees see the importance of training evaluation to a slight extent and the other 50% indicated to a moderate extent. Eighty-nine percent (89%) of organizations that are in finance, banking and real estate indicated employees see the importance of training evaluation to a little or slight extent and 11% to a moderate extent. Seventy-two percent (72%) of the “other” category indicated employees see the importance of training evaluation to a little or slight extent and 29% indicated to a great extent.

Summary of Item 5

Overall, tables 13 and 14 indicated that 28% of the respondents viewed employees

see the importance of training evaluation to a little or no extent, 47% viewed to a slight extent, 20% to a moderate extent and 5% to a great extent. Additionally, the statistical average of item 5 was 2.02, which indicated employees see the importance of training evaluation to a slight extent.

Table 13 indicated that 100% of the respondents, according to position type, viewed training evaluation is important to employees to a little or slight extent.

Table 14 indicated a wide dispersion among the responses according to company types; all of those respondents that worked for manufacturing, health/medical, education, communication, consultant, financial/banking/real estate, and “other” organizations indicated that training evaluation is important to employees to a lesser extent than those respondents that worked for transportation/utility, and wholesale/distribution/retail organizations.

Furthermore, according to the Pearson r correlation data, there existed little to a mild relationship between item 5 and all the other items on the survey.

Item 6: Item number 6 on the survey stated, “Training results are tied to our business goals.” The purpose of this question was to determine to what extent training results are tied into business goals. One of the significances of this study was to determine management involvement in training evaluation. To determine at what level training results are tied into business goals will assist in identifying management involvement and support in training evaluation. The results of item 6 were as follows: 31% (n = 20) of the respondents indicated that employees see little to no importance of training evaluation, 22% (n = 14) of the respondents indicated to a slight extent of

importance, 31% (n = 20) of participants indicated to a moderate extent, 16% (n = 10) of respondents indicated to a moderate extent, and 16% (n = 10) to a great extent.

Tables 15, 16 and 17 indicate the valid percent of the participants' responses for item six on the survey.

Table 15

Training results are tied to our business goals by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	13.6%	27.3%	40.9%	18.2%
Training Manager	50.0%	12.5%	18.8%	18.8%
HR	0.0%	50.0%	50.0%	0.0%
Consultant	75.0%	0.0%	25.0%	0.0%
Org. Development	50.0%	16.7%	16.7%	16.7%
Other	21.4%	28.6%	35.7%	14.3%

Of the 64 respondents 34% (n = 22) were trainers, of which 14% indicated training results were tied to their business goals to a little or no extent, 27% indicated to a slight extent, 41% indicated to a moderate extent, and 18% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 50% indicated training results were tied to their business goals to little or no extent, 13% indicated a slight extent, 18% indicated a moderate extent, and 19% indicated to a great extent. Human resources made up 3% (n = 2) of the respondents, of which 0% indicated training results were tied to their business goals to a little or no extent, 50% to a slight extent, and the other 50% to a moderate extent. Consultants made up 6% (n = 4) of the respondents, of which 75% indicated training results were tied to their business goals to a little or no extent, and 25% indicated to a moderate extent. Organization developers made up 9% (n=6) of the respondents, of which 50% indicated training results were tied to their

business goals to a little or no extent, 50% indicated to a slight extent, 17% indicated to a moderate extent, and 0% indicated to a great extent. Respondents that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 21% indicated training results were tied to their business goals to a little or no extent, 29% indicated to a slight extent, 36% indicated to a moderate extent, and 14% indicated to a great extent.

Table 16

Training results are tied to our business goals by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	25.0%	30.0%	30.0%	15.0%
Health/Medical	18.2%	18.2%	45.5%	18.2%
Educational/Academic	50.0%	12.5%	37.5%	0.0%
Transportation/Utilities	33.3%	0.0%	33.3%	33.3%
Communication	66.7%	33.3%	0.0%	0.0%
Consultant	0.0%	0.0%	100.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	50.0%	50.0%	0.0%	0.0%
Finance/Banking/Real Estate	33.3%	22.2%	11.1%	33.3%
Other	28.6%	14.3%	42.9%	14.3%

Table 16 indicated that 55% of manufacturing organizations viewed training results were tied to their business goals to a little or slight extent and 45% indicated to a moderately great extent. Thirty-six percent (36%) of the health and medical organizations indicated training results were tied to their business goals to a little or no extent and 64% indicated to moderately great extent. Sixty-three percent (63%) of educational and academic organizations indicated training results were tied to their business goals to a little or slight extent and 39% indicated to a moderately great extent. Thirty-three percent (33%) of the transportation and utility organizations indicated training results were tied to their business goals to a little or no extent and 67% indicated to a moderate extent. One

Hundred percent (100%) of the communication organizations indicated training results were tied to their business goals to a little or slight extent. 100% of consultants indicated training results were tied to their business goals to a moderate extent. Fifty percent (50%) of wholesale, distribution and retail organizations indicated training results were tied to their business goals to a little or no extent, and the other 50% indicated to a slight extent. Fifty-six percent (56%) of organizations that are in finance, banking and real estate indicated training results were tied to their business goals to a little or slight extent and 44% to a moderately great extent. Fourty-three percent (43%) of the “other” category indicated training results were tied to their business goals to a little or slight extent and 57% indicated to a moderately great extent.

Table 17

Training results are tied to our business goals by company size

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
99 or less	60.0%	0.0%	40.0%	0.0%
100 - 249	16.7%	16.7%	50.0%	16.7%
250 - 499	20.0%	40.0%	20.0%	20.0%
500 - 999	50.0%	25.0%	25.0%	0.0%
1000 or more	25.8%	19.4%	32.3%	22.6%

Table 17 indicated that 60% of the organizations with 99 or less employees viewed training results were tied to their business goals to a little or no extent and 40% indicated to a moderate extent. Thirty-three percent (33%) of organizations with 100 to 249 employees indicated training results were tied to their business goals to a little or slight extent and 67% indicated to a moderately great extent. Sixty percent (60%) of the

organizations with 250 to 499 employees indicated training results were tied to their business goals to a little or slight extent and the other 40% to a moderately great extent. Seventy-five percent (75%) of the organizations with 500 to 999 employees indicated training results were tied to their business goals to a little or slight extent and 25% indicated to a moderate extent. Forty-five percent (45%) of the organizations with 1000 or more employees indicated training results were tied to their business goals to a little or slight extent and 55% indicated to a moderately great extent.

Summary of Item 6

Overall, tables 15, 16 and 17 indicated that 31% of the respondents indicated that training results were tied to their business goals to a little or no extent, 22% indicated to a slight extent, 31% indicated to a moderate extent, and 16% indicated to a great extent. In addition, the statistical average of item 6 was 2.31, which indicated training results are tied to business goals to a slight extent.

Table 15 indicated that consultants and organizational developers viewed training results were tied to their business goals to a lesser extent than trainers, training managers, human resources, and “other” organizations.

Table 16 indicated that organizations in manufacturing, educational/academic, communications, wholesales/distribution/retail, and finance/ banking/real estate viewed training results were tied to their business goals to a lesser extent than organizations in health/medical, transportation and/or utilities, consultants and “other” organizations.

Table 17 indicated that organizations with 99 or less employees, and 250 to 999 employees viewed training results were tied to their business goals to a lesser extent than

organizations with 100 to 249 and/or 1000 or more employees.

Furthermore, according to the Pearson r correlation data, there existed a moderate relationship between item 6, training results are tied to our business goals, and item 3, evaluation of training is important to our organization. A positively accurate prediction may exist between training results are tied to our business goals and evaluation of training is important to our organization.

Item 7: Item number 7 on the survey stated, "Training evaluation summaries are presented to senior management." The purpose of this question was to identify at what level training evaluations were presented to senior management. Item 7 will help identify the extent of training evaluation level use, which is research objective number 1 for this paper. The results for item 7 were as follows: 53% (n = 34) of the respondents indicated that training evaluation summaries are presented to senior management to a little or no extent, 19% (n = 12) of the participants indicated to a slight extent, 17% (n = 11) of participants indicated to a moderate extent, and 11% (n = 7) indicated to a great extent.

Table 18

Training evaluation summaries are presented to senior management by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	54.6%	22.7%	18.2%	4.6%
Training Manager	62.5%	0.0%	31.3%	6.3%
HR	0.0%	100.0%	0.0%	0.0%
Consultant	75.0%	0.0%	0.0%	25.0%
Org. Development	66.7%	0.0%	16.7%	16.7%
Other	35.7%	35.7%	7.1%	21.4%

Of the 64 respondents 34% (n = 22) were trainers, of which 55% indicated training evaluation summaries are presented to senior management to a little or no extent, 23% indicated to a slight extent, 18% indicated to a moderate extent, and 4% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 63% indicated training evaluation summaries are presented to senior management to a little or no extent, 0% indicated to a slight extent, 31% indicated to a moderate extent, and 6% indicated to a great extent. Human resource made up 3% (n = 2) of the respondents, of which 100% indicated training evaluation summaries, are presented to senior management to a slight extent. Consultants made up 6% (n = 4) of the respondents, of which 75% indicated training evaluation summaries are presented to senior management to a little or no extent, and 25% indicated to a great extent. Organizational developers made up 9% (n = 6) of the respondents, of which 67% indicated training evaluation summaries are presented to senior management to a little or no extent, 0% indicated to a slight extent, 17% indicated to a moderate extent, and 16% indicated to a great extent. Participants that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 36% indicated training evaluation summaries are presented to senior management to a little or no extent, 36% indicated to a slight extent, 7% indicated to a moderate extent, and 21% indicated to a great extent.

Table 19

Training evaluation summaries are presented to senior management by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	55.0%	25.0%	15.0%	5.0%
Health/Medical	45.5%	18.2%	27.3%	9.1%
Educational/Academic	62.5%	12.5%	12.5%	12.5%
Transportation/Utilities	0.0%	33.3%	33.3%	33.3%
Communication	33.3%	33.3%	0.0%	33.3%
Consultant	100.0%	0.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	100.0%	0.0%	0.0%	0.0%
Finance/Banking/Real Estate	55.6%	11.1%	33.3%	0.0%
Other	57.1%	14.3%	0.0%	28.6%

Table 19 indicated that 80% of manufacturing organizations viewed training evaluation summaries are presented to senior management to a little or slight extent and 20% indicated to a moderately great extent. Sixty-four percent (64%) of the health and medical organizations indicated training evaluation summaries are presented to senior management to a little or no extent and 36% indicated to a moderately great extent. Twenty-five percent (25%) of educational and academic organizations indicated training evaluation summaries are presented to senior management to a little or slight extent and 75% indicated to a moderately great extent. Thirty-three percent (33%) of the transportation and utility organizations indicated training evaluation summaries are presented to senior management to a slight extent and 64% indicated to a moderately great extent. Thirty-three percent (33%) of the communication organizations indicated training evaluation summaries are presented to senior management to a little or slight extent, and 33% to a great extent. One hundred percent (100%) of consultants indicated training evaluation summaries are presented to senior management to a little or no extent.

100% of wholesale, distribution and retail organizations indicated training evaluation summaries are presented to senior management to a little or no extent. Sixty-seven percent (67%) of organizations that are in finance, banking and real estate indicated training evaluation summaries are presented to senior management to a little or slight extent and 33% to a moderate extent. Seventy-one percent (71%) of the “other” category indicated training evaluation summaries are presented to senior management to a little or slight extent and 29% indicated to a great extent.

Summary of Item 7

Overall, tables 18 and 19 indicated that 53% of the respondents viewed training evaluation summaries are presented to senior management to a little or no extent, 19% viewed to a slight extent, 17% to a moderate extent and 11% to a great extent.

Additionally, the statistical average of item 7 was 1.86, which indicated training evaluation summaries are presented to senior management to a little or slight extent.

Table 18 indicated that 63% to 100% of all the respondents, according to position type, viewed training evaluation summaries were presented to senior management to a little or slight extent.

Table 19 indicated that according to company types; all of those respondents that worked for manufacturing, health/medical, educational/academic, communication, consultant, wholesale/distribution/retail, financial/banking/real estate, and “other” organizations viewed training evaluation summaries are presented to senior management to a lesser extent than those respondents that worked for transportation/utility organizations.

Furthermore, according to the Pearson r correlation data, there existed a moderate relationship between items 7, training evaluation summaries are presented to senior management, and items 8 and 19. Item eight stated, “Managers are involved in the design of the evaluation process” and item nineteen stated, “Training evaluation results have an impact on our training programs”. A positively accurate prediction may possibly exist between training evaluation summaries to management, manager involvement in evaluation design and evaluation results having an impact in training programs.

Item 8: Item number 8 on the survey stated, “Managers are involved in the design of the evaluation process.” The purpose of this question was to determine to what extent managers get involved in the design of the evaluation process. The results of item 8 were as follows: 59% ($n = 38$) of the participants indicated that managers are involved in the design if the evaluation process to a little or no extent, 25% ($n = 16$) indicated to a slight extent, 11% ($n = 7$) indicated to a moderate extent, and 5% ($n = 3$) indicated to a great extent.

Table 20

Managers are involved in the design if the evaluation process by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	72.7%	18.2%	9.1%	0.0%
Training Manager	62.5%	18.8%	18.8%	0.0%
HR	0.0%	100.0%	0.0%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Org. Development	66.7%	33.3%	0.0%	0.0%
Other	28.6%	35.7%	14.3%	21.4%

Of the 64 respondents 34% ($n = 22$) were trainers, of which 73% indicated

managers are involved in the design if the evaluation process to a little or no extent, 18% indicated to a slight extent, 9% indicated to a moderate extent, and 0% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 62% indicated to a little or no extent, 19% indicated a slight extent, 19% indicated a moderate extent, and 0% indicated to a great extent. Human resource made up 3% (n = 2) of the respondents, of which 100% indicated to a slight extent. Consultants made up 6% (n = 4) of the respondents, of which 100% indicated managers are involved in the design if the evaluation process to a little or no extent. Organization developers made up 9% (n = 6) of the respondents, of which 67% indicated managers are involved in the design if the evaluation process to a little or no extent, and 33% indicated to a slight extent. Respondents that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 29% indicated managers are involved in the design if the evaluation process to a little or no extent, 36% indicated to a slight extent, 14% indicated to a moderate extent, and 21% indicated to a great extent.

Table 21

Managers are involved in the design of the evaluation process by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	60.0%	20.0%	15.0%	5.0%
Health/Medical	54.6%	36.4%	9.1%	0.0%
Educational/Academic	62.5%	25.0%	12.5%	0.0%
Transportation/Utilities	66.7%	0.0%	0.0%	33.3%
Communication	66.7%	33.3%	0.0%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	50.0%	0.0%	50.0%	0.0%
Finance/Banking/Real Estate	66.7%	22.2%	11.1%	0.0%
Other	42.9%	42.9%	0.0%	14.3%

Table 21 indicated that 80% of manufacturing organizations viewed managers are involved in the design of the evaluation process to a little or slight extent and 20% indicated to a moderately great extent. Ninety-one percent (91%) of the health and medical organizations indicated managers are involved in the design of the evaluation process to a little or slight great extent and 9% indicated to a moderately great extent. 87% of educational and academic organizations indicated managers are involved in the design of the evaluation process to a little or slight extent and 13% indicated to a moderately great extent. Sixty-seven percent (67%) of the transportation and utility organizations indicated managers are involved in the design of the evaluation process to a little or no extent and 33% indicated to a moderate extent. One hundred percent (100%) of the communication organizations indicated managers are involved in the design of the evaluation process to a little or slight extent. One hundred percent (100%) of consultants indicated managers are involved in the design of the evaluation process to a little or no extent. Fifty percent (50%) of wholesale, distribution and retail organizations indicated managers are involved in the design of the evaluation process to a little or no extent, and the other 50% indicated to a moderate extent. Eighty-nine percent (89%) of organizations that are in finance, banking and real estate indicated managers are involved in the design of the evaluation process to a little or slight extent and 11% to a moderately great extent. 86% of the “other” category indicated managers are involved in the design of the evaluation process to a little or slight extent and 14% indicated to a moderately great extent.

Summary of Item 8

Overall, tables 20 and 21 indicated that 59% of the respondents viewed training evaluation summaries are presented to senior management to a little or no extent, 25% viewed to a slight extent, 11% to a moderate extent and 5% to a great extent.

Additionally, the statistical average of item 8 was 1.61, which indicated that managers are involved in the design of the evaluation process to a little if any to a slight extent.

Table 20 indicated that 64% to 100% of all the respondents, according to position type, viewed managers are involved in the design of the evaluation process to a little if any to a slight extent.

Table 21 indicated that according to company types; all of those respondents that worked for manufacturing, health/medical, educational/academic, communication, consultant, transportation/utility, financial/banking/real estate, and “other” organizations viewed managers are involved in the design of the evaluation process to a lesser extent than those respondents that worked for wholesale/distribution/retail organizations.

Furthermore, according to the Pearson r correlation data, there existed a moderate relationship between item 8 and item 7, training evaluation summaries are presented to senior management. A positively accurate prediction may exist between management involvement in the design of the evaluation process and training evaluation summaries.

Item 9: Item number 9 on the survey stated, “Some form of training evaluation is required in our organization.” The purpose of this question is to identify at what level training evaluation exists in organizations. The results of item 9 were as follows: 20% (n = 13) of the respondents indicated that some form of training evaluation is required in their

organization to a little or no extent, 30% (n = 19) indicated to a slight extent, 28% (n = 18) indicated to a moderate extent and 22% (n = 14) indicated to a great extent.

Table 22

Some form of training evaluation is required in our organization by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	18.2%	36.4%	18.2%	27.3%
Training Manager	18.8%	12.5%	50.0%	18.8%
HR	50.0%	0.0%	50.0%	0.0%
Consultant	25.0%	50.0%	25.0%	0.0%
Org. Development	33.3%	16.7%	50.0%	0.0%
Other	14.3%	42.9%	7.1%	35.7%

Of the 64 respondents 34% (n = 22) were trainers, of which 18% indicated some form of training evaluation is required in our organization to a little or no extent, 37% indicated to a slight extent, 18% indicated to a moderate extent, and 27% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 19% indicated some form of training evaluation is required in our organization to a little or no extent, 12% indicated a slight extent, 50% indicated a moderate extent, and 19% indicated to a great extent. Human resources made up 3% (n = 2) of the respondents, of which 50% indicated some form of training evaluation is required in our organization to a little or no extent, and 50% to a moderate extent. Consultants made up 6% (n = 4) of the respondents, of which 25% indicated some form of training evaluation is required in our organization to a little or no extent, 50% to a slight extent and 25% to a moderate extent. Organizational developers made up 9% (n = 6) of the respondents, of which 33% indicated some form of training evaluation is required in our organization to a little or no

extent, 17% indicated to a slight extent, and 50% indicated to a moderate extent.

Respondents that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 14% indicated some form of training evaluation is required in our organization to a little or no extent, 43% indicated to a slight extent, 7% indicated to a moderate extent, and 36% indicated to a great extent.

Table 23

Some form of training evaluation is required in our organization by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	25.0%	30.0%	30.0%	15.0%
Health/Medical	18.2%	18.2%	36.4%	27.3%
Educational/Academic	37.5%	37.5%	12.5%	12.5%
Transportation/Utilities	0.0%	33.3%	33.3%	33.3%
Communication	0.0%	66.7%	33.3%	0.0%
Consultant	0.0%	0.0%	100.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	50.0%	0.0%	50.0%	0.0%
Finance/Banking/Real Estate	0.0%	33.3%	22.2%	44.4%
Other	28.6%	28.6%	14.3%	28.6%

Table 23 indicated that 55% of manufacturing organizations viewed some form of training evaluation is required in our organization to a little or slight extent and 45% indicated to a moderately great extent. Thirty-six percent (36%) of the health and medical organizations indicated some form of training evaluation is required in our organization to a little or slight extent and 64% indicated to a moderately great extent. Seventy-five percent (75%) of educational and academic organizations indicated that some form of training evaluation is required in our organization to a little or slight extent and 25% indicated to moderately great extent. Sixty-seven percent (67%) of the transportation and utility organizations indicated some form of training evaluation is required in our

organization to a little or no extent and 33% indicated to a moderate extent. Sixty-seven percent (67%) of the communication organizations indicated that some form of training evaluation is required in our organization to a slight extent, and 33% to a moderate extent. One hundred percent (100%) of consultants indicated some form of training evaluation is required in our organization to a moderate extent. Fifty percent (50%) of wholesale, distribution and retail organizations indicated some form of training evaluation is required in our organization to a little or no extent, and the other 50% indicated to a moderate extent. Thirty-three percent (33%) of organizations that are in finance, banking and real estate indicated some form of training evaluation is required in our organization to a slight extent and 67% to a moderately great extent. Fifty-seven percent (57%) of the “other” category indicated some form of training evaluation is required in our organization to a little or slight extent and 43% indicated to a moderately great extent.

Summary of Item 9

Overall, tables 22 and 23 indicated that 20% of the respondents viewed, some form of training evaluation is required in their organization to a little or no extent, 30% indicated to a slight extent, 28% to a moderate extent and 22% to a great extent.

Additionally, the statistical average of item 9 was 2.52, which indicated that some form of training evaluation is required in an organization to a slightly moderate extent.

Table 22 indicated that consultants viewed some form of training evaluation is required in their organization to a lesser extent than trainers, training managers, human resources, organizational developers, and “other”.

Table 23 indicated that according to company types; those respondents that worked in educational/academic and communications viewed some form of training evaluation is required in their organization to a lesser extent than those respondents that worked for manufacturing, health/medical, transportation, consultant, wholesale/distribution/retail, financial/banking/real estate, and “other” organizations.

Furthermore, according to the Pearson r correlation data, there existed a moderate relationships between item 9 and items 2, 11, 13, 18 and 19. Item 2 stated, “Management cares about training evaluations.” Item 11 stated, “Once training is completed, there is a follow-up session with the managers on the employee’s performance.” Item 18 stated, “Training is making an impact in our organization.” Item 19 stated, “Training evaluation results have an impact on our training programs.” A positively accurate prediction may possibly exist between item 9 and items 2, 11, 13, 18 and 19.

Item 10: Item number 10 on the survey stated, “Evaluation is used to justify training.” The purpose of this question is to determine at what level evaluation is used to justify training. The results for item 10 were as follows: 47% (n = 30) of the respondents indicated that evaluation is used to justify training to a little or no extent, 28% (n = 18) indicated to a slight extent, 23% (n = 15) indicated to a moderate extent and 2% (n = 1) indicated to a great extent.

Table 24

Evaluation is used to justify training by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	36.4%	40.9%	18.2%	4.6%
Training Manager	56.3%	25.0%	18.8%	0.0%
HR	0.0%	50.0%	50.0%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Org. Development	50.0%	16.7%	33.3%	0.0%
Other	42.9%	21.4%	35.7%	0.0%

Of the 64 respondents 34% (n = 22) were trainers, of which 36% indicated evaluation is used to justify training to a little or no extent, 41% indicated to a slight extent, 18% indicated to a moderate extent, and 5% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 56% indicated evaluation is used to justify training to a little or no extent, 25% indicated to a slight extent, 19% indicated to a moderate extent, and 0% indicated to a great extent. Human resources made up 3% (n = 2) of the respondents, of which 50% indicated evaluation is used to justify training to a slight extent, and 50% to a moderate extent. Consultants made up 6% (n = 4) of the respondents, of which 100% indicated evaluation is used to justify training to a little or no extent. Organizational developers made up 9% (n = 6) of the respondents, of which 50% indicated evaluation is used to justify training to a little or no extent, 17% indicated to a slight extent, and 33% indicated to a moderate extent. Participants that labeled themselves as "other" made up 22% (n = 14) of the respondents, of which 43% indicated evaluation is used to justify training to a little or no extent, 21% indicated to a slight extent, 36% indicated to a moderate extent, and 0% indicated to a great extent.

Table 25

Evaluation is used to justify training by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	55.0%	15.0%	30.0%	0.0%
Health/Medical	27.3%	27.3%	36.4%	9.1%
Educational/Academic	50.0%	25.0%	25.0%	0.0%
Transportation/Utilities	33.3%	33.3%	33.3%	0.0%
Communication	100.0%	0.0%	0.0%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	50.0%	50.0%	0.0%	0.0%
Finance/Banking/Real Estate	22.2%	77.8%	0.0%	0.0%
Other	57.1%	14.3%	28.6%	0.0%

Table 25 indicated that 70% of manufacturing organizations viewed evaluation is used to justify training to a little or slight extent and 30% indicated to a moderate extent. 55% of the health and medical organizations indicated evaluation is used to justify training to a little or slight extent and 45% indicated to a moderately great extent. Seventy-five percent (75%) of educational and academic organizations indicated evaluation is used to justify training to a little or slight extent and 25% indicated to a moderate extent. Sixty-seven percent (67%) of the transportation and utility organizations indicated evaluation is used to justify training to a little or slight extent and 33% indicated to a moderate extent. One hundred percent (100%) of communication and consultant organizations indicated evaluation is used to justify training to a little or no extent. Fifty percent (50%) of wholesale, distribution and retail organizations indicated evaluation is used to justify training to a little or no extent, and the other 50% indicated to a slight extent. One hundred percent (100%) of organizations that are in finance, banking and real

estate indicated evaluation is used to justify training to a little or slight extent. Seventy-one percent (71%) of the “other” category indicated evaluation is used to justify training to a little or slight extent and 29% indicated to moderate extent.

Summary of Item 10

Overall, tables 24 and 25 indicated that 47% of the respondents viewed some form of training evaluation is required in their organization to a little or no extent, 28% indicated to a slight extent, 23% to a moderate extent and 2% to a great extent. Additionally, the statistical average of item 10 was 1.80, which indicated that evaluation is used to justify training to a little or slight extent.

Table 24 indicated that trainers, training managers and consultants use evaluation to justify training to a lesser extent than human resources and organizational developers.

Table 25 indicated that the following company types; communication, consultants, wholesale/distribution/retail and finance/banking/real estate, used evaluation to justify training to a lesser extent then company types; manufacturing, health/medical, education/academic, and transportation/utilities.

According to the Pearson r correlation data, there existed a positively moderate relationship between item 10 and item 19. Item 19 stated, “Training evaluation results have an impact on our training programs.” With that being said, positive and accurate predication may possibly exist between evaluation use to justify training and training evaluation results have an impact on training programs.

Item 11: Item number 11 on the survey stated, “Once training is completed, there is a follow-up session with managers on the employee’s performance.” The purpose of

item 11 is to determine after training, if there is a follow-up session with managers on employee's performance. The results of item 11 were as follows: 66% (n = 42) of the respondents indicated that there was a follow-up session with the managers on the employee's performance to a little or no extent, 12% (n = 8) indicated to a slight extent, 11% (n = 7) indicated to a moderate extent, and 11% (n = 7) indicated to a great extent.

Table 26

Once training is completed, there is a follow-up session with the managers on the employee's performance by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	68.2%	13.6%	4.6%	13.6%
Training Manager	50.0%	6.3%	37.5%	6.3%
HR	100.0%	0.0%	0.0%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Org. Development	83.3%	0.0%	0.0%	16.7%
Other	57.1%	28.6%	0.0%	14.3%

Of the 64 respondents 34% (n = 22) were trainers, of which 68% indicated once training is completed, there is a follow-up session with the managers on the employee's performance to a little or no extent, 14% indicated to a slight extent, 4% indicated to a moderate extent, and 14% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 50% indicated once training is completed, there is a follow-up session with the managers on the employee's performance to a little or no extent, 6% indicated a slight extent, 38% indicated a moderate extent, and 6% indicated to a great extent. Human resources made up 3% (n = 2) of the respondents, of which 100% indicated there was a follow-up session with the managers on the employee's

performance to a little or no extent. Consultants made up 6% (n = 4) of the respondents, of which 100% indicated there was a follow-up session with the managers on the employee's performance to a little or no extent. Organization developers made up 9% (n = 6) of the respondents, of which 83% indicated there was a follow-up session with the managers on the employee's performance to a little or no extent, and 17% indicated to a great extent. Participants that labeled themselves as "other" made up 22% (n = 14) of the respondents, of which 57% indicated there was a follow-up session with the managers on the employee's performance to a little or no extent, 29% indicated to a slight extent, 0% indicated to a moderate extent, and 14% indicated to a great extent.

Table 27

Once training is completed, there is a follow-up session with the managers on the employee's performance by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	55.0%	35.0%	10.0%	0.0%
Health/Medical	54.6%	0.0%	27.3%	18.2%
Educational/Academic	87.5%	0.0%	12.5%	0.0%
Transportation/Utilities	66.7%	0.0%	0.0%	33.3%
Communication	100.0%	0.0%	0.0%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	100.0%	0.0%	0.0%	0.0%
Finance/Banking/Real Estate	44.4%	11.1%	11.1%	33.3%
Other	85.7%	0.0%	0.0%	14.3%

Table 27 indicated that 90% of manufacturing organizations viewed once training was completed; there was a follow-up session with the managers on the employee's performance to a little or slight extent, and 10% indicated to a moderate extent. Fifty-five percent (55%) of health and medical organizations indicated to a little or slight extent and

45% indicated to a moderately great extent. Eighty-seven percent (87%) of educational and academic organizations indicated to a little or no extent and 13% indicated to moderately great extent. Sixty-seven percent (67%) of the transportation and utility organizations indicated to a little or no extent and 33% indicated to a great extent. One hundred percent (100%) of the communication, consultants, and wholesale, distribution and retail organizations indicated to a little or no extent. Fifty-six percent (56%) of organizations that are in finance, banking and real estate indicated to a little or slight extent and 44% indicated to a moderately great extent. 86% of the “other” category indicated to justify training to a little or no extent and 14% indicated to a great extent.

Table 28

Once training is completed, there is a follow-up session with the managers on the employee’s performance by company size

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
99 or less	100.0%	0.0%	0.0%	0.0%
100 - 249	33.3%	50.0%	0.0%	16.7%
250 - 499	60.0%	0.0%	10.0%	30.0%
500 - 999	100.0%	0.0%	0.0%	0.0%
1000 or more	54.8%	16.1%	19.4%	9.7%

Table 28 indicated that 100% of the organizations with 99 or less employees viewed once training is completed; there is a follow-up session with the managers on the employee’s performance to a little or no extent. Organizations with 100 to 249 were more dispersed with 83% to a little or slight extent and 17% to a great extent. Sixty percent (60%) of organizations with 250 to 499 employees indicated to a little or no extent and 40% to a moderately great extent. One hundred percent (100%) of organizations with 500

to 999 employees indicated to a little or no extent. Seventy-one percent (71%) of organizations with 1000 or more employees indicated to a little or slight extent and 29% indicated to a moderately great extent.

Summary of Item 11

Overall, tables 26, 27 and 28 indicated that 66% of the respondents viewed that there was a follow-up session with the managers on the employee's performance to a little or no extent, 12% indicated to a slight extent, 11% indicated to a moderate extent, and 11% indicated to a great extent. Additionally, the statistical average of item 11 was 1.70, which indicated that once training was completed, there was a follow-up session with the managers on the employee's performance to a little or slight extent.

Table 26 indicated that human resources and consultants viewed once training is completed; there was a follow-up session with the managers on the employee's performance to a lesser extent than trainers, training managers, organizational developers, and "other" positions.

Table 27 indicated that organizations in communications, consultants and wholesales/distribution/retail, viewed once training was completed, there was a follow-up session with the managers on the employee's performance to a lesser extent than organizations in manufacturing, health/medical, educational/academic, finance/banking/real estate, transportation and/or utilities, and "other" organizational types.

Table 28 indicated that 60% to 100% of organizations with 99 or more employees, viewed once training is completed, there was a follow-up session with the managers on

the employee's performance to a little or slight extent.

Furthermore, according to the Pearson r correlation data, there existed a strong relationship between item 11 and item 12, once completed; there is a follow-up with the trainee to see if their training needs were met. A positively accurate prediction may exist between a follow-up session with the managers on employee's performance and a follow-up with trainees once training is completed.

Item 12: Item number 12 on the survey stated, "Once completed, there is a follow-up with the trainee to see if their training needs were met." The purpose of this question was to determine if there is a follow-up with the trainee to see if their training needs were met. The results were as follows: 58% ($n = 37$) of the participants indicated that once completed, there is a follow-up with the trainee to see if their training needs were met to a little or no extent, 19% ($n = 12$) indicated to a slight extent, 15% ($n = 10$) indicated to a moderate extent, and 8% ($n = 5$) indicated to a great extent.

Table 29

Once completed, there is a follow-up with the trainee to see if their training needs were met by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	59.1%	27.3%	9.1%	4.6%
Training Manager	43.8%	18.8%	25.0%	12.5%
HR	100.0%	0.0%	0.0%	0.0%
Consultant	75.0%	0.0%	25.0%	0.0%
Org. Development	66.7%	0.0%	33.3%	0.0%
Other	57.1%	21.4%	7.1%	14.3%

Of the 64 respondents 34% ($n = 22$) were trainers, of which 59% indicated once

completed, there is a follow-up with the trainee to see if their training needs were met to a little or no extent, 27% indicated to a slight extent, 9% indicated to a moderate extent, and 5% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 44% indicated once completed, there is a follow-up with the trainee to see if their training needs were met to a little or no extent, 19% indicated a slight extent, 25% indicated a moderate extent, and 12% indicated to a great extent. Human resource made up 3% (n = 2) of the respondents, of which 100% indicated once completed, there is a follow-up with the trainee to see if their training needs were met to a little or no extent. Consultants made up 6% (n = 4) of the respondents, of which 75% indicated once completed, there is a follow-up with the trainee to see if their training needs were met to a little or no extent and 25% to a moderate extent. Organization developers made up 9% (n = 6) of the respondents, of which 67% indicated once completed, there is a follow-up with the trainee to see if their training needs were met to a little or no extent, and 33% indicated to a moderate extent. Participants that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 57% indicated once completed, there is a follow-up with the trainee to see if their training needs were met to a little or no extent, 22% indicated to a slight extent, 7% indicated to a moderate extent, and 14% indicated to a great extent.

Table 30

Once completed, there is a follow-up with the trainee to see if their training needs were met by company type.

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	65.0%	15.0%	20.0%	0.0%
Health/Medical	45.5%	18.2%	18.2%	18.2%
Educational/Academic	62.5%	25.0%	12.5%	0.0%
Transportation/Utilities	33.3%	33.3%	0.0%	33.3%
Communication	100.0%	0.0%	0.0%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	100.0%	0.0%	0.0%	0.0%
Finance/Banking/Real Estate	44.4%	33.3%	11.1%	11.1%
Other	42.9%	14.3%	28.6%	14.3%

Table 30 indicated that 20% of manufacturing organizations once completed, there is a follow-up with the trainee to see if their training needs were met to a moderate extent, and 80% indicated to a little or slight extent. Thirty-six percent (36%) of the health and medical organizations indicated to a moderately great extent and 64% indicated to a little or slight extent. Thirteen percent (13%) of educational and academic organizations indicated to a moderate extent and 87% indicated to a little or slight extent. 33% of the transportation and utility organizations indicated to a great extent and 67% indicated to a little or no extent. One hundred percent (100%) of the communication, consultants, and wholesale, distribution and retail organizations indicated to a little or no extent. Twenty-two percent (22%) of organizations that are in finance, banking and real estate indicated to a moderately great extent and 78% indicated to a little or slight extent. Forty-three 43% of the “other” category indicated to justify training to a great extent and 57% indicated to a little or no extent.

The statistical average of item 12 was 1.73, which indicated that once training is completed, there is a follow-up with the trainee to see if their training needs were met to a little if any extent.

Summary of Item 12

Overall, tables 29 and 30 indicated that 58% of the participants indicated that once completed, there is a follow-up with the trainee to see if their training needs were met to a little or no extent, 19% indicated to a slight extent, 15% indicated to a moderate extent, and 8% indicated to a great extent. Additionally, the statistical average of item 12 was 1.73, which indicated that once training was completed, there is a follow-up with the trainee to see if their training needs were met to a little or slight extent.

Table 29 indicated that trainers, human resources consultants and “other” viewed once training is completed; there was a follow-up session with the trainee to see if their training needs were met to a lesser extent than training managers and organizational developers.

Table 30 indicated that organizations in manufacturing, educational/academic, communications, consultants, wholesales/distribution/retail and finance/banking/real estate viewed once training is completed, there was a follow-up session with the trainee to see if their training needs were met to a lesser extent than organizations in health/medical, transportation and/or utilities, and “other” organizational types.

Like item 11, according to the Pearson r correlation data, there existed a strong relationship between item 12 and item 11. Again, item 11 stated, “Once completed; there is a follow-up session with managers on the employee’s performance.” A positively

accurate prediction may exist between a follow-up with the trainee and a follow-up session with the managers on employee's performance once training is completed.

Item 13: Item number 13 on the survey stated, "Training has integrity in our organization." The purpose of this question was to determine to what extent training has integrity in the respondents organization. The results were as follows: 14% (n = 9) of the participants indicated that training has integrity in our organization to a little or no extent, 39% (n = 25) indicated to a slight extent, 31% (n = 20) indicated to a moderate extent, and 16% (n = 10) indicated to a great extent.

Table 31

Training has integrity in our organization by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	9.1%	45.5%	31.8%	13.6%
Training Manager	12.5%	25.0%	37.5%	25.0%
HR	0.0%	100.0%	0.0%	0.0%
Consultant	75.0%	0.0%	25.0%	0.0%
Org. Development	0.0%	50.0%	33.3%	16.7%
Other	14.3%	42.9%	28.6%	14.3%

Of the 64 respondents 34% (n = 22) were trainers, of which 9% indicated training has integrity in our organization to a little or no extent, 45% indicated to a slight extent, 32% indicated to a moderate extent, and 14% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 13% indicated training has integrity in our organization to a little or no extent, 25% indicated a slight extent, 37% indicated a moderate extent, and 25% indicated to a great extent. Human resource made up 3% (n = 2) of the respondents, of which 100% indicated training has integrity in our

organization to a slight extent. Consultants made up 6% (n = 4) of the respondents, of which 75% indicated training has integrity in our organization to a little or no extent and 25% to a moderate extent. Organization developers made up 9% (n = 6) of the respondents, of which 0% indicated training has integrity in our organization to a little or no extent, 50% indicated to a slight extent, 33% to a moderate extent, and 17% to a great extent. Participants that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 14% indicated training has integrity in our organization to a little or no extent, 43% indicated to a slight extent, 29% indicated to a moderate extent, and 14% indicated to a great extent.

Table 32

Training has integrity in our organization by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	5.0%	40.0%	45.0%	10.0%
Health/Medical	9.1%	18.2%	27.3%	45.5%
Educational/Academic	12.5%	62.5%	25.0%	0.0%
Transportation/Utilities	0.0%	66.7%	0.0%	33.3%
Communication	66.7%	33.3%	0.0%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	0.0%	100.0%	0.0%	0.0%
Finance/Banking/Real Estate	11.1%	33.3%	44.4%	11.1%
Other	28.6%	28.6%	28.6%	14.3%

Table 32 indicated that 55% of manufacturing organizations view training has integrity in their organization to a moderately great extent, and 45% indicated to a little or slight extent. Seventy-three percent (73%) of the health and medical organizations indicated to a moderately great extent and 27% indicated to a little or slight extent.

Twenty-five percent (25%) of educational and academic organizations indicated to a moderate extent and 75% indicated to a little or slight extent. Thirty-three percent (33%) of the transportation and utility organizations indicated to a great extent and 67% indicated to slight extent. One hundred percent (100%) of the communication, wholesale, distribution and retail organizations indicated to a little or no extent. One hundred percent (100%) of consultants indicated to a little or no extent. Fifty-six percent (56%) of organizations that are in finance, banking and real estate indicated to a moderately great extent and 44% indicated to a little or slight extent. Forty-three percent (43%) of the “other” category indicated to justify training to a moderately great extent and 57% indicated to a little or no extent.

Table 33

Training has integrity in our organization by company size

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
99 or less	40.0%	40.0%	20.0%	0.0%
100 - 249	33.3%	33.3%	16.7%	16.7%
250 - 499	10.0%	40.0%	40.0%	10.0%
500 - 999	16.7%	50.0%	33.3%	0.0%
1000 or more	6.5%	35.5%	32.3%	25.8%

Table 33 indicated that an organization with 99 or less employees viewed training has integrity in their organization to a little or slight extent. Thirty-three percent (33%) of organizations with 100 to 249 indicated to a moderately great extent and 67% to a little or slight extent. Fifty percent (50%) of organizations with 250 to 499 employees indicated to a moderately great extent and 50% to a little or slight extent. Thirty-three percent (33%) of organizations with 500 to 999 employees indicated to a moderate extent and 67%

indicated to a little or slight extent. Fifty-eight percent (58%) of organizations with 1000 or more employees indicated to a moderately great extent and 32% indicated to a little or slight extent.

Summary of Item 13

Overall, tables 31, 32 and 33 indicated that 14% of the participants indicated that training has integrity in their organization to a little or no extent, 39% indicated to a slight extent, 31% indicated to a moderate extent, and 16% indicated to a great extent.

Additionally, the statistical average of item 13 was 2.48, which indicated that training has integrity in the respondents' organizations to a slight extent.

Table 31 indicated that human resources and consultants viewed that training has integrity in their organization to a lesser extent than trainers, training managers, organizational developers, and "other" positions.

Table 32 indicated that organizations in educational/academic, communications, consultants and wholesales/distribution/retail, viewed that training has integrity in their organization to a lesser extent than organizations in manufacturing, health/medical, finance/banking/real estate, transportation and/or utilities, and "other" organizational types.

Table 33 indicated that organizations with 99 or less employees, viewed that training has integrity in their organization to a lesser extent than organizations with more than 100 employees.

Furthermore, according to the Pearson r correlation data, there existed a strong relationship between item 13 and items 18 and 19. Item 18 stated, "Training is making an

impact in our organization.” Item 19 stated, “Training evaluation results have an impact on our training programs.” With that being said, a positive and accurate prediction may exist between training integrity, training impacts in an organization and training evaluation impacts on a training program.

Item 14: Item number 14 on the survey stated, “Training is based on our company’s goals.” The purpose of this question was to determine to what extent training is based on company goals. The results were as follows: 19% (n = 12) of the participants indicated training is based on our company’s goals to a little or no extent, 28% (n = 18) indicated to a slight extent, 31% (n = 20) indicated to a moderate extent, and 22% (n = 14) indicated to a great extent.

Table 34

Training is based on our company’s goals by respondents’ position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	13.6%	27.3%	36.4%	22.7%
Training Manager	25.0%	18.8%	37.5%	18.8%
HR	0.0%	100.0%	0.0%	0.0%
Consultant	25.0%	50.0%	25.0%	0.0%
Org. Development	33.3%	16.7%	33.3%	16.7%
Other	14.3%	35.7%	21.4%	28.6%

Of the 64 respondents 34% (n = 22) were trainers, of which 14% indicated training is based on our company’s goals to a little or no extent, 27% indicated to a slight extent, 36% indicated to a moderate extent, and 23% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 25% indicated training is based on our company’s goals to a little or no extent, 19% indicated a slight extent, 37%

indicated a moderate extent, and 19% indicated to a great extent. Human resource made up 3% (n = 2) of the respondents, of which 50% indicated training is based on our company's goals to a slight extent and 50% to a great extent. Consultants made up 6% (n = 4) of the respondents, of which 25% indicated training is based on our company's goals to a little or no extent, 50% to a slight extent, and 25% to a moderate extent. Organization developers made up 9% (n = 6) of the respondents, of which 33% indicated training is based on our company's goals to a little or no extent, 17% indicated to a slight extent, 33% to a moderate extent, and 17% to a great extent. Participants that labeled themselves as "other" made up 22% (n = 14) of the respondents, of which 14% indicated training is based on our company's goals to a little or no extent, 36% indicated to a slight extent, 21% indicated to a moderate extent, and 29% indicated to a great extent.

Table 35

Training is based on our company's goals by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	10.0%	30.0%	40.0%	20.0%
Health/Medical	9.1%	9.1%	45.5%	36.4%
Educational/Academic	37.5%	25.0%	25.0%	12.5%
Transportation/Utilities	33.3%	33.3%	0.0%	33.3%
Communication	33.3%	66.7%	0.0%	0.0%
Consultant	0.0%	100.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	100.0%	0.0%	0.0%	0.0%
Finance/Banking/Real Estate	11.1%	44.4%	22.2%	22.2%
Other	14.3%	14.3%	42.9%	28.6%

Table 35 indicated that 40% of manufacturing organizations viewed training is based on their company's goals to a little or slight extent, and 60% indicated to a moderately extent. Eighteen percent (18%) of the health and medical organizations

indicated to a little or slight extent and 82% indicated to a moderately great extent. Forty-seven percent (63%) of educational and academic organizations indicated to a little or slight extent and 47% indicated to a moderately great extent. Sixty-seven percent (67%) of the transportation and utility organizations indicated to a little or slight extent and 33% indicated to a great extent. One hundred percent (100%) of the communication, consultants, and wholesale, distribution and retail organizations indicated to a little or slight extent. Fifty-six percent (56%) of organizations that are in finance, banking and real estate indicated to a little or slight extent and 44% indicated to a moderately great extent. Twenty-eight percent (28%) of the “other” category indicated to a little or slight great extent and 72% indicated to a moderately great extent.

Table 36

Training is based on our company's goals by company size

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
99 or less	40.0%	20.0%	20.0%	20.0%
100 - 249	16.7%	16.7%	33.3%	33.3%
250 - 499	10.0%	50.0%	30.0%	10.0%
500 - 999	16.7%	50.0%	33.3%	0.0%
1000 or more	19.4%	16.1%	32.3%	32.3%

Table 36 indicated that 60% of organizations with 99 or less employees viewed training is based on their company's goals to a little or slight extent and 40% to a moderately great extent. Thirty-three percent (33%) of organizations with 100 to 249 indicated to a little or slight extent and 67% to a moderately great extent. Sixty percent (60%) of organizations with 250 to 499 employees indicated to a little or slight extent and 40% to a moderately great extent. Sixty-seven percent (67%) of organizations with 500 to

999 employees indicated to a little or slight extent and 33% indicated to a moderate extent. Thirty-six percent (36%) of organizations with 1000 or more employees indicated to a little or slight extent and 64% indicated to a moderately great extent.

Summary of Item 14

Overall, tables 34, 35 and 36 indicated that 19% of the participants indicated training is based on our company's goals to a little or no extent, 28% indicated to a slight extent, 31% indicated to a moderate extent, and 22% indicated to a great extent. Additionally, the statistical average of item 14 was 2.56, which indicated that training is based on the respondents' company goals to a slightly moderate extent.

Table 34 indicated that human resources and consultants viewed that training is based on their company's goals to a lesser extent than trainers, training managers, organizational developers, and "other" positions.

Table 35 indicated that organizations in communications, consultants and wholesales/distribution/retail, viewed that training is based on their company's goals to a lesser extent than organizations in manufacturing, health/medical, educational/ academic, finance/banking/real estate, transportation and/or utilities, and "other" organizational types.

Table 36 indicated that organizations with 500 to 999 employees, viewed that training is based on their company's goals to a lesser extent than organizations with 1 to 499 and/or more than 1000 employees.

Furthermore, according to the Pearson r correlation data, there existed a moderate relationship between item 14 and item 3. Item 3 stated, "evaluation of training is

important to our organization.” With that being said, a positive and accurate prediction may exist between training is based on their company’s goals and evaluation of training is important to our organization.

Item 15: Item number 15 on the survey stated, “Budgets are based on our company goals.” The purpose of this question was to determine to what extent budgets are based on company goals. The results were as follows: 17% (n = 11) of the participants indicated budgets are based on out company goals to a little or no extent, 24% (n = 15) indicated to a slight extent, 34% (n = 22) indicated to a moderate extent, and 25% (n = 16) indicated to a great extent.

Table 37

Budgets are based on our company goals by respondents’ position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	4.6%	36.4%	40.9%	18.2%
Training Manager	25.0%	31.3%	18.8%	25.0%
HR	0.0%	0.0%	0.0%	100.0%
Consultant	75.0%	0.0%	25.0%	0.0%
Org. Development	33.3%	16.7%	33.3%	16.7%
Other	7.1%	7.1%	50.0%	35.7%

Of the 64 respondents 34% (n = 22) were trainers, of which 5% indicated budgets are based on our company goals to a little or no extent, 36% indicated to a slight extent, 41% indicated to a moderate extent, and 18% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 25% indicated budgets are based on our company goals to a little or no extent, 31% indicated a slight extent, 19% indicated a moderate extent, and 25% indicated to a great extent. Human resource made

up 3% (n = 2) of the respondents, of which 100% indicated budgets are based on our company goals to a great extent. Consultants made up 6% (n = 4) of the respondents, of which 75% indicated budgets are based on our company goals to a little or no extent, 25% to a moderate extent. Organization developers made up 9% (n = 6) of the respondents, of which 33% indicated budgets are based on our company goals to a little or no extent, 17% indicated to a slight extent, 33% to a moderate extent, and 17% to a great extent.

Participants that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 7% indicated budgets are based on our company goals to a little or no extent, 7% indicated to a slight extent, 50% indicated to a moderate extent, and 36% indicated to a great extent.

Table 38

Budgets are based on our company goals by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	0.0%	20.0%	50.0%	30.0%
Health/Medical	9.1%	27.3%	27.3%	36.4%
Educational/Academic	25.0%	12.5%	37.5%	25.0%
Transportation/Utilities	0.0%	33.3%	33.3%	33.3%
Communication	66.7%	33.3%	0.0%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	0.0%	0.0%	100.0%	0.0%
Finance/Banking/Real Estate	44.4%	22.2%	22.2%	11.1%
Other	14.3%	42.9%	14.3%	28.6%

Table 38 indicated that 30% of manufacturing organizations viewed budgets is based on their company goals to a slight extent, and 70% indicated to a moderately great extent. 36% of the health and medical organizations indicated to a little or slight extent and 64% indicated to a moderately great extent. Thirty seven percent (37%) of

educational and academic organizations indicated to a little or slight extent and 63% indicated to a moderately great extent. Sixty-seven percent (67%) of the transportation and utility organizations indicated to a slight or moderate extent and 33% indicated to a great extent. One hundred percent (100%) of the communication, and consultants indicated to a little or slight extent. One hundred percent (100%) of wholesale, distribution and retail organizations indicated to a moderate extent. Sixty-seven percent (67%) of organizations that are in finance, banking and real estate indicated to a little or slight extent and 33% indicated to a moderately great extent. Forty-three percent (57%) of the “other” category indicated to a little or slight extent and 43% indicated to a moderately great extent.

Table 39

Budgets are based on our company goals by company size

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
99 or less	40.0%	0.0%	40.0%	20.0%
100 - 249	16.7%	16.7%	16.7%	50.0%
250 - 499	20.0%	40.0%	40.0%	0.0%
500 - 999	25.0%	33.3%	25.0%	16.7%
1000 or more	9.7%	19.4%	38.7%	32.3%

Table 39 indicated that 40% of organizations with 99 or less employees viewed budgets are based on our company goals to a little or no extent and 60% to a moderately great extent. Thirty-three percent (33%) of organizations with 100 to 249 indicated to a little or slight extent and 67% to a moderately great extent. Sixty percent (60%) of organizations with 250 to 499 employees indicated to a little or slight extent and 40% to a moderately great extent. Fifty-eight percent (58%) of organizations with 500 to 999

employees indicated to a little or slight extent and 42% indicated to a moderate extent.

Twenty nine percent (29%) of organizations with 1000 or more employees indicated to a little or slight extent and 71% indicated to a moderately great extent.

Summary of Item 15

Overall, tables 37, 38 and 39 indicated that 17% of the participants indicated budgets are based on our company goals to a little or no extent, 24% indicated to a slight extent, 34% indicated to a moderate extent, and 25% indicated to a great extent.

Additionally, the statistical average of item 15 was 1.98, which indicated that budgets are based on the respondents' company goals to a little or slight extent.

Table 37 indicated that training managers and consultants viewed budgets are based on their company goals to a lesser extent than trainers, human resources, organizational developers, and "other" positions.

Table 38 indicated that organizations in communications, consultants and finance/banking/real estate, viewed that budgets are based on their company goals to a lesser extent than organizations in manufacturing, health/medical, educational/ academic, transportation and/or utilities, wholesale/distribution/retail and "other" organizational types.

Table 39 indicated that organizations with 250 to 999 employees, viewed budgets are based on their company goals to a lesser extent than organizations with 1 to 249 and/or 1000 or more employees.

Furthermore, according to the Pearson r correlation data, there existed a moderate relationship between item 15 and item 17. Item 17 stated, "Job instructor training is

provided to hourly employees.” With that being said, a positive and accurate prediction may exist between budgets are based on company goals and job instructor training is provided to hourly employees.

Item 16: Item number 16 on the survey stated, “Job instructor training is provided to supervisors.” The purpose of this question was to determine to what extent job instructor training is provided to supervisors. The results were as follows: 34% (n = 22) of the participants indicated job instructor training is provided to supervisors to a little or no extent, 36% (n = 23) indicated to a slight extent, 27% (n = 17) indicated to a moderate extent, and 3% (n = 2) indicated to a great extent.

Table 40

Job instructor training is provided to supervisors by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	40.9%	22.7%	36.4%	0.0%
Training Manager	18.8%	50.0%	25.0%	6.3%
HR	0.0%	100.0%	0.0%	0.0%
Consultant	75.0%	0.0%	25.0%	0.0%
Org. Development	50.0%	33.3%	16.7%	0.0%
Other	28.6%	42.9%	21.4%	7.1%

Of the 64 respondents 34% (n = 22) were trainers, of which 41% indicated job instructor training is provided to supervisors to a little or no extent, 23% indicated to a slight extent, 36% indicated to a moderate extent, and 0% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 19% indicated job instructor training is provided to supervisors to a little or no extent, 50% indicated a slight extent, 25% indicated a moderate extent, and 6% indicated to a great extent. Human

resource made up 3% (n = 2) of the respondents, of which 100% indicated job instructor training is provided to supervisors to a slight extent. Consultants made up 6% (n = 4) of the respondents, of which 75% indicated job instructor training is provided to supervisors to a little or no extent, and 25% to a moderate extent. Organization developers made up 9% (n = 6) of the respondents, of which 50% indicated job instructor training is provided to supervisors to a little or no extent, 33% indicated to a slight extent, 17% to a moderate extent, and 0% to a great extent. Participants that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 29% indicated job instructor training is provided to supervisors to a little or no extent, 43% indicated to a slight extent, 21% indicated to a moderate extent, and 7% indicated to a great extent.

Table 41

Job instructor training is provided to supervisors by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	25.0%	50.0%	20.0%	5.0%
Health/Medical	18.2%	45.5%	36.4%	0.0%
Educational/Academic	37.5%	50.0%	12.5%	0.0%
Transportation/Utilities	33.3%	33.3%	33.3%	0.0%
Communication	33.3%	33.3%	33.3%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	50.0%	50.0%	0.0%	0.0%
Finance/Banking/Real Estate	33.3%	11.1%	55.6%	0.0%
Other	71.4%	0.0%	14.3%	14.3%

Table 41 indicated that 75% of manufacturing organizations viewed job instructor training is provided to supervisors to a little or slight extent and 25% indicated to a moderately great extent. Sixty-four percent (64%) of the health and medical organizations

indicated to a little or slight extent and 36% indicated to a moderate extent. Eighty-seven percent (87%) of educational and academic organizations indicated to a little or slight extent and 13% indicated to a moderate extent. Sixty-seven percent (67%) of the transportation and utility organizations indicated to a little or slight extent and 33% indicated to a moderate extent. Sixty-seven percent (67%) of communication organizations indicated to a little or slight extent and 33% indicated to a moderate extent. One hundred percent (100%) of consultants indicated to a little or no extent. One hundred percent (100%) of wholesale, distribution and retail organizations indicated to a little or slight extent. Forty-four percent (44%) of organizations that are in finance, banking and real estate indicated to a little or slight extent and 56% indicated to a moderate extent. Seventy-one percent (71%) of the “other” category indicated to a little or no extent and 29% indicated to a moderately great extent.

Table 42

Job instructor training is provided to supervisors by company size

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
99 or less	60.0%	40.0%	0.0%	0.0%
100 - 249	50.0%	33.3%	0.0%	16.7%
250 - 499	20.0%	30.0%	50.0%	0.0%
500 - 999	41.7%	50.0%	8.3%	0.0%
1000 or more	29.0%	32.3%	35.5%	3.2%

Table 42 indicated that 100% of organizations with 99 or less employees viewed job instructor training is provided to supervisors to a little or no extent. Eighty-three percent (83%) of organizations with 100 to 249 indicated to a little or slight extent and 17% to a great extent. Fifty percent (50%) of organizations with 250 to 499 employees

indicated to a little or slight extent and 50% to a moderate extent. Ninety-two percent (92%) of organizations with 500 to 999 employees indicated to a little or slight extent and 8% indicated to a moderate extent. Sixty-one percent (61%) of organizations with 1000 or more employees indicated to a little or slight extent and 39% indicated to a moderate extent.

Summary of Item 16

Overall, tables 40, 41 and 42 indicated that 34% of the participants indicated job instructor training is provided to supervisors to a little or no extent, 36% indicated to a slight extent, 27% indicated to a moderate extent, and 3% indicated to a great extent. Additionally, the statistical average of item 16 was 1.96, which indicated that job instructor training is provided to supervisors to a little or slight extent.

Table 40 indicated that human resources, consultants and organizational developers viewed that job instructor training is provided to supervisors to a lesser extent than trainers, training managers and “other” positions.

Table 41 indicated that organizations in manufacturing, educational/ academic, consultants and wholesale/distribution/retail, viewed that job instructor training is provided to supervisors to a lesser extent than organizations in health/medical, transportation and/or utilities, communications, finance/banking/real estate and “other” organizational types.

Table 42 indicated that organizations with 99 to 249 and 500 to 999 employees, viewed that job instructor training is provided to supervisors to a lesser extent than organizations with 250 to 499 and/or 1000 or more employees.

Furthermore, according to the Pearson r correlation data, a mild relationship existed between item 16 and item 13. Item 13 stated, "Training has integrity in our organization." With that being said, a positive prediction may possibly exist between job instructor training provided to supervisors and training integrity.

Item 17: Item number 17 on the survey stated, "Job instructor training is provided to hourly employees." The purpose of this question is to determine to what extent job instructor training is provided to hourly employees. The results were as follows: 34% ($n = 22$) of the participants indicated Job instructor training is provided to hourly employees to a little or no extent, 41% ($n = 26$) indicated to a slight extent, 19% ($n = 12$) indicated to a moderate extent, and 6% ($n = 4$) indicated to a great extent.

Table 43

Job instructor training is provided to hourly employees by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	22.7%	40.9%	27.3%	9.1%
Training Manager	31.3%	37.5%	25.0%	6.3%
HR	0.0%	100.0%	0.0%	0.0%
Consultant	75.0%	25.0%	0.0%	0.0%
Org. Development	50.0%	33.3%	16.7%	0.0%
Other	42.9%	42.9%	7.1%	7.1%

Of the 64 respondents 34% ($n = 22$) were trainers, of which 23% indicated job instructor training is provided to hourly employees to a little or no extent, 41% indicated to a slight extent, 27% indicated to a moderate extent, and 9% indicated to a great extent. Training managers made up 25% ($n = 16$) of the respondents, of which 31% indicated job instructor training is provided to hourly employees to a little or no extent, 38% indicated a slight extent, 25% indicated a moderate extent, and 6% indicated to a great extent.

Human resource made up 3% (n = 2) of the respondents, of which 100% indicated job instructor training is provided to hourly employees to a slight extent. Consultants made up 6% (n = 4) of the respondents, of which 75% indicated job instructor training is provided to hourly employees to a little or no extent, and 25% to a moderate extent. Organization developers made up 9% (n = 6) of the respondents, of which 50% indicated job instructor training is provided to hourly employees to a little or no extent, 33% indicated to a slight extent, 17% to a moderate extent, and 0% to a great extent. Participants that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 43% indicated job instructor training is provided to hourly employees to a little or no extent, 43% indicated to a slight extent, 7% indicated to a moderate extent, and 7% indicated to a great extent.

Table 44

Job instructor training is provided to hourly employees by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	20.0%	60.0%	15.0%	5.0%
Health/Medical	27.3%	27.3%	36.4%	9.1%
Educational/Academic	37.5%	50.0%	12.5%	0.0%
Transportation/Utilities	33.3%	33.3%	33.3%	0.0%
Communication	33.3%	66.7%	0.0%	0.0%
Consultant	100.0%	0.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	50.0%	50.0%	0.0%	0.0%
Finance/Banking/Real Estate	44.4%	22.2%	22.2%	11.1%
Other	71.4%	0.0%	14.3%	14.3%

Table 44 indicated that 80% of manufacturing organizations viewed job instructor training is provided to hourly employees to a little or slight extent, and 20% indicated to a

moderately great extent. Fifty-four percent (54%) of the health and medical organizations indicated to a little or slight extent and 46% indicated to a moderately great extent. Eighty-seven percent (87%) of educational and academic organizations indicated to a little or slight extent and 13% indicated to a moderate extent. Sixty-seven percent (67%) of the transportation and utility organizations indicated to a little or slight extent and 33% indicated to a moderate extent. One hundred percent (100%) of the communication, consultants, and of wholesale, distribution and retail organizations indicated to a little or slight extent. Sixty-seven percent (67%) of organizations that are in finance, banking and real estate indicated to a little or slight extent and 33% indicated to a moderately great extent. Seventy-one percent (71%) of the “other” category indicated to a little or no extent and 29% indicated to a moderately great extent.

Table 45

Job instructor training is provided to hourly employees by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
99 or less	60.0%	40.0%	0.0%	0.0%
100 - 249	33.3%	50.0%	0.0%	16.7%
250 - 499	20.0%	40.0%	30.0%	10.0%
500 - 999	41.7%	50.0%	8.3%	0.0%
1000 or more	32.3%	35.5%	25.8%	6.5%

Table 45 indicated that 100% of organizations with 99 or less employees viewed job instructor training is provided to hourly employees to a little or no extent. Eighty-three percent (83%) of organizations with 100 to 249 indicated to a little or slight extent and 17% to a great extent. Sixty percent (60%) of organizations with 250 to 499 employees indicated to a little or slight extent and 40% to a moderate extent. Ninety-two

percent (92%) of organizations with 500 to 999 employees indicated to a little or slight extent and 8% indicated to a moderate extent. Sixty-eight percent (68%) of organizations with 1000 or more employees indicated to a little or slight extent and 32% indicated to a moderate extent.

Summary of Item 17

Overall, tables 43, 44 and 45 indicated that 34% of the participants indicated job instructor training is provided to hourly employees to a little or no extent, 41% indicated to a slight extent, 19% indicated to a moderate extent, and 6% indicated to a great extent. Additionally, statistical average of item 17 was 1.97, which indicated that job instructor training is provided to hourly employees to a little or slight extent.

Table 43 indicated that human resources, consultants and organizational developers and “other” viewed that job instructor training is provided to hourly employees to a lesser extent than trainer and training manager positions.

Table 44 indicated that organizations in manufacturing, educational/academic, communications, consultants and wholesale/distribution/retail, viewed that job instructor training is provided to hourly employees to a lesser extent than organizations in health/medical, transportation and/or utilities, finance/banking/real estate and “other” organizational types.

Table 45 indicated that organizations with 99 to 249 and 500 to 999 employees, viewed that job instructor training is provided to hourly employees to a lesser extent than organizations with 250 to 499 and/or 1000 or more employees.

Furthermore, according to the Pearson r correlation data, there existed a moderate

relationship between item 17 and item 15. Item 15 stated, “Budgets are based on our company goals.” With that being said, a positive and accurate prediction may exist between job instructor training is provided to hourly employees and budgets based on company goals.

Item 18: Item number 18 on the survey stated, “Training is making an impact on our organization.” The purpose of this question is to determine to what extent training is making an impact on organizations. The results were as follows: 8% (n = 5) of the participants indicated training is making an impact on our organization to a little or no extent, 39% (n = 25) indicated to a slight extent, 31% (n = 20) indicated to a moderate extent, and 22% (n = 14) indicated to a great extent.

Table 46

Training is making an impact on our organization by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	4.6%	27.3%	45.5%	22.7%
Training Manager	12.5%	25.0%	37.5%	25.0%
HR	0.0%	50.0%	50.0%	0.0%
Consultant	25.0%	50.0%	0.0%	25.0%
Org. Development	0.0%	83.3%	0.0%	16.7%
Other	7.1%	50.0%	21.4%	21.4%

Of the 64 respondents 34% (n = 22) were trainers, of which 5% indicated training is making an impact on our organization to a little or no extent, 27% indicated to a slight extent, 45% indicated to a moderate extent, and 23% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 13% indicated training is making an impact on our organization to a little or no extent, 25% indicated a slight

extent, 37% indicated a moderate extent, and 25% indicated to a great extent. Human resource made up 3% (n = 2) of the respondents, of which 50% indicated training is making an impact on our organization to a slight extent and 50% to a moderate extent. Consultants made up 6% (n = 4) of the respondents, of which 25% indicated training is making an impact on our organization to a little or no extent, 50% to a slight extent, and 25% to great extent. Organization developers made up 9% (n = 6) of the respondents, of which 83% indicated training is making an impact on our organization to a slight extent, and 17% indicated to a great extent. Participants that labeled themselves as “other” made up 22% (n = 14) of the respondents, of which 7% indicated training is making an impact on our organization to a little or no extent, 50% indicated to a slight extent, 22% indicated to a moderate extent, and 21% indicated to a great extent.

Table 47

Training is making an impact on our organization by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	0.0%	45.0%	35.0%	20.0%
Health/Medical	9.1%	27.3%	45.5%	18.2%
Educational/Academic	12.5%	62.5%	25.0%	0.0%
Transportation/Utilities	0.0%	0.0%	33.3%	66.7%
Communication	33.3%	33.3%	33.3%	0.0%
Consultant	0.0%	100.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	0.0%	100.0%	0.0%	0.0%
Finance/Banking/Real Estate	0.0%	22.2%	33.3%	44.4%
Other	28.6%	28.6%	14.3%	28.6%

Table 47 indicated that 45% of manufacturing organizations viewed training is making an impact on our organization to a slight extent, and 55% indicated to a moderately great extent. Thirty-six percent (36%) of the health and medical organizations

indicated to a little or slight extent and 64% indicated to a moderately great extent. Seventy-five percent (75%) of educational and academic organizations indicated to a little or slight extent and 25% indicated to a moderate extent. One hundred percent (100%) of the transportation and utility organizations indicated to a moderately great extent. Sixty-seven percent (67%) of the communication organizations indicated to a little or slight extent and 33% to a moderate extent. One hundred percent (100%) of consultant the transportation and utility organizations indicated to a moderately great extent. Sixty-seven percent (67%) of the communication organizations indicated to a little or slight extent and 33% to a moderate extent. One hundred percent (100%) of consultant organizations indicated to a slight extent. One hundred percent (100%) of wholesales, distribution and retail organizations indicated to a slight extent. Twenty-two percent (22%) of organizations that are in finance, banking and real estate indicated to a slight extent and 78% indicated to a moderately great extent. Fifty-seven percent (57%) of the “other” category indicated to a little or no extent and 43% indicated to a moderately extent.

Summary of Item 18

Overall, tables 46 and 47 indicated that 8% of the participants viewed training is making an impact on their organization to a little or no extent, 39% indicated to a slight extent, 31% indicated to a moderate extent, and 22% indicated to a great extent. Additionally, the statistical average of item 18 was 2.67, which indicated that training is making an impact on the respondents’ organization to a slight moderate extent.

Table 46 indicated that consultants and organizational developers viewed that

training is making an impact on our organization to a lesser extent than trainers, training managers, human resources and “other” positions.

Table 47 indicated that organizations in educational/academic, communications, consultants and wholesale/distribution/retail, viewed that training is making an impact on their organization to a lesser extent than organizations in manufacturing, health/medical, transportation and/or utilities, finance/banking/real estate and “other” organizational types.

Furthermore, according to the Pearson r correlation data, there existed a moderately strong relationship between item 18 and items 11 and 12. Item 11 stated, “Once training is completed, there is a follow-up session with the managers on the employee’s performance.” Item 12 stated, “Once completed, there is a follow-up with the trainee to see if their training needs were met.” With that being said, a positive and accurate prediction may exist between training is making an impact on their organization and a follow-up with managers on employee’s performance and trainees needs being met.

Item 19: Item number 19 on the survey stated, “Training evaluation results have an impact on our training programs.” The purpose of this question is to determine to what extent training evaluation results have an impact on training programs. The results were as follows: 27% ($n = 17$) of the participants indicated training evaluation results have an impact on our training programs to a little or no extent, 31% ($n = 20$) indicated to a slight extent, 30% ($n = 19$) indicated to a moderate extent, and 12% ($n = 8$) indicated to a great extent.

Table 48

Training evaluation results have an impact on our training programs by respondents' position

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Trainer	22.7%	40.9%	27.3%	9.1%
Training Manager	31.3%	37.5%	25.0%	6.3%
HR	0.0%	100.0%	0.0%	0.0%
Consultant	75.0%	25.0%	0.0%	0.0%
Org. Development	50.0%	33.3%	16.7%	0.0%
Other	42.9%	42.9%	7.1%	7.1%

Of the 64 respondents 34% (n = 22) were trainers, of which 32% indicated training evaluation results have an impact on our training programs to a little or no extent, 23% indicated to a slight extent, 32% indicated to a moderate extent, and 13% indicated to a great extent. Training managers made up 25% (n = 16) of the respondents, of which 25% indicated training evaluation results have an impact on our training programs to a little or no extent, 19% indicated a slight extent, 44% indicated a moderate extent, and 12% indicated to a great extent. Human resource made up 3% (n = 2) of the respondents, of which 50% indicated training evaluation results have an impact on our training programs to a slight extent and 50% to a moderate extent. Consultants made up 6% (n = 4) of the respondents, of which 50% indicated training evaluation results have an impact on our training programs to a little or no extent, and 50% to a slight extent. Organization developers made up 9% (n = 6) of the respondents, of which 67% indicated training evaluation results have an impact on our training programs to a slight extent, 17% indicated to a moderate extent, and 16% to a great extent. Participants that labeled themselves as "other" made up 22% (n = 14) of the respondents, of which 22% indicated

training evaluation results have an impact on our training programs to a little or no extent, 43% indicated to a slight extent, 21% indicated to a moderate extent, and 14% indicated to a great extent.

Table 49

Training evaluation results have an impact on our training programs by company type

	% of Responses			
	<i>To Little or No Extent</i>	<i>To a Slight Extent</i>	<i>To a Moderate Extent</i>	<i>To a Great Extent</i>
Manufacturing	25.0%	40.0%	25.0%	10.0%
Health/Medical	27.3%	18.2%	27.3%	27.3%
Educational/Academic	25.0%	50.0%	25.0%	0.0%
Transportation/Utilities	0.0%	0.0%	66.7%	33.3%
Communication	66.7%	33.3%	0.0%	0.0%
Consultant	0.0%	100.0%	0.0%	0.0%
Business Services	0.0%	0.0%	0.0%	0.0%
Wholesale/Distribution/Retail	0.0%	100.0%	0.0%	0.0%
Finance/Banking/Real Estate	22.2%	11.1%	55.6%	11.1%
Other	42.9%	14.3%	28.6%	14.3%

Table 49 indicated that 35% of manufacturing organizations viewed training evaluation results has an impact on our training programs to a moderately great extent, and 65% indicated to a little or slight extent. Fifty-five percent (55%) of the health and medical organizations indicated to a moderately great extent and 45% indicated to a little or slight extent. Twenty-five percent (25%) of educational and academic organizations indicated to a moderate extent and 75% indicated to a little or slight extent. One hundred percent (100%) of the transportation and utility organizations indicated to a moderately great extent. One hundred percent (100%) of the communication organizations indicated to a little or slight extent. One hundred percent (100%) of consultant organizations indicated to a slight extent. One hundred percent (100%) of wholesales, distribution and retail organizations indicated to a slight extent. Sixty-seven percent (67%) of

organizations that are in finance, banking and real estate indicated to a moderately great extent and 33% indicated to a little or slight extent. Forty-three percent (43%) of the “other” category indicated to a moderately great extent and 57% indicated to a little or slight extent.

The statistical average of item 19 was 2.28, which indicated that training evaluation results have had an impact on the respondents’ training programs to a slightly moderate extent.

Summary of Item 19

Overall, tables 48 and 49 indicated that 27% of the participants indicated training evaluation results have an impact on our training programs to a little or no extent, 31% indicated to a slight extent, 30% indicated to a moderate extent, and 12% indicated to a great extent. Additionally, the statistical average of item 19 was 2.28, which indicated that training evaluation results have had an impact on the respondents’ training programs to a slight extent.

Table 46 indicated that human resources, consultants, organizational developers and “other” viewed that training evaluation results have an impact on our training programs to a lesser extent than trainers, training managers, human resources and “other” positions.

Table 47 indicated that organizations in manufacturing, educational/academic, communications, consultants and wholesale/distribution/retail, viewed training evaluation results have an impact on our training programs to a lesser extent than organizations in health/medical, transportation and/or utilities, finance/banking/real estate and “other”

organizational types.

Furthermore, according to the Pearson r correlation data, there existed a moderately strong relationship between item 19 and items 7, 12 and 13. Item 7 stated, "Training evaluation summaries are presented to senior management." Item 12 stated, "Once completed, there is a follow-up with the trainee to see if their training needs were met." Item 13 stated, "Training has integrity in our organization." With that being said, a positive and accurate prediction may exist between training evaluation results have an impact on training programs, a follow-up with trainees to see if their training needs were met and training integrity in an organization.

Item 20: Item number 20 indicated the position and/or title of the respondents. Of the 64 respondents, 35 % (n = 22) were trainers, 25 % (n = 16) were training managers, 3% (n = 2) worked in human resources, 6% (n = 4) were consultants, 9 % (n = 6) worked in organization development, and 22 % (n = 14) categorized themselves as others.

The results for item 21 in comparison with the main items 1-3, 6, 11, 13 and 14-17 are as follows: Item 1 indicated that human resources, consultants and organizational development positions viewed employees provide input into training needs, to a lesser extent than trainers, training managers and "other" positions. Item 2 indicated that human resources and consultants viewed management cares about training evaluation, to a lesser extent then trainers, training managers, organizational development and "other" positions. Item 3 indicated that consultants viewed evaluation of training is important to an organization, to a lesser extent then trainers, training managers, human resources, organizational development and "other" positions. Item 6 indicated that consultants and

organizational development viewed training results are tied to our business goals, to a lesser extent than trainer, training manager, human resources and “other” positions. Item 11 indicated that trainers, human resources, consultants, organizational development and “other” positions viewed once training was completed, a follow-up session with managers on the employee’s performance, to a lesser extent than training managers. Item 13 indicated that human resources and consultants viewed training has integrity in their organization to a lesser extent than trainers, training managers, organizational development and “other” positions. Item 14 indicated that human resources and consultants viewed training is based on our company’s goals, to a lesser extent than trainers, training managers, organizational development and “other” positions. Item 15 indicated that consultants viewed budgets are based on our company goals, to a lesser extent than trainers, training managers, human resources, organizational development and “other” positions. Item 16 indicated that human resources and organizational development viewed job instructor training is provided to supervisors, to a lesser extent than trainers, training managers, consultants and “other” positions. Last, item 17 indicated that human resources and consultants viewed job instructor training is provided to hourly employees, to a lesser extent than trainers, training managers, organizational development and “other” positions.

Summary of Item 20

Research objective number 4 for this research paper asked to determine organizational support in training evaluation. Overall, the results of item 20 indicated that human resources and consultants viewed items 1, 2 11, 13, 14 – 17 to a lesser extent than

trainers, training managers, organizational development and “other” positions. With that being said, there was dispersion amongst the different positions listed in the survey.

Item 21: Item number 21 indicated the type of organizations in which the respondents’ worked for. Of the 64 respondents, 31% (n = 20) worked for a manufacturing organization, 17% (n = 11) worked for a health or medical organization, 13% (n = 8) worked for an educational/ academic organization, 5% (n = 3) worked for a transportation/utilities organization, 5% (n = 3) worked in communications, 1% (n = 1) worked for a consultant firm, 0% (n = 0) worked in business services, 3% (n = 2) worked in wholesale/distribution retail, 14% (n = 9) worked in finance/banking/real estate, and 11% (n = 7) categorized themselves to work in the “other” category.

The results for item 21 in comparison with the main items 1-3, 6, 11, 13 and 14-17 are as follows: Item 1 indicated that educational/academic, communication, consultant, and wholesales/distribution/retail organizations viewed employees provide input into training needs, to a lesser extent than manufacturing, health/medical, transportation/utilities, finance/banking/real estate and “other” organizations. Item 2 indicated that communications, consultants and wholesales/distribution/retail organizations viewed management cares about training evaluation, to a lesser extent than manufacturing, health/medical, educational/academic, transportation/utilities, finance/banking/real estate and “other” organizations. Item 3 indicated that educational/academic, communication and consultant, organizations viewed evaluation of training is important to an organization, to a lesser extent than manufacturing, health/medical, transportation/utilities, wholesales/distribution/retail,

finance/banking/real estate and “other” organizations. Item 6 indicated that educational/academic and communication organizations viewed training results are tied to our business goals, to a lesser extent than manufacturing, health/medical, transportation/utilities, consultants, wholesales/distribution/retail, finance/banking/real estate and “other” organizations. Item 11 indicated that manufacturing, educational/academic, communication, consultant, wholesale/distribution/retail and “other” organizations viewed once training was completed, a follow-up session with managers on the employee’s performance, to a lesser extent than health/medical, transportation/utilities and financial/banking/real estate organizations. Item 13 indicated that education/academic, transportation/utilities, communication, consultants, and wholesale/distribution/ real estate organizations viewed training has integrity in their organization to a lesser extent than manufacturing, health/medical, financial/banking/real estate and “other” organizations. Item 14 indicated that education/academic, transportation/utilities, communication, consultants, and wholesale/distribution/ real estate and finance/banking/ real estate organizations viewed training is based on our company’s goals, to a lesser extent than manufacturing, health/medical and “other” organizations. Item 15 indicated that communication, consultants, finance/banking/real estate, and “other” organizations viewed budgets are based on our company goals, to a lesser extent than manufacturing, health/medical, education/academic, transportation/utilities, wholesale/distribution/ real estate organizations. Item 16 indicated that manufacturing, health/medical, transportation/utilities, communication, consultants, wholesale/distribution/retail and “other” organizations viewed job instructor training is

provided to supervisors, to a lesser extent than finance/banking/real estate organizations. Last, item 17 indicated manufacturing, health/medical, education/academic, transportation/utilities, communications, consultant, wholesale/distribution/ real estate, finance/banking/ real estate and “other” organizations viewed job instructor training is provided to hourly employees, to a lesser extent than health/medical organizations.

Summary of Item 21

Research objective number 3 for this research paper asked to establish if there is a difference in relating evaluation of training based on type of organization. Overall, the results of item 21 indicated that educational/academic, communication, consultant and wholesale/distribution/retail organizations viewed items 1, 2 11, 13, 14 16 and 17 to a lesser extent than manufacturing, health/medical, transportation/utilities, financial/banking/real estate and “other” organizations. With the backing of the data, there existed dispersion based on the type of organization.

Item 22: Item number 22 indicated the size of the organization (number of employees) in which the respondent worked for. Of the 64 respondents, 8% (n = 5) worked for an organization with 99 or less employees, 9% (n = 6) with 100 to 249 employees, 16% (n = 10) with 250 to 499 employees, 19% (n = 12) with 500 to 999 employees, and 48% (n = 31) with 1000 or more employees. The results for item 22 in comparison with the main items 1-3, 6, 11, 13 and 14-17 are as follows: Item1 indicated that company sizes of 1 to 249 and/or 500-999 employees viewed employees provide input into training needs, to a lesser extent than organizations with 250 to 499 and/or 1000 or more employees. Item 2 indicated that company sizes with 1 to 249 employees

viewed management cares about training evaluation, to a lesser extent than organizations with 250 or more employees. Item 3 indicated that company sizes with 99 or less employees viewed evaluation of training is important to an organization, to a lesser extent than organizations with 100 or more employees. Item 6 indicated that company sizes of 500 to 999 employees viewed training results are tied to our business goals, to a lesser extent than organizations with 1 to 499 and/or 1000 or more employees. Item 11 indicated that company sizes with 1 to 249 and 500 and/or more employees indicated that once training is completed, there is a follow-up session with managers on the employee's performance, to a lesser extent than organizations with 250 to 499 employees. Item 14 indicated that company sizes with 500 to 999 employees viewed training is based on our company's goals, to a lesser extent than organizations with 1 to 499 and/or 1000 or more employees. Interestingly, according to item 15, budgets are based on our company goals, were dispersed evenly according to company size. Item 16 indicated that company sizes with 1 to 249 employees and 500 to 999 employees indicated job instructor training is provided to supervisors, to a lesser extent than organizations with 250 to 499 and/or 1000 or more employees. And last, item 17 indicated company sizes with 1 to 499 employees and/or 500 to 999 employees viewed job instructor training is provided to hourly employees, to a lesser extent than organizations with 250 to 499 and/or 1000 or more employees.

Summary of Item 22

Research objective number 2 for this research paper asked to establish if there is a difference in relating evaluation of training based on size of organization. Overall, the

results from this question indicated that organizations with 1 to 249 employees viewed items 1-3, 11, 16 and 17 to a lesser extent than organizations with 250 or more employees. With the backing of the data, there existed dispersion based on the size of organization.

Item 23: Item 23 invited the respondents to make additional comments about other major challenges in conducting training evaluation in their organization. There were 49 total comments that were entered in Appendix C as they were written in the survey. The five major challenges that were consistently written about by the respondents were as follows: Lack of time, effort and resources to see if the training made a difference, budgets and policies do not support training efforts, lack of management support and involvement, and last, how to tie ROI measurements into training evaluation measurements.

Summary of Item 23

Item 23 helped identify the extent of organizational support in training evaluation, listed as research objective number 4. In addition, item 23 helped identify if organizations are matching their training strategy with their strategic organizational goals, listed as research objective number 5. Overall, the results from item 23 indicated that organizations lack the support from management. In fact, since policies and budgets are not supporting training efforts, in turn, organizations are not matching their training strategies with their strategic organizational goals.

CHAPTER FIVE

Discussion

Introduction

Today's challenges indicate companies towards developing a more vastly skilled workforce in order to increase flexibility and adapt to continuous change and remain competitive. Training programs, if implemented correctly, can help organizations concur these challenges. However, in order to justify a training program it should be evaluated. The information, tools and ideas on ways to evaluate training are endless. The most popular tool for assessing training performance is the four-level Kirkpatrick model of reaction, learning, behavior, and results.

The purpose of this study was to investigate and gather information about the extent to which Kirkpatrick's evaluation model is used in training programs, management involvement in evaluation levels use, the training strategy in relation to the strategic goals of an organization, and the degree to which these are associated with evaluation results that have an impact on training evaluation. In this final chapter, the research results have been summarized, the conclusion stated, limitations reported and recommendations for future studies presented.

The study began with an introduction to the problem and a review of the literature that would allow the researcher to support the research objectives stated in chapter 1. The researcher modified a survey that was initially created by the researcher's advisor, Joe Benkowski, who is an expert on the field of Training and Development. A total of 226 surveys were distributed via email to local ASTD chapter members in Wisconsin and

Minnesota. Once the respondents completed and submitted the online survey, it automatically was forward to the researcher's email inbox. The survey data were tabulated using Minitab. The results provided a total number of responses for each question by the respondents position, company type and company size. In addition, statistical measures were used such as descriptive and tabulated statistics, one-way analysis of variance and correlation outcomes per question. The information was presented in a table format and an item analysis format for each question.

Conclusions

There were five major conclusions from this study:

1. To begin with, this researcher found that on average training evaluation is important to an organizations to a slight or moderate extent and employees see the importance of training evaluation to a slight extent. More findings indicated that some form of training evaluation is required in organizations to a slightly moderate extent and training evaluation summaries are presented to senior management to a little or slight extent. These results indicated that evaluation level use in organizations are at levels either 1, 2 or no level.
2. According to this study there were training evaluation differences based on the size of the organization. The literature review acknowledged that small organizations out number large organizations and require training just as badly if not more than large organizations. Smaller organizations require their people to wear many hats and change jobs in order to keep the organization alive. The data,

in chapter 4, revealed that smaller organizations (1 to 249 employees) indicated to a lesser extent to most of the main items (1-3, 6, 11, 13 and 14-17).

3. Another finding significant to objective 3 was to establish if there was a difference in relating evaluation of training based on type of organization. The literature review acknowledged that all types of organizations require the need to train. In addition, manufacturing firms tend to invest more in technical training because they can see the tangible results of that training. That may not be true in service-oriented organizations, government agencies, charitable organizations or retail firms. The data in chapter 4 revealed that educational/academic, communication, consultant and wholesale/distribution/retail organizations indicated to a lesser extent to most of the main items (1-3, 6, 11, 13 and 14-17) than manufacturing, health/medical, transportation/utilities, finance/banking/real estate and “other” organizations.
4. Research objective 4 asked to determine organizational support in training evaluation. From the data collected and analyzed, on average the respondents viewed training evaluation importance to an organization and to management to a slight or moderate extent and managers are involved in the design of the evaluation process to a little if any to a slight extent. This data explains why employees see the importance of training evaluation to a slight extent and training evaluation results have had an impact on the respondents’ training programs to a slight extent. Item 23 indicated that one of the five major challenges was lack of management support and involvement. The literature review indicated that

leading, more than any other function, must deal directly with the human resources of the organization and much of the responsibility for making a success of training rests not only on the trainers, but also with the organization at all levels. For these reason, it is crucial to have management involvement during all levels of a training program.

5. The last objective asked to identify all 4 levels of training evaluation occurring in an organization if the training strategy matches the strategic goals of the organization. The researcher identified in conclusion number 1 what levels of training evaluation organizations use. Data suggested that organizations either implement training evaluation levels 1 and/or 2 or do not implement training evaluation at all as part of their training program. The literature review indicated that 94% of training courses in business are evaluating at level one and 34% are at level two. The data of this study and the literature review findings validate that the frequency of evaluation practices are mostly measured at levels 1 and 2. In addition, from the data collected and analyzed, the respondents indicated that training budgets are based on organizational goals to a little or slight extent. The literature review indicated that training and development programs thrive more when learning outcomes are aligned with organizations strategic initiatives and goals. Lack of alignment with business strategic needs is the number one reason training programs fail. The data above indicates that all training evaluation levels are not being implemented which may be due to a lack of alignment with business strategies and goals.

Limitations

There were three primary limitations of this study. The first limitation was the way in which the survey was written and administered. The survey required the respondent to answer all the items, otherwise, the system defaulted the no responses to a “0”. If an item response was “0”, theoretically, the respondent either missed the item, the item did not pertain to their organization or last, the item was solely a “no extent” and not “to a little” extent. Whatever the case, the survey should have had an extra response choice of “not applicable” or “does not apply”.

The second limitation was that the sample size was limited to five ASTD chapters. This sample is a small sample in relationship to the whole ASTD community. The researcher could have distributed the survey to more ASTD chapters.

The third limitation to this study was the choice of “other”. The data that described the “other” category was significant. Therefore, it would have been advantageous to this study to define “other” by allowing a “describe other” space on the survey.

Recommendations

The following recommendations can be made:

1. A training program must have upper management support and involvement in order to be successful. In chapter 1, Benkowski and Rothwell made the statement, “The support and involvement of the leadership of the organization is the most important component of organizational training.”

2. Smaller organizations require training just as badly if not more than large organizations. Therefore, it would be advantageous to implement the needed support towards a training evaluation program.
3. All types of organizations require the need to train, therefore, regardless of what type of business; a training evaluation program should be implemented.
4. Require management involvement during all levels of a training program
5. Measure learners' behavior during class, upon completion of training and behavior after the training is completed. There is a big difference between knowing principles and techniques and using them on the job. In addition, training strategies should match the strategic goals of the organization. When learning outcomes are aligned with corporate strategic initiatives, the training programs become more successful.

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APPENDIX A

Consent Form

CONSENT FORM

The following survey is part of a *Training Evaluation* research study. The survey asks ASTD chapter members their opinion regarding training evaluation and how Kirkpatrick's four level evaluation model is carried out in their organization(s). The results of this survey will benefit organizations with data on training evaluation levels use, training evaluation differences by type and size of organization, training and business strategies, and last, organizational support in training evaluation.

Be assured that your participation in this online survey is voluntary and will be totally confidential. If you choose to participate in this study, you may complete the online survey at the following address:

<http://www.uwstout.edu/survey/trainevaluation.php> . The results will be forward to the researcher. We request that you submit your survey by **May 15th** so that we can begin processing the data. Thank you for your participation in this study.

If you have any questions regarding this survey, please contact the researcher or advisor listed below:

Ann Kiefer (researcher)

Email address: kiefera@uwstout.edu phone number: (715) 778-4235

Joe Benkowski (advisor)

Email address: benkowskij@uwstout.edu phone number: (715) 232-5266

Questions or concerns about the rights of subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI 54751, phone (715) 232-1126.

APPENDIX B

Survey

SURVEY

A list of statements that relate to how training evaluation is carried out in your company is provided.

Look at each statement and mark the appropriate response in each case:

This statement is true:

1. To little or no extent **(TL)**
2. To a slight extent
3. To a moderate extent **(M)**
4. To a great extent
5. To a very great extent **(VGE)**

		(TL)		(M)		(VGE)
1.	Employees provide input into their training needs.	1	2	3	4	5
2.	Management cares about evaluation of training.	1	2	3	4	5
3.	Evaluation of training is important to our organization.	1	2	3	4	5
4.	Evaluation is important to a trainer.	1	2	3	4	5
5.	Employees see the importance of training evaluation.	1	2	3	4	5
6.	Training results are tied to our business goals.	1	2	3	4	5
7.	Training evaluation summaries are presented to senior management.	1	2	3	4	5
8.	Managers are involved in the design of the evaluation process.	1	2	3	4	5
9.	Some form of training evaluation is required in our organization.	1	2	3	4	5
10.	Evaluation is used to justify training.	1	2	3	4	5
11.	Once training is completed, there is a follow-up session with the managers on the employees' performance.	1	2	3	4	5
12.	Once completed, there is a follow-up with trainees to see if their training needs were met.	1	2	3	4	5
13.	Training has integrity in our organization.	1	2	3	4	5

14. Training is based on our company's goals. 1 2 3 4 5
15. Budgets are based on our company goals. 1 2 3 4 5
16. Job instructor training is provided to supervisors. 1 2 3 4 5
17. Job instructor training is provided to hourly employees. 1 2 3 4 5
18. Training is making a positive impact in our organization. 1 2 3 4 5
19. Training evaluation results have an impact on our training programs. 1 2 3 4 5

20. Please check your position:

- | | |
|---|--|
| <input type="checkbox"/> Trainer | <input type="checkbox"/> Consultant |
| <input type="checkbox"/> Training Manager | <input type="checkbox"/> Organizational Development |
| <input type="checkbox"/> Human Resources | <input type="checkbox"/> Other, please specify:
_____ |

21. Please check type of company you work for:

- | | |
|---|--|
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Consultant Firm |
| <input type="checkbox"/> Health/Medical Services | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Educational Service/Academic | <input type="checkbox"/> Wholesale/Distribution/Retail |
| <input type="checkbox"/> Transportation/Utilities | <input type="checkbox"/> Finance/Banking/Real Estate |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Other, please specify:
_____ |

22. Please check size (number of employees) of the company you work for:

- | | |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> 99 or less | <input type="checkbox"/> 500 - 999 |
| <input type="checkbox"/> 100 - 249 | <input type="checkbox"/> 1000 or more |
| <input type="checkbox"/> 250 - 499 | |

23. What are some major challenges in conducting training evaluation in your company?

APPENDIX C
SURVEY RESPONSES

SURVEY QUESTION RESPONSES

1. The biggest challenge is weighing the time and effort it takes to do the various levels (ie: ROI) versus the benefit. We can spend a lot of time tabulating dollar results, but if management doesn't really want or need that information, was it worth our time?

I will add, however, that there seems to be more emphasis on proving the benefits of training-- there's a constant need to justify the things we do.
2. Follow-up is always difficult. It often happens that training is delivered, but follow-up is not given to evaluate the impact. While training's impact is very evident in my work place, it is often very hard to pin point several ways to determine ROI, or simply evaluate. We can look at things like turnover, employee and customer satisfaction, but nonetheless training's impact is so widespread, it is difficult to narrow down a single measurement.
3. The only requirement is a summary of attendance. I am working on trying to get a plan of action process in place to transition the learning into the workplace through a process of action items and ongoing coaching and support until the learning has been applied.
4. Managers don't understand the need, nor purpose of the evaluation process. They are measured on how much and what kind of training is offered, not the quality.
5. We just revamped our current evaluation and we now send out two evaluations. One right after class that deals with the presentation than another 2-3 weeks after training that deals with the session's content.
6. Having people complete the evaluations
7. Having supervisors involved in the process. Allowing employees to use the skills they acquire in the training classes.
8. Employees often work by themselves in widespread geographic areas and often have different responsibilities. there is little money available to provide adequate training staff to meet the needs, many of our training sessions are dictated be state regulations
9. Having employees take time away from work to attend training

10. Measuring financial return from conducting the training.
11. Determining the ROI and putting the evaluation process to the true test of validity
12. We currently only do level 1 evaluation at our company. This is very frustrating because a large part of our promotions/raises is based on the scores of our level 1 evaluation. If a participant is having a bad day (or just doesn't like the trainer) and gives the trainer a bad grade, that reflects on their raise. I wish we would concentrate more on levels 2 and above.
13. Determining specific connection for ROI and training program
14. Time, too much to do and so going back and evaluating retention of learning is difficult
15. Retail/non-profit is a challenge. Low-pay combined with a service industry does not have a lot of resources to put into training. The value is established, but taking the time to train when there are multiple locations, varied positions and lack of technology is extremely difficult.
16. Lack of management interest. Lack of knowledge on the necessity to follow through. Difficult to measure some types of training realistically. i.d. Does our safety training impact number of accidents, etc.? Difficult to say as we do other things that could impact the accident's happening.
17. Getting buy in from upper management
18. The associates usually check of good ratings with no comments because they like the Instructors. We struggle with collecting post training evaluations so we administer the course evaluations at the end of each session.
19. Time or lack thereof. No requirement to do it.
20. Trainers don't get much positive reinforcement--we aren't recognized too often by supervisors when evaluations come back excellent, however, when evaluations come back negative, then there's recognition! Being a Trainer is a unique job that not many people can do well--it requires thorough knowledge of the subject being taught to give credibility, high energy, ability to be a "devils-advocate" and being sensitive to people--so when the great ones are in your organization utilize positive reinforcement to keep them motivated & energized!

21. Being pressed for time to do an adequate evaluation. It tends to not be a very high priority.
22. It's difficult to convince upper management that we need to spend more time on evaluating the behavioral level (3) as well as business impact. The training department does not take the initiative to do additional measures until upper management eventually decides it is important.
23. Participants complete the evaluations if they receive it during training or within a day. If training comes up suddenly and you can't get the evaluation to them at the same time as training, they either don't complete, or other factors input their responses.
24. Finding effective, low-cost ways to do level II, III or IV evaluations that are also not labor intensive.

2. Finding the time and commitment to "go back" and evaluate. Once training is completed, managers and employees are ready to "move onto" the next thing.
25. Tying training evaluation to ROI.
26. Being an educational institution, we often overlook the necessity for training and continual growth. We see ourselves as providers and completely miss the need we have to grow. Our policies and budget do not support training efforts.
27. Not everyone who provides training knows how to develop an effective evaluation.
28. 1) Getting people to follow up with the training they've experienced with their managers and vice versa. 2) Determining the type of information (results) managers need to know. They seem unsure at times.
29. Lack of supporting accountability systems to follow through with using what is learned.
30. It's difficult to measure the return on investment for many of the training initiatives. Evaluation of training takes time - resources are stretched in the training department.
31. We always pre and post test (except in the area of new skill training, then no pre-test is done). Working to ensure that the pre and post test accurately measure employee skill knowledge can be challenging

32. Accountability and participation.
33. With lean manufacturing concepts it is hard to find the time to evaluate at levels 3 and 4. If our production and quality of the units goes up that is what we look at as a standard.
34. Hard to find appropriate questions to ask to evaluate the training for the evaluation.
Hard to get people to respond with good feedback. People will circle numbers but you don't get much written feedback.
35. Being allowed time to attend training sessions and still maintain workload and quality.
36. I am in the middle of a Six Sigma Green Belt training program. The emphasis of the training is to work a project as part of the training. The methodology they use for selecting and evaluating a project is ROI based and then require a follow up evaluation.
37. Limited resources to conduct training or to establish new training programs.
38. Timing the evaluation to completion of initial training and also being patient to see the long term benefits of initial training.
39. Trainees don't take the time to complete evaluations properly and thoughtfully.
40. Having the existing staff from the past 5 years see value in them. There was no existing training programs let a lone and evaluation system in place.
41. Creating a post assessment after training. Redesigning training based upon evaluations.
42. Getting managers to see the value of evaluations, figuring out what results to communicate to whom, making the necessary changes to the training based on evaluation results.
43. Lack of resources in T&D (time and staff) to conduct higher level evaluation; lack of expertise in higher level evaluation; business line staffing is "lean" -- I doubt they would want to commit the time to measurement of impact; higher level evaluation is not currently seen as a priority.
44. Never see results, never go beyond reaction level--no support from any level of management for more evaluation.

45. Having easily understandable results.
46. Time to do the follow-through. View that training is the "answer" to too many things.
47. Having enough resources and time to follow up on a project once it is handed off. I am an instructional designer and hand off training programs to trainers.
48. Getting supervisors/managers involved in Level 3 evaluation, to see if training made a difference. Being able to calculate ROI on our training.
49. We are a state government agency and there is no official connection with performance, training and company goals.