The Effectiveness of a Training and Developmental Program: The Ins and Outs of What Makes Effective Training Happen

Emily Martinez-Vogt
St. John Fisher College

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First and foremost, thank you to my dearest husband and best friend Joseph Scot Vogt. You have stood by me through thick and thin, you have loved me in times of stress and utter pandemonium, you continue to love me unconditionally, and support my personal dreams and goals. I could not have climbed this mountain alone, as you have been my rock and my strength, the gentle hug every morning, and my personal champion.

To say thank you to my mom is not enough, but for this occasion words will have to suffice. You are truly an inspiration to me to be a strong, independent, educated woman. You have taught me to stand firm and always be proud of who I am. I share this achievement with you.

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CHAPTER 1

The Effectiveness of a Training and Development Program at IRMC Cambridge

Organizations continually search for ways to enhance their functions to further improve. As organizations focus closely on their return on investment (ROI), the center of attention for many organizations falls within the realm of the antecedents of ROI, such as increased customer satisfaction, improved production, enhanced efficiency. In order to ensure that these will positively affect ROI, the initial step toward success is training and development of human resources.

According to Allerton (1996) “on a per-head basis, the average daily cost [of training and development] is $250 per trainee” (p. 20). Essentially what organizations may want to turn their focus to is the effectiveness of the training and development programs either currently being applied or being considered. By offering effective training programs, companies have an opportunity to gain leverage in the market and set the bar with regard to competitive advantage.

To gain a better understanding of how a training and development program can be evaluated to determine effectiveness, the following paper focuses closely on the evaluation of a training and development program. Additionally, the overall question posed relates to not only whether or not the training program was effective, but rather in what ways was the training program effective and in what areas could improvement be applicable. This project focused on the evaluation of a training and development program at a Canadian collection agency, IntelliRisk Management Corporation (IRMC), and how participants involved in the training took to the training and applied knowledge learned.
Effectiveness of Training and Development 11

Background

IRMC specializes in providing customer management solutions specializing in collections, accounts receivable management, and customer retention services through several global call centers that employ nearly 6,000 employees in total (http://www.irmc.com/ushome.html, 2006). In Cambridge, Ontario Canada one of several IRMC worksites fulfills the outsourced collections services for a varying number of clients such as Sprint and Charter One Bank.

The IRMC location in Cambridge has faced continuous difficulty with regard to employee retention, satisfaction, and group cohesiveness. On a daily basis, this particular location in Cambridge encounters a high turnover primarily of employees known as “agents.” Agents are the employees hired to maintain a professional level of customer satisfaction toward the clients and at the same time are responsible for fulfilling collections from consumers of past due accounts. The stress level in this particular call-center environment is quite high, due to the daily encounters with disgruntled consumers. Additionally, the high turnover of employees contributes to the overall stress of jobs in the call-center, a gap between the agents and the managers and the supervisors, a lack of cohesiveness between the different groups assigned to different accounts, and the general displeasure with the tone of the environment. Due to these issues the efficiency and production of employees have been reduced in addition to a high turnover rate effecting numbers and morale.

Problem Statement

This paper reports on the effectiveness of an in-depth, extensive training and development program conducted by Fulcrum Consulting, Inc. It is part of a larger
qualitative and quantitative evaluation of two sites where the training was conducted (See Coney, 2006 & Stubbendeck, 2007). Specifically, through surveys, focus groups, and management interviews a project team examined the training and development program throughout a number of months determining the impact and more importantly the effectiveness of the program.

Research Question

The primary research question that guided the study was: How effective was the training and development program conducted by Fulcrum Consulting, Inc.? Although, the overall project examined this question from a qualitative and quantitative perspective at two sites, this paper reports only the results of the qualitative data.

Significance of the Study

According to Adidam (2006) “estimates of turnover costs may range from 25 percent to almost 200 percent of annual compensation” (¶ 6). Adidam also states that these estimates do not include the costs of high turnover that are more difficult to estimate such as customer service disruption, emotional costs, loss of morale, loss of experience, burnout and absenteeism among remaining employees, etc. IRMC instituted a new leadership development training program designed to reduce turnover, therefore costs. Thus, the significance of this study was to not only determine the effectiveness of the training and development program at IRMC in Cambridge, but to also identify areas of frustration and concern on behalf of the collection agents to explain and reduce the high turnover rate of employees.
Conceptual Framework

The key articles, literature, and concepts that continue to guide this particular research are written by Kirkpatrick (1975), Rothwell (1996), Noe (2002) and other researchers who have written about evaluating training and development programs. The focus of the literature review will continue to keep training and development or often a lack thereof in the forefront as a direct influence or factor of group dynamics, human performance enhancement, inter-group problems, and performance gaps.

The primary source of reference when measuring the effectiveness of the training and development program is the Kirkpatrick Model developed to assess training and development programs on multiple levels. According to Alliger and Janak (1989) the Kirkpatrick Model “proposed four ‘levels’ of training evaluation criteria: reactions, learning, behavior, and results” (p. 331). The objective to utilize this particular model was to measure not only the effectiveness of the training and development program, but to also cover all levels of the training from feelings and reactions of the participants to the actual results desired and goals of the program.

The second key resource is Rothwell’s (1995) writing about human performance technology (HPT). HPT “has become the new mission of many trainers and human resource developers” and that “HPT can be defined as the application of everything we know about ways to improve human productivity in organizational settings” (Rothwell, ¶ 1). Thus, this project also examines whether HPT principles were utilized throughout the leadership development training process.

The final key resource is Noe’s (2002) writing on evaluation training focusing on training design. According to Noe the “training design is effective only if it helps
employees reach instructional or training goals and objectives” (p. 7). Two additional components of the training design process include the measurements of the learning objectives which are identified prior to the beginning of the training program, and evaluation of the program which directly effects the planning/choosing of the program and the monitoring of the program to ensure effectiveness (Noe). While reviewing the training and development program the focus on the actual design of the program followed the seven steps of the training design process illustrated by Noe.

Throughout the duration of this particular project, all three researchers in addition to other articles and written works guided the approach to evaluating the training and development program. Keeping Kirkpatrick, Rothwell, and Noe in tow provided the opportunity to look through the lens of researchers who have studied training and development from practical, hands-on approaches. Additionally, this paper will discuss how to design, apply, and evaluate a training program based upon their findings.

Definitions

360-Degree Feedback – A special case of the upward feedback system. An employee’s behaviors or skills are evaluated by peers, customers, bosses, and him/her self via a questionnaire rating him/her on a number of dimensions (Noe, 2002).

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Behavior-Based Program – program focused on changing the organizational policies and individual behaviors that inhibit employees’ personal growth and productivity (Noe, 2002).

Empowerment – giving employees responsibility and authority to make decisions
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*Job Experience* – the relationships, problems, demands, tasks and other features that an employee faces on the job (Noe, 2002).

*SWOT Analysis* – an identification of a company’s operating environment as well as an internal analysis of its strengths and weaknesses. SWOT stands for strengths, weaknesses, opportunities, and threats (Noe, 2002).

*Team* – a special type of group in which people work interdependently to accomplish a goal (Levi, 2001).

*Training* – a company’s effort to facilitate employees’ learning of job-related competencies (Noe, 2002).

*Training Evaluation* – the process of collecting the outcomes needed to determine if training has been effective (Noe, 2002).

*Training Design Process* – a systematic approach to developing training programs (Noe, 2002).

*Training Design* – characteristics of the learning environment (Noe, 2002).

*Training Site* – the place where training is conducted (Noe, 2002).

*Work Environment* – on-the-job factors that influence transfer of training (Noe, 2002).

**Method**

**Sample**

This research study examined the effectiveness of a Training and Development Program conducted by Fulcrum Consulting, Inc. The participants consisted of agents who were responsible for outbound calls to customers; and management who supervised the
agents. Focus groups were conducted with agents; interviews were conducted and surveys distributed to management.

Instrumentation

Specifically, this paper discusses the results from workshop evaluation forms, satisfaction surveys, and interviews. A number of methods were utilized to study the effectiveness of the program, including surveys, focus groups, face-to-face interviews, and telephone interviews. Participants were contacted through the IRMC representatives prior to the collection of data, and were informed of the purposes of the data collection. For the purpose of this particular report of the qualitative data from the study, only the methods utilized to gather qualitative data will be discussed.

Various documents were utilized to not only collect data, but to also receive consent from participants and to ensure participants of the purposes of the study and how information would be utilized. The relevant documents utilized to collect data include (a) the workshop evaluation forms (see Appendix C), (b) the focus group questionnaire (see Appendix D), (c) the upper level management interview forms (see Appendix A), (d) the participant training survey (see Appendix F), and (e) the commitment survey (see Appendix G). Interviews played an essential role in the collection of data from the management.

Procedure

By utilizing all four levels of the Kirkpatrick Model, the training program was analyzed through training satisfaction surveys, commitment surveys, and post-training test results as methods to collect the quantitative information about training effectiveness.
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Training Evaluation – the process of collecting the outcomes needed to determine if training has been effective (Noe, 2002).

Training Design Process – a systematic approach to developing training programs (Noe, 2002).

Training Design – characteristics of the learning environment (Noe, 2002).

Training Site – the place where training is conducted (Noe, 2002).

Work Environment – on-the-job factors that influence transfer of training (Noe, 2002).

Method

Sample

This research study examined the effectiveness of a Training and Development Program conducted by Fulcrum Consulting, Inc. The participants consisted of agents who were responsible for outbound calls to customers; and management who supervised the
agents. Focus groups were conducted with agents; interviews were conducted and surveys distributed to management.

**Instrumentation**

Specifically, this paper discusses the results from workshop evaluation forms, satisfaction surveys, and interviews. A number of methods were utilized to study the effectiveness of the program, including surveys, focus groups, face-to-face interviews, and telephone interviews. Participants were contacted through the IRMC representatives prior to the collection of data, and were informed of the purposes of the data collection. For the purpose of this particular report of the qualitative data from the study, only the methods utilized to gather qualitative data will be discussed.

Various documents were utilized to not only collect data, but to also receive consent from participants and to ensure participants of the purposes of the study and how information would be utilized. The relevant documents utilized to collect data include (a) the workshop evaluation forms (see Appendix C), (b) the focus group questionnaire (see Appendix D), (c) the upper level management interview forms (see Appendix A), (d) the participant training survey (see Appendix F), and (e) the commitment survey (see Appendix G). Interviews played an essential role in the collection of data from the management.

**Procedure**

By utilizing all four levels of the Kirkpatrick Model, the training program was analyzed through training satisfaction surveys, commitment surveys, and post-training test results as methods to collect the quantitative information about training effectiveness.
We then used write-in responses, focus groups, and manager interviews to collect qualitative information.

The project surveyed and interviewed managers who received leadership training as well as some of their direct reports (agents) to determine whether a) training participants were satisfied, b) training participants learned leadership skills and behaviors on the job, c) these skills and behaviors transferred to their positions, and d) the program had an impact on commitment within IRMC-Cambridge.

In an effort to collect supporting qualitative data for the four levels of the Kirkpatrick model, we also conducted three focus groups. The participants were randomly selected from the remaining list of collectors who are not selected to complete the surveys. The focus groups met during the initial stages of the training program to discuss some of the issues or concerns that they had with upper management. We then conducted a focus group during the training program in September 2005.

Finally, in addition to the focus groups we completed face-to-face and phone interviews with three individuals from upper management. These interviews were conducted at the beginning of the training program, during the program, and after the program’s completion in March. These interviews supplement the quantitative data to help determine the feelings and opinions of upper management in regards to the success of the training program by Fulcrum Consulting.
return-on-investment calculations" (p. 43). Thus analyzing the needs of the organization, planning the training program, and measuring the program effectiveness is essential to the growth of the organization on several levels.

According to Simmons (2006) "educating and training our industry’s workforce has never been more important" especially as competition grows, regulatory statutes increase, and new technologies emerge (p. 18). A number of companies have and continue to incorporate professional education and training programs that can lead to professional certifications, diplomas, and degrees for employees seeking additional knowledge. This provides them with opportunity to mobilize not only through the organization, but also through future opportunities in other companies as well.

Training Designs and Methods

Noe’s Evaluation of Training Design

Numerous explanations exist as to why training is essential to the overall growth and development of employees and the organization. However, before the implementation of a training and development program, an organization must review the components of the design of a prospective training program to ensure success by way of human resources development.

There are several components that contribute to the success of a training program. First, the environment or training site affects the effectiveness of the training program. According to Noe (2002) a good training site comfortable, quiet and free from interruptions, with sufficient space for the trainees to work and move around the room is necessary. Additional details to consider when choosing a training site are colors, structure, lighting, chairs, electrical outlets, ceiling height, acoustics, glare, and
temperature (Noe). Technological features are also important to keep in mind if a trainer plans on having web and video/audio demonstrations. Noe suggests that the four primary types of seating arrangements known as fan, classroom, conference, and horseshoe which are most often used in training and are illustrated in Figure 1 below.

*Figure 1*

Four Primary Types of Seating Arrangements

![Diagram of seating arrangements: Fan, Classroom, Conference, Horseshoe]

*Note: Figure adapted from Noe, 2002, Employee Training and Development, (p.134).*

The second key element to making the training site and instruction beneficial to the learning experience are preparation (Noe, 2002). It is the responsibility of the trainer to know and understand the content so that he or she can answer questions, know where to find answers to difficult questions, is familiar with researchers and research/data collected, and can flow through content smoothly. Additionally, trainers should approach training “from the audience’s perspective – ask ‘so what?’ about everything you do”
(Noe, p. 135). Other components of a well prepared trainer are arriving early, pleasantly greeting trainees, and being organized mentally and with training materials.

Third, trainers must know classroom management skills. Classroom management entails keeping the classroom orderly and making sure that trainees have the time to break for lunch and take intermediate breaks throughout the day. Arranging the classroom environment furnishings (position of tables, chairs, technology) is also a component of classroom management. In addition the trainer should manage the dynamics of the group by creating sub-groups that fair and demonstrate a balance of knowledge. Groups should also change location/position periodically and members of groups should be changed throughout the training session.

Fourth, engagement of trainees involves making sure that trainees are involved and active. This is necessary to keep trainees interested in the training especially if the training is an all day workshop, According to Noe (2002) "one of the best ways to gain trainees’ attention is to facilitate discussion from different places in the room" and to continually lead instruction, but to always keep the focus on the trainees (p. 136).

Finally, trainers must have clear course objectives within established parameters. This involves stating the course expectations, general information, and program content. Furthermore, it is helpful for trainees to have the course parameter information prior to attending the training. The course parameters are based on the needs assessment conducted prior to the implementation of the training program (Noe, 2002). Noe suggests that the course objectives include three types of objectives: (1) Objectives, (2) Program objectives, and (3) Lesson objectives. All three objectives address factors of the training program including behaviors, content, and expectations.
One component of the course parameters is a lesson plan. The detailed lesson plan or overview is designed for programs lasting for a duration of time longer than two hours, and is utilized by the trainer to clearly outline the events of the training program and the logistical information such as course name, time, and length (Noe, 2002). The lesson plan is thus a guide for the trainer and breaks down the pertinent information to keep the trainer on track and on time.

Scenistic Models for Training

IRMC solicited the assistance of Fulcrum Consulting Inc. to conduct a training and development program for all management level employees. Fulcrum Consulting Inc. carried out a training and development program spanning four workshops over the duration of five months. Throughout the training workshops Fulcrum initiated and encouraged discussion, educated management on conflict resolution skills, engaged management in team building exercises, and offered a unique growth and development experience in addition to other leadership development elements and creative strategies. The scenistic approach involves the interaction of instructors with participants on a level that allows the participants to role-play and problem solve. Characteristics of this approach were identified from the Fulcrum Consulting Inc. training experience by identifying activities such as the presentation of a possible issue or problem managers face daily with agents and soliciting feedback and interactive problem solving discussion from the trainees. In addition, in-class modeling provided attendees to interactively view situations that arise daily, but also view and actively participate in applying coaching techniques and communications techniques that will offer a more cohesive working
environment for the managers and the agents they supervise. Additionally, the instructors provided a learning experience that stimulated motivation and professional development.

According to Lyons (2005) the definition of scenistic approaches involves the invitation of instructors and trainers to use creativity to prepare scenarios, or to find existing and stimulating scenarios devised for any job category in the private/public sectors or area of study to evoke motivation and personal development stimuli of the learners. Additionally, the goal of scenistic approaches is to give learners an opportunity to apply knowledge to such scenarios by utilizing problem solving techniques, defining issues, creating hypotheses, questioning, and practicing other applicable skills (Lyons).

Scenistic approaches are generally utilized in the educational setting where the focus remains professional work. Additionally, the scenistic approach offers a substantial influence on learning by representing “processes that embrace several important motivation and personal development features” including specifically designed steps to directly address motivational issues and concerns (Lyons, 2005, p. 320). Table 1 outlines the general features of the scenistic processes which are strategically arranged to promote motivation and personal development stimuli. The primary focus is to establish an ongoing improvement in understanding the processes being applied by the students by forgoing applied learning. Applied learning also offers the participants to actively put into operation skills and techniques learned throughout the training workshop. An example of applied learning called Each one Teach one, is an activity during which participants verbally teach fellow participants, thus transferring knowledge. This experience also offers the teacher to demonstrate a learning of knowledge from the curriculum.
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Table 1

*General Features of the Scenistic Processes*

<table>
<thead>
<tr>
<th>Step</th>
<th>Step Label</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Scenario Provided</td>
<td>A case study or scenario is presented in written form, video, direct observation or a combination. The information is provided by the facilitator trained specifically in scenistic approaches.</td>
</tr>
<tr>
<td>2</td>
<td>Review Information</td>
<td>The participants are asked to review information to ensure comprehension of the case study. Clarifications can be addressed through the discussion component.</td>
</tr>
<tr>
<td>3</td>
<td>Discussion</td>
<td>Discussion occurs in an open forum where participants seek clarification, and voice questions about the scenario. Consensus is achieved about critical issues through the following five steps adapted from Brady’s (1996, 2004) work:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Time Aspects</em> – duration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Setting</em> – organizational history</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Actors</em> – number of, roles, training and background</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Social Patterns</em> – work relationships and networks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Assumptions</em> – what is “true” and what is taken for granted</td>
</tr>
<tr>
<td>4</td>
<td>Brainstorming</td>
<td>• Potential solutions to problems and issues discovered/presented. Brainstorming includes the</td>
</tr>
</tbody>
</table>
Table 1 (continued). General Features of the Scenistic Processes

<table>
<thead>
<tr>
<th>Step</th>
<th>Step Label</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Brainstorming</td>
<td>following steps:</td>
</tr>
<tr>
<td></td>
<td>* List – the specific actions</td>
<td>required to implement the intervention</td>
</tr>
<tr>
<td></td>
<td>* Access/Summarize – Consider</td>
<td>research and data to successfully implement the intervention</td>
</tr>
<tr>
<td></td>
<td>* Reconcile – merge behaviors</td>
<td>list with research to recommend a set of behaviors for the action plan</td>
</tr>
<tr>
<td>5</td>
<td>Script Identity</td>
<td>The process of identifying issues and concerns that needs to be addressed.</td>
</tr>
<tr>
<td>6</td>
<td>Model Intervention</td>
<td>Behavior rehearsal to tackle identified issues.</td>
</tr>
<tr>
<td>7</td>
<td>Qualitative &amp; Qualitative</td>
<td>An assessment/research of the intervention practices to be applied.</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Repeat Model Intervention</td>
<td>Time to field-test the planned intervention.</td>
</tr>
</tbody>
</table>


Scenistic theory foundations. The scenistic approaches are based on the integration of both the constructivist and experiential learning theories. Additionally, the role of transformative learning theory contributes to the general understanding of the experiential learning model. Due to the introspective nature of the scenistic approaches, the overall work of the learner is to critically reflect in order to achieve meaningful results (Lyons, 2005).

According to Lyons (2005) “constructivism in relation to learning suggests that learning is a highly active intellectual process in which learners are constructing new
knowledge over a foundation of prior or previous learning” (p. 323). This particular method of learning involves creating the expectation of the learner that he/she is to embark upon a learning experience that will not only enhance what he/she may already know, but to also enhance what he/she is able to do (Lyons).

Grounded in psychology, philosophy, sociology, anthropology, and cognitive science, experiential learning theory is the process by which learning commences with an experience (or concrete experience) which is then followed by contemplation and reflection (Lyons, 2005). Following the reflection of the experience, a theory is developed and applied in a particular situation to test the theory itself concurrently with the complete analysis and evaluation of the experience.

Transformative learning theory focuses on learning by which “learning is about seeing through one’s experience to uncover what has been generally taken for granted” (Lyons, 2005, p. 324). Transformative learning encourages the learner to carefully regard his or her assumptions pertaining to specific situations, thus heightening overall awareness in order to reach a comprehensive perspective. Consequently, through the exercise of reaching an inclusive viewpoint and becoming aware of what may or may not be conscious assumptions, self-efficacy is enhanced, and the learner is empowered individually (Lyons).

According to Lyons (2005) “in scenicist processes, individual and small group task assessments may be presumed to be causally related to both task motivation and satisfaction” (p. 324). The end result of a learner who forgoes the scenicist process invokes the demonstration of successful performance which accordingly translates to the enhanced motivation and self-efficacy beliefs. Therefore, the scenicist approaches afford
the learner an opportunity to not only contribute to overall performance by the
application of practices which become enhanced, but also the experience of applying
learned and discovered skills while gaining an understanding of his or her actions through
the process of function and purpose.

Application of Training

Although training research has demonstrated that employees get a subsequent boost in
morale following most training, management prefers to see the end results, that
compliance is ensured, and that training and development of human resources ultimately
benefits the organization beyond costs involved. For this to occur, the correct application
of training is essential for overall, long-lasting results (Adamson, 2006). The next section
examines the necessary factors that contribute to the successful application of training.

Human Performance Technology

*Human performance technology* (HPT) is defined by Rothwell (1995) “as the
application of everything we know about ways to improve human productivity in
organization settings” (¶ 3). The breakdown of the term HPT literally suggests focus on
the work results of people and their know-how associated with a specific assigned role
within an organization (Rothwell, 1995). The most important aspect of HPT is that it
recognizes how employees are effected and influenced by factors within and beyond the
working environment which can work collectively and/or separately.

The first of the three primary characteristics of HPT is that the work environment is
more important than individuals achieving effective performance (Rothwell, 1995).
Ideally, organizations seek to provide effective and safe work environments in which
employees can productively and consistently reach end results. However, too often work
environments are shadowed by but not limited to compliance issues and lack of motivation. The goal of HPT is to solve work environment problems as opposed to changing individuals, thus, “more than 80 percent of performance problems stem from the individual’s work environment” (Rothwell, 1995, ¶ 8). Such changes can be difficult to make and frequently require the assistance and/or leadership of managers/performance technologists.

The second characteristic is performance problems that are traceable to many factors (Rothwell, 1995). As organizations attempt to run their daily operations smoothly and try to continually improve the flow of operations, a number of factors contribute to the traceable problems employees face on a daily basis at work. According to Rothwell among the traceable factors affecting the performance of employees are represented in Table 2 (presented in no specific order).

Table 2

<table>
<thead>
<tr>
<th>Traceable Factors Affecting the Performance of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factors That Effect Employee Performance</strong></td>
</tr>
<tr>
<td>Lack of tools and equipment</td>
</tr>
<tr>
<td>Lack of training</td>
</tr>
<tr>
<td>Lack of information</td>
</tr>
<tr>
<td>Lack of policies</td>
</tr>
<tr>
<td>Lack of planning</td>
</tr>
<tr>
<td>Poor supervision</td>
</tr>
<tr>
<td>Poorly structured organizational reporting interactions</td>
</tr>
<tr>
<td>Lack of clear work standards</td>
</tr>
<tr>
<td>Rewards that do not match results</td>
</tr>
<tr>
<td>Lack of feedback</td>
</tr>
<tr>
<td>Lack of motivation</td>
</tr>
<tr>
<td>Poorly defined roles/positions</td>
</tr>
<tr>
<td>Lack of motivation</td>
</tr>
</tbody>
</table>
Although these factors are traceable and can be identified, the majority (as can be inferred from the table) cannot be solved by training (Rothwell, 1995). Hence, if an organization is seeking a training design to solve a non-training issue it will be ineffective. An example of a situation that is unlikely to change through training is the need for an employer to seemingly force a change on an employee who knows what he/she is doing is incorrect. To paraphrase Rothwell, in a situation such as this where seemingly a manager needs to apply pressure to the employee to motivate training, there is a problem that cannot be solved through training, and some other actions are required. On the other hand, training can solve issues and concerns revolving around specific job tasks and functions. For example, training can provide an employee the opportunity to gain hands on experience with the guidance of a coach or mentor, thus learning from the experience. Additionally, training can offer clarity pertaining to job roles and how each role is essential to the organization’s overall success. For example, understanding how each role within an organization is critical to the overall success of the organization provides such clarity to all employees, even those who may feel as if they are not needed and ultimately required to achieve company goals and objectives.

Rothwell (1995) notes that the third characteristic of HPT is that changes in one area of the organization will ultimately affect other areas of the organization (¶ 9). According to Rothwell, an example of the third characteristic is when “you train people, you may pique their expectations for work changes; if you introduce a new performance appraisal system through training, you may find that employees complain about lack of rewards, inaccurate information about promotional requirements, or other problems” (¶ 9). Thus the employees on the evening and the employees on the daytime shift will have a gap in
both information and training. Another example of this characteristic is when an organization attempts to turn a performance problem into a performance improvement opportunity by creating a new appraisal program introduced through training. According to Rothwell “making changes in human systems is akin to bumping a single strand of a spider’s web” thus the results is that the whole web begins to vibrate and creates both positive and negative side effects to the changes that have been made (¶ 10). Thus, training has both direct and indirect benefits and costs.

Retention of Information

An essential component of training is to ensure that the training will be memorable in the long term. Corporations investing in training and development programs are investing financially to grow and develop employees in the immediate and distant future. Redford (2006) notes that “training fails if all the emphasis is only on the day itself rather than the before and after of the event as well” (p. 9). The focus of learners is often swayed and influenced by factors not relating to the training itself, therefore the training design must incorporate learning that clicks, stays, and sticks in the long term.

Understanding that “training and teaching methods will have a huge impact on learning retention” is a vital step for the trainer and hosting organization in order to develop knowledgeable, efficient employees (Anonymous, 2006, p. 39). Research has determined that by developing a training program with a mix of delivery methods, practice, and drilling techniques learning retention is achieved (Redford, 2006). In fact “just five percent of information given in lectures is retained” and “comparative scores for reading and audio visual were 10 percent and 20 percent respectively” (p. 9). A number of combinations of training methods can be applied depending on the group and
what is being trained. However, the most effective training delivery method which accomplishes retention of information and know-how is to practice by doing, which according to Redford scored a high of 75 percent. The following compilation of tips and actions in Table 3 provided by Redford is designed to help trainers achieve the highest possible retention rates when conducting a training program.

**Table 3**

*Tips to Help Trainers Achieve High Retention Rates*

<table>
<thead>
<tr>
<th>Tips to Achieve High Retention</th>
<th>Coinciding Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct a needs analysis</td>
<td>Give learners course information before training begins</td>
</tr>
<tr>
<td>Make the pre-course work relevant</td>
<td>Keep groups small between six to eight people per session</td>
</tr>
<tr>
<td>Provide theory and real-life examples</td>
<td>Set clear objectives with timeframes after the training</td>
</tr>
<tr>
<td>to backup the theories taught</td>
<td></td>
</tr>
<tr>
<td>Re-visit the training through a coaching element</td>
<td>Be open to feedback and assess the success or lack thereof</td>
</tr>
</tbody>
</table>

*Note: Adapted from Redford, 2006, *Memories Are Made of This*, 9.*

Although training programs are utilized to produce several results within the organization, retention of information is essential to avoid additional expenses of re-training. By applying numerous methods, understanding the group and content, testing and checking what has been retained, and incorporating follow-up visits and a coaching program, one can be more confident that the training program will be an asset to the organization and effective tool for the employees.

Prior to the training and development workshops conducted by Fulcrum Consulting Inc., IRMC did not follow-up with trainees pertaining to information and methods taught. Additionally, a coaching/mentor program was not in place so that a trainee could be
positively reinforced on the job with training after the formal training process. Although participants from the Fulcrum Consulting Inc. training were assessed through a comprehensive 81 question quiz (Appendix I), focus should also be on the days and months following the training. Coaching after training allows the coach to analyze the procedures being applied by the trainee in a particular situation and permits the coach an opportunity to reinforce rules and methods or procedures correctly.

**Motivation to Learn**

According to Klein et al. (2006) “training motivation theory recognizes that motivation to learn has a direct effect on learning outcomes” and that the motivation to learn refers to the desire and interest an employee has pertaining to the content of the training program (p. 668). A group of trainees lacking motivation to learn will not retain knowledge, be open to concepts and theories, and have a personal and professional interest in the content. Thus, motivation to learn is subjective according to individual learning characteristics and styles, instructional characteristics, and perceived barriers and enablers (Klein et al.).

Due to varying learning styles, it is essential for trainers to be aware of how a number of students in any given training program may all learn differently from one another. For example, if a training and development program is offered to a group of information technology associates who seldom work closely with others, close attention to interaction and leadership will have to be the focus, even if the content is comprehensible by the participants, they may need to do some role-play to apply personable skills. Noe (2002) suggests that a learner may have no problem understanding content of a training program, but the learning of the trainees may be compromised or inhibited due to a negative
attitude toward the course. Figure 2, provided by Klein et al. (2006, p. 668), illustrates the conceptual model underlying hypothesized relationships of training motivation theory and “shows that course outcomes are a direct result of motivation to learn” (p. 668).

Figure 2
Conceptual Model Underlying Hypothesized Relationships

Factors related to the motivation to learn. The motivation to learn is affected by a number of factors including “knowledge gained, behavior change, and skill acquisition as a result of training” (Noe, 2002, p. 83). According to Noe the five primary factors related to the motivation to learn are: (1) Person Characteristics, (2) Input, (3) Output, (4) Consequences, and (5) Feedback. These factors are highly indicative to learning outcomes and influential to performance and learning as a result of motivation or lack thereof.

Person characteristics refers to individual cognitive ability, reading ability, self efficacy, awareness of training needs, career plans, interests and goals (Noe, 2002). A successful training program involves clearly assessing all of these factors, however, person characteristics solely focuses on basic skills that are required for an employee to complete his or her daily tasks and to have the abilities to be trained for his or her particular job. For example, if a group of trainees is required to attend a training program
that involves a low level of comprehension and reasoning but at the same time requires a high level of understanding pertaining to quantitative subject matter, the trainees will be successful if they fit these cognitive characteristics. According to Noe “to identify employees without cognitive ability to succeed on the job or in training programs, companies use paper-and-pencil cognitive ability tests” (p. 85). Knowing the cognitive ability requirement for roles within the organization is also essential.

*Input* is the perceptions of employees with focus on two characteristics of the working environment which are: (1) Constraints, and (2) Social Support (Noe, 2002). These two factors are indicators that can determine performance at work. A *constraint* refers to working conditions that hold back or confine an employee from completing his or her tasks. *Social support* refers to the environmental support of an employee including management and co-employees.

*Output* is when employees do not know what is expected from them to complete their tasks. According to Noe (2002) “lack of awareness of the performance standards is a communication problem, but it is not a problem that training can fix” (p. 88). Thus understanding the standards of an organization and knowing what is expected of an employee following a training program improves motivation and makes clear to all what is anticipated from the employee after training.

*Consequences* focuses on rewards/incentives offered to employees for performance and achieved results. An employee’s “motivation to learn can be enhanced by communicating to them the potential job-related, personal, and career benefits they may receive as a result of attending a training and learning the content of the training program” (Noe, p. 89).
Feedback is identified as a form of communication to employees pertaining to job performance standards. According to Noe (2002) “employees need to be given specific, detailed feedback of effective and ineffective performance” (p. 89). Additionally, if an employee is not provided feedback, the employee may be confused by what is expected of them. Moreover, feedback should never be only negative feedback, but rather a culmination of praise and constructive criticism or guidance if needed.

The motivation to learn is an element of the training program that should always be taken seriously by the facilitators. For example, a fundamental component of the training program conducted by Fulcrum Consulting Inc., was to include managers only in the trainings. Had managers and agents been involved in the training concurrently, the motivation to participate would have been strained and uncomfortable. Thus agents, had an opportunity to discuss their thoughts and feelings about IRMC in focus groups excluding all managers.

Optimal Leadership Development

Utilizing the assistance of training and development programs to support in the growth and development of employees is essential to a successful leadership team. Management across sectors and on all levels need the necessary tools to not only lead their teams but to also establish his or her ability to hire and mentor high-potential employees who will take on leadership roles. Additionally, understanding the framework for analyzing the transfer of learning leadership skills through leadership development programs is element to the design of a training and development workshop focused primarily on leadership.

Leader-breeder. According to Gandz (2006) the leader breeder is someone who “unlike the leader blocker, has the emotional intelligence to and uncanny sense required
to attract, develop and retain talent, regardless of academic background” (p. 1). The importance of the leader breeder is that he or she is someone who can contribute to the organization on multiple levels pertaining to the development of leadership talent. Although training and development workshops are of the utmost importance in developing leadership skills, the leader breeder and the leadership development workshop work in conjunction to create and develop the ultimate leadership team for a high-performing organization.

Gandz (2006) proposes that leader-breeder encompass seven critical components that contribute to their success. Table 4 illustrates these seven components and the purpose of each.

Table 4

**What Leader Breeders Do**

<table>
<thead>
<tr>
<th>Components</th>
<th>The Purpose of Each Leader-Breeder Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire high potentials</td>
<td>• Leader breeders recruit employees who are not safe and in turn tend to seek out unconventional recruits</td>
</tr>
<tr>
<td></td>
<td>• Typically not MBA’s</td>
</tr>
<tr>
<td></td>
<td>• Hire employees with characteristics that correlate with high performance</td>
</tr>
<tr>
<td>Hire high potentials</td>
<td>• Understand the type of rewards a high performer seeks</td>
</tr>
<tr>
<td></td>
<td>• A leader breeder is someone who welcomes highly energetic and creative individuals</td>
</tr>
<tr>
<td>Coach for competencies</td>
<td>• Very self-aware and humble, but able to coach others</td>
</tr>
<tr>
<td></td>
<td>• They do not have to dominate the relationship</td>
</tr>
</tbody>
</table>
Table 4 (continued). What Leader Breeders Do

<table>
<thead>
<tr>
<th>Components</th>
<th>The Purpose of Each Leader-Breeder Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach for competencies</td>
<td>• Coaching is ongoing and does not rest upon teaching/training models, but is real coaching</td>
</tr>
<tr>
<td></td>
<td>• Observers and sensors, know their team</td>
</tr>
<tr>
<td></td>
<td>• Offer a clear sense of direction</td>
</tr>
<tr>
<td>Mentor for career</td>
<td>• Leader breeders are mentors who assist in the advancement of employees</td>
</tr>
<tr>
<td>development</td>
<td>• Offers feedback to the leader-to-be that will help in advancement</td>
</tr>
<tr>
<td></td>
<td>• Offer guidance and interpretation</td>
</tr>
<tr>
<td></td>
<td>• Are trustworthy and sincere</td>
</tr>
<tr>
<td>Offer candid feedback</td>
<td>• Unafraid to give truthful feedback without positive reinforcement</td>
</tr>
<tr>
<td></td>
<td>• Addresses basic insufficiencies</td>
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<tr>
<td>Create stretch assignments</td>
<td>• Encourage increased performance through personal aspirations</td>
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<td>• Help leader-to-be establish obtainable goals and targets</td>
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<td>Reward/Reinforce success</td>
<td>• Give awards on to merit; offer higher than average rewards</td>
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<td>• Given bigger chances for growth and development, and challenges</td>
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<tr>
<td>Failure is learning</td>
<td>• Treat failure as an opportunity to learn</td>
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Note: Adapted from Gandz, 2006, Are You A Leader Breeder?

Understanding which employees within an organization have the talent to become leaders is a critical component to developing such talent. Leader breeders make concepts
happen and turn ideas into action. Thus, seeking to develop leadership without identifying such qualities as noted above, can lead to a futile incorporation of a training and leadership development program.

*Defining leadership development.* As organizations continue to invest in leadership development programs, it is important to fully grasp how such leadership development programs achieve desired results, and how training programs can be linked to the transfer of information. However, to better understand the concept of leadership development, one must seek to define the term itself. Burke and Collins (2005) notes:

> Leadership education is characterized by structured university or college-based programmes [sic], while leadership development is likely to include a broader spectrum of learning activities such as seminars, executive coaching or mentoring interventions. As referred to here, the term leadership development is a process whereby facilitators lead participants through a series of activities or mental exercises, encouraging them to reflect on learning experiences in order to promote transfer of knowledge and skills to work contexts. (p. 976).

*Leadership development analysis framework.* Having an adequate understanding of what leadership development is and possessing a realistic view of what leadership development ought to produce, leads to the capability of analyzing how the training is relevant and how knowledge is transferred. Although Burke and Collins (2005) offer “a framework for analyzing the learning and transfer of conflict handling skills via leadership development programmes” this particular framework can also work as a preliminary guide to maximize learning and to develop a program that entails the transfer of knowledge.
Burke and Collins (2005) suggest that “a framework for a comprehensive and sound design is suggested that represents a decision making chain comprised of two distinct (but not mutually exclusive) design pathways” (p. 976). These pathways known as procedural and declarative are supported by a decision making chain including three main features. Additionally, “the framework can be used as an evaluation tool for particular methodologies of course designs” and may be used to assist with the promotion of focused learning and the transfer of subsequent skills (Burke & Collins, p. 976). Figure 3 represents the framework discussed by Burke and Collins.

Figure 3

Framework for Analyzing Learning

![Diagram showing the framework for analyzing learning]

Note: Figure adapted from Veronica Burke and David Collins 2005, *Management Decision* 43(7/8) p. 977.

Knowledge base is the first level of the framework incorporating *procedural knowledge* and *declarative knowledge*. Procedural knowledge refers to “knowing how to perform something” (Burke & Collins, 2005, p. 977). This is the point where learning is put into cognitive action to make results happen. The ultimate goal of procedural knowledge is to knowledge to a learner, but to also have that knowledge become an automatic response or tool utilized by the learner. Declarative knowledge is referred to as “a network of facts which take up our working memory” (Burke & Collins, p. 977).
Learning approach focuses on the procedures pertaining to a specific situation such as conflict resolution. For example, management forgoing training and development pertaining to conflict resolution may be faced with a reoccurring conflict between two employees. The manager would then apply an approach or procedure to mediate the problem.

Practice setting refers to “the nature of the environment utilized for skills development and practice” (Burke & Collins, 2005, p. 978). In other words, applying a conflict resolution approach in a role-play during training is highly different from managing a real unrehearsed, un-coached situation involving employees. Thus, focusing the cognitive processes involved in executing an approach, instead of the approach itself will lead to higher transfer of learning and a higher implementation rate.

An essential component implemented by Fulcrum Consulting, Inc. pertaining to the IRMC employee leadership development focus dealt with the idea that management at IRMC was implementing management practices in multiple ways and approaches. Fulcrum included defining a common approach to management of employees to create a consistent, fair, and professional management environment. Additionally, with the key common management competencies in tow, the clarification between the supervisors and the managers’ roles were addressed. In other words, redefining the roles by understanding the organization flow chart, openly discussing responsibilities and/or by establishing dialogue among employees pertaining to such roles and responsibilities provides clarity and a thorough understand of how each employee fits into the grand scheme of the organization.
6. Do you feel that communication is an issue with upper management? Please provide specific examples.

7. Do you feel that you are able to address any problems or concerns with upper management when they arise? Please provide examples.

8. What are the three best characteristics about CBCL?

The three worst characteristics?

9. If you could tell me anything about CBCL, good or bad, what would it be?
Effectiveness of Training and Development  87

Appendix E

Training Survey Letter

Danielle Stubbendeck
45 Loderdale Road
Rochester, NY 14624
March 1, 2006

IntelliRisk Management Corporation
278 Pinebush
Cambridge, Ontario, N1T 1Z6

Dear Participant:

As you are aware IntelliRisk Management Corporation (IRMC) has enlisted Fulcrum Consulting Inc. to assist in further developing the leadership skills of the supervisors, managers, and executives. You have been asked to complete the following Training Satisfaction survey to determining if the training has been effective at improving leadership skills and increasing overall employee satisfaction.

You may at any time decide not participate in this study. Please keep in mind that all of the responses to the surveys will be kept confidential. The individual survey responses will never be revealed to anyone within IRMC. Your results will used for the sole purpose of determining if training has been effective for the supervisors, managers, and executives.

If you do decide to take part in this study, your responses are greatly appreciated and will be of great assistance in determining if the overall training program was successful. Please complete and return the survey to Danielle Stubbendeck no later than March 10, 2006.

Thank you,

Danielle Stubbendeck

Emily Martinez Vogt
Appendix F

Training Survey Qualitative Excerpt (Management)

Q19 Please describe 3 noticeable differences in your management/supervisory skills in the last 6 months:

Q20 Please indicate what areas as a manager/supervisor you need to improve upon in order to be a more effective leader:


**Commitment Survey**

*By completing this questionnaire you are implying that you consent to your responses being used as part of this study.*

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organization would be the scarcity of available alternatives.

16. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice – another organization may not match the overall benefits I have here.

17. In the past 6 months do you feel that you are more informed about your position? 
   Yes         No

In the past 6 months has your manager/supervisor:

18. Addressed you by name more often? 
   Yes         No

19. Praised you for a job well done? 
   Yes         No

20. Recognized you for your accomplishments? 
   Yes         No

21. Acknowledge you more for the work you do? 
   Yes         No

22. Gathered everyone together to create a covenant? 
   Yes         No

23. Involved you more in the team decision making process? 
   Yes         No

24. Involved you more in assisting with solving problems? 
   Yes         No

25. Scheduled structured meetings? 
   Yes         No

26. Appointed a facilitator at each meeting? 
   Yes         No

27. Utilized an agenda at each meeting? 
   Yes         No

28. Summarized the important points of each meeting? 
   Yes         No

29. Appointed an individual to take notes at the meeting? 
   Yes         No

30. Asked for feedback about his or her behavior? 
   Yes         No

31. Communicated what is required from you more effectively? 
   Yes         No

32. Consistently communicated with you – taken time out of his or her day to discuss/address situations with you? 
   Yes         No

33. Offered you feedback on your job performance? 
   Yes         No

34. Become more of a mentor/coach? 
   Yes         No

35. Please describe three noticeable differences in your manager/supervisor in the last 6 months:

1. 
2. 
3. 

36. Please indicate what areas your manager/supervisor needs to improve upon in order to be a more effective leader:

1. 
Appendix H
Change of Protocol

To: IRB
From: Tim Franz
C: Danielle Stubbendeck, Emily Martinez, Sheila Coney, and Kelly Engert
Date: 10-24-05
Regarding: Change of Protocol to 441-091505/05

This memo is to inform you of a minor change of protocol to IRB # 441-091505/05. Kelly Engert will no longer be working on the project. Sheila Coney should remain as the principal investigator. However, there are now three new co-Principal Investigators on the project, including:

Tim Franz 385-8170 tfranz@sjfc.edu
Danielle Stubbendeck 385-8064 dstubbendeck@sjfc.edu
Emily Martinez 385-5239 emartinez@sjfc.edu

Any questions, feel free to contact me or Sheila. Thank you.
Appendix I

IRMC Leadership Review Quiz

IRMC Leadership Development Series
2005-2006

QUIZ

To Evaluate the Learning of IRMC Supervisors and Managers

Based on the Workshops of September 2005 through January 2006

Distributed:
Toronto: February 13-14
Cambridge: February 16-17

Supervisor ________  Attended: September ______
Manager ________  October ______
                          November ______
                          January ______
IRMC Leadership Series 2005-2006
Review Quiz

Instructions: For each of the questions below, please provide the answer you believe fits best with the question. Do not leave blanks; in some questions a partially correct response may be worth a half-point.

Q1: Please fill in the blank to the words below:
"In order to be a PRO, you have to practice GROE"

G ____________
R ____________
O ____________
E ____________

Q2: In the Thomas-Kilman Inventory on conflict resolution styles (which you filled out in the January session), the five approaches or styles of dealing with conflict are:

A ____________
C ____________
C ____________
A ____________
C ____________

Q3: The Latin derivation for the word "Supervisor" is/means ____________
The Greek derivation for the word "Supervisor" is/means ____________

Q4: A person who is U ____________, is U ____________, they are U ____________. (Hint: This is the same word)

Q5: The 3 levels of Psychological Maturity are (from least desirable to most desirable):

D ________________, or Level One
I ________________, or Level Two
Q6: Level One people usually _________ problems

Level Two people usually _________ problems

Level Three people usually _________ problems

Q7: “C _________” is the single most powerful method of enhancing human performance ever devised.

Q8: List the steps outlined (in the film, The Practical Coach) for the Two Minute Challenge, to deal with problem behavior in the workplace:

S ___________

W ___________

R ___________

A ___________

A ___________

Q9: Problem behavior ignored or tolerated is problem behavior _________.

Q10: The four steps involved in successfully resolving the Project Planning Situation, or completing any Project, are:

P ___________

O ___________

I ___________

C ___________

Q11: Please explain what the word “Synergy” means:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Q12: “Usually, we evaluate ourselves based on our I __________. But, we judge
others, and they judge us, based on B__________” (Rudolf Dreikurs)

Q13: One-third of our success is based on our IQ. Two-thirds of our success is based on our ________.

Q14: Our “Attitudes” consist of two components: T_________ and F_________.

Q15: We have “Attitudes” about three topics:

1) __________________

2) __________________

3) __________________

Q16: The single biggest deficiency of most supervisors and managers is that they do not _____________.

Q17: What is the key difference between “Effectiveness” and “Efficiency”?

Effectiveness is: ____________________________.

Efficiency is: ____________________________.

Q18: What does “Pareto’s Law” mean, or refer to? ____________________________

Q19: In our minds, the Past is located in our ________________, and the Future is located in our ________________.

To be mentally healthy, we should:

L________________ from the Past,

L________________ in the Present, and

P________________ for the Future

Q20: In any list of things to do, whether you like it or not, some things are _______

________________________________________.

Q21: What do the words “Big Rocks” refer to, or mean? ____________________________
Q22: What does the expression “Tough Love” mean? ________________

Q23: For mediocre supervisors and managers, their First Priority is

______________________________; and their Second Priority is

______________________________.

Q24: The main purposes of having a Team Covenant are:

A. To hold your team accountable to their Covenant and to make them feel guilty and ashamed when they deviate from it
B. To show your team that you are not afraid to receive some constructive feedback from them, and to be able to offer them some useful feedback as well
C. To make the ‘implicit explicit’ by writing down what you expect from your team and what they expect from you, reviewing these expectations, and making sure they are appropriate and realistic
D. To make accountability and desired behavior a “two-way street”, where both you and the staff make promises and agree to be given feedback on the performance of those promises
E. To make managing your staff easier by consolidating what they most need from you into a list of no more than 8-10 items that they all agree to
F. All of the above
G. B through E, but not A

Q25: In communicating, and making presentations, we have three different “Tools of Influence”.
We have a V________________ Tool
We have a V________________ Tool
We have a V________________ Tool

Q26: The Two most important parts of a Presentation are the __________ and the _____________.

Q27: What does “WIIFM” stand for? ______________________________.
Q28: What are the Four Benefits of expressing appreciation, saying Thank You, and positively acknowledging a person who has provided you some beneficial product, service or idea? The Four Benefits are:

1. 

2. 

3. 

4. 

Q29: What does this “Formula” mean, concerning your participation in IRMC’s Leadership Workshops:

\[ L \times A = C = S, \text{ or } P \]

Q30: According to Mary Kay, founder of the well-known cosmetics company, the two things more important than sex and money are:

1. 

2. 

Q31: The sound or word that is the most important to hear in helping to define our identity is: __________________________.

Q32: According to Lee Iacocca, former CEO of the Chrysler Motor Company, every business is really only about Three Words. These three words are:

P __________________________

P __________________________, or Services

P __________________________

Q33: Please complete this expression:

If you give a man a fish, you __________________________

Why is this idea important to being a good supervisor or manager? ________
Q34: When a person is “Anxious”, or “Fearful”, they are thinking about which time period? Check the time-period you believe is the best response.

Past

Present

Future

What are their thoughts or beliefs about this situation?

When a person is “Angry”, or “Bitter”, they are thinking about which time period? Check the time-period you believe is the best response.

Past

Present

Future

What are their thoughts or beliefs about this situation?

Q35: Suicide and homicide are P_______ S________ s for T__________

P________ s.

Q36: The main reason seminar participants were asked to write “copious notes” about the principles and concepts discussed during the sessions is because the average person, without the benefit of notes, will forget about ______ % before they leave the room in which the information was presented.

Q37: According to William Glasser’s research on how people learn, three of the more effective approaches to helping others learn would be:

A. Let them read; let them see and hear; and let them discuss with others
B. Let them hear; let them discuss with others; and let them experience
C. Let them discuss with others; let them experience; and let them teach others
D. Let them experience; test them with a quiz like this; and let them teach others
E. Let them see and hear; let them write about it in their own words; say/do nothing and hope they will pick it up on their own

Q38: “As adults, we get to choose our B___________, but we do not get to choose
the C__________.  The C__________ will choose us”.

Q39:  G_________ and R__________ define our Work Responsibilities.
      O_________ and E___________ define our Work Relationships.

Q40:  What we T__________, will determine how we F__________, which in
      turn will determine our B______________.

Q41:  What is the difference between these two companies, one that has an
      Organization Chart like the one on the Left, the other with the Organization
      Chart on the Right?

Left:

Right:

Q42:  Which department in IRMC will produce more effective results over time?
      (Circle the one you select)

A.  A department that has Superstars, with an Average Coach or Leader
B.  A department that has Average Players, but a Superior Coach or
      Leader

Why did you choose A or B?  ____________________________________________

Q43:  Without Feedback and Awareness, most people will usually _____________

Q44:  In general, we should praise and recognize others in ________________.

      But, we should criticize or provide negative feedback in ________________.
Q45: According to research, the single most frequent reason an employee leaves their company is ____________________________.

Q46: Effective Supervisors and Managers in IRMC should derive their job satisfaction from ____________________________.

Q47: The Three major things that employers look for in considering a candidate to join their company are:

1. ____________________________
2. ____________________________
3. ____________________________

Q48: Managing our attitudes at work is important because:
   A. It helps keep us focused on our roles and goals
   B. Decisions and behavior based on strong emotions are often regretted later
   C. People prefer to work with others who are stable, predictable, and not moody
   D. Positive people, with positive attitudes, often achieve more and rise higher in organizations than those considered “negative”
   E. All of the above
   F. A, B and C, but not D and E

Q49: Approximately, what percentage of the Canadian population is:

   Neurotic: __________ %
   Mentally Healthy: ________ %

Q50: As a Supervisor or Manager, your Title gives you authority, but it is your ____________________________ that actually earns you ____________________________.

Q51: The Rev. Jesse Jackson said: “It is more your A _____________, than your A _____________, that will determine your A _____________.”
Q52: Although we work at IRMC, with our colleagues, psychologically, we actually work for ______________________.

Q53: Herzberg’s Theory of Motivation (Motivators and Hygiene Factors) suggests that which of the following, in the long run, will be the most motivating for most employees:
A. Money
B. Threats, fear and punishment
C. Benefits and perks of the title
D. Achievement, learning, and recognition
E. Interpersonal relations with co-workers
F. Working conditions (equipment, space, heat, safety, etc.)

Q54: What are some of the characteristics, activities, habits and behaviors which distinguish:

Effective Leaders: __________________________________________
________________________________________________________________________
________________________________________________________________________

Ineffective, Coercive Bosses: __________________________________________
________________________________________________________________________
________________________________________________________________________

Q55: On the subject of running effective meetings, “PDORA” stands for:
A. Power, Delegation, Obligations, Reality, and Attitudes
B. Peaches, Dates, Oranges, Raisons, and Apples
C. Purpose, Desired Objectives, Reality, Agenda
D. Purpose, Desired Outcomes, Roles, Agenda
E. None of the above

Q56: “Let me see if I have this clear: you think we should do X first, and then do Y and Z. Is that right?” This statement is an example of:
A. Summarizing
B. Building
C. Testing Understanding
D. Shutting Out
E. Process Check
Q57: “Excuse me, let me get us back on track with our meeting objectives. We have been talking about X but that is not related to our agenda. I think we need to move our discussion to the next agenda item and stay focused on the desired outcome”. This statement is an example of:
A. Bringing In
B. Building
C. Process Check
D. Giving Information
E. Tension Relieving

Q58: “OK, finally we have this issue resolved. Jim you have agreed to do A. Sally, you agreed to do B. And Larry, you agreed to do C”. This statement is an example of:
A. Summarizing
B. Disagreeing
C. Building
D. Shutting Out
E. Attacking/Defending

Q59: As a facilitator in a meeting, your primary goals are to:
A. Ensure that the desired outcomes are achieved on all or most topics
B. Ensure that all attendees have an opportunity to share their ideas and be heard respectfully by the other attendees
C. Ensure there is clarity on what has been shared, what has been decided, and what follow up is needed after the meeting
D. Ensure that the process of the meeting works effectively; that people are satisfied with how the meeting is running; and that people stay on topic
E. All of the above
F. A through C, but not D

Q60: The model of “Feelings-Facts-Solutions” is useful for:
A. Resolving disputes at restaurants over problems with the bill
B. Helping the politicians in Parliament get along better with each other
C. Solving the conflicts going on in the Middle East
D. Dealing with strong emotions that may emerge in team meetings or forums
E. Every agenda item that may come up in a meeting or team session
F. None of the above

Q61: In the GROW model of coaching, the R stands for:
A. Response
B. Roles
C. Reality
D. Relationship
E. Risks
Q62: In the GROW model of coaching, the W stands for:
A. Write It Down
B. Week From Now
C. When Do I Start
D. What’s Next
E. We Got It Done
F. None of the above

Q63: Using the GROW model of coaching, approximately what percentage of the time should you the ‘coach’ be speaking, and what percentage should the ‘client’ be speaking?

You the Coach: ________%; the Client: ________%

Q64: To be effective in using the GROW model of coaching, what are FOUR important things to remember as the Coach:

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

Q65: Please distinguish the differences between these two words:

Dialogue: __________________________________________

_______________________________________________

_______________________________________________

Discussion: _______________________________________

_______________________________________________

_______________________________________________
Q66: The five criteria for developing any goal are:

S
M
A
R
T

Q67: In life, as in driving your car, why are “Windshields” so much larger than “Rear-View Mirrors”?

Q68: One of the principles presented was “Usually, we evaluate ourselves based on our intentions. But, we judge others, and they judge us, based on behavior”. What does this statement mean?

A. Nothing. It is gibberish that simply sounds insightful but really is not
B. That our intentions are more important than our behavior
C. That we should get feedback routinely to ensure that our behavior matches our intentions, as people cannot ‘see’ our intentions, only our behavior
D. That ‘walking the talk’ is not as important as ‘talking the walk’
E. That all behavior should be judged in relation to the intentions behind it

Q69: One of the Problem-Solving techniques presented during the workshops was Force Field Analysis. This involves looking at the “Forces” involved in achieving a desired goal and categorizing them into either:

F ____________ Forces (that serve to help us reach the goal); and

O ____________ Forces (that serve to prevent us from reaching the goal)
Q70: Canadian Geese almost always fly in a “V” formation. They are considered one of nature’s best examples of natural teamwork. What are a few ways in which Canadian Geese work as a team, and how does this help them?

1. __________________________________________

2. __________________________________________

3. __________________________________________

Q71: Peter Drucker stated: “Doing things right is not as important as doing the right things. For of what use is it to do the wrong things right”? In brief, what does this statement mean?

____________________________________________

____________________________________________

____________________________________________

____________________________________________

Q72: In the video “Love and Profit” (which we saw in the September program), the speaker James Autry discussed FOUR key practices related to Leadership. These are:

1. H_________

2. T_________

3. S_________ T_________

4. C_________
Q73: One of Autry’s main points was that we need to share information with people, and that we have to trust them with it. Two of his statements on this subject of trust are memorable:

“If you do not trust the people, you make them U__________.”

“If people do not get the information they need, they _____________” (3 words)

Q74: Describe a couple of the benefits and advantages of incorporating Action Learning Team assignments as an important component of the IRMC Leadership Development Series:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Q75: Describe THREE specific methods you use in your role as a Supervisor or Manager to increase an employee’s motivation:

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

Q76: Words and phrases such as “I’ll try”, “Hopefully”, “I will do my best”, “Maybe I can do it”, etc. are often used by people who:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Q77: When developing a Covenant with your staff, it is important to ensure that your Obligation list is longer than your Expectation list. Why is this important?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Q78: Who in IRMC is responsible for managing the Human Resources in the organization?

Q79: In IRMC, as in any other organization, whose efforts more than any other get you promoted?
A. Senior Management
B. Your Peers
C. Your Boss
D. Your Mentor
E. Your Team
F. Your Customers
G. Harvey and Seth

Q80: What are THREE important changes you have made in how you manage and work with others as a result of this Leadership Development Series?
1. 
2. 
3. 

Bonus Question:
Q81: In face-to-face communications, research suggests that persuasiveness and believability are determined by these factors, in these percentages:
A. Body language, 55%
   Voice tone, 38%
   Words used, 7%
B. Style of attire and grooming, 50%
   Reading vs. talking without notes, 30%
   Smiling or not, 20%
C. Body language, 62%
   Voice tone, 23%
   Words used, 10%
D. Preparation and content of talk, 55%
   Speed of talking, 38%
   Grooming and appearance, 7%
E. None of the above

Raw Score: ________ /80
Raw Score Multiplied by 1.25: ________ %
Name of Person Who Wrote This Quiz: ____________________________
Raw Score: ________ /80
Raw Score Multiplied by 1.25: ________ %
Name of Person Who Wrote This Quiz: ____________________________
Table 8

Areas of Success: Leadership Development

<table>
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<tr>
<th>Areas of Success: Leadership Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers demonstrate praise for a job well done</td>
</tr>
<tr>
<td>Managers recognize accomplishments</td>
</tr>
<tr>
<td>There is consistent communication from managers to employees</td>
</tr>
<tr>
<td>Employees receive more feedback on job performance</td>
</tr>
<tr>
<td>Managers have developed into mentors/coaches</td>
</tr>
<tr>
<td>More effective communication of what is expected from employees</td>
</tr>
</tbody>
</table>

Transfer of learning. Throughout the duration of the training program, we conducted various focus groups and manager interviews to gather qualitative data before the training cycle, during the training, and after the training. We found that in the beginning employees reported issues such as the need for leadership, communication, fairness, and concerns with unapproachable supervision and management. For example, one employee noted “my manager never lets me finish speaking” and that there was “conflicting information given to associates.”

As training continued, additional survey results and interviews demonstrated that employees reported some of these issues, such as leadership and fairness, less frequently. However, the training brought other new issues to the surface. These new issues included concerns about credibility, motivation, conflict management, and listening. For example, one employee said, “Some management is afraid to admit they are wrong and lie to make themselves look good. Everyone always believes them assuming the agent is wrong.”
Communication however continued to be a problem noted during the focus group as illustrated by an employee, “Upper management seems to be sending me mixed messages. Sometimes they are available and very open to my concerns and questions. However, on other occasions they seem to be distant and indicate that I should consult my supervisor for all issues and she will refer my questions and concerns to upper management if necessary.”

The final interviews and focus groups were conducted at the end of the training program. Common issues and concerns noted at this time were communication and feedback, recognition, and the development and selection of managers.

*Employees feeling informed.* Although employees reported that they were receiving more feedback from managers on their individual job performance they noted that they continued to feel uninformed. Clearly, there was a disconnect that occurred between what the managers perceived they were doing (10 out of 11 managers responded that they were providing more information) and what the employees perceived (only 31 out of 54 employees responded that they were receiving more information). This was evident in the surveys where an employee noted, “Have more meetings so we all know what’s going on.”

*Praise/recognition/acknowledgement.* Many of the areas of concern highlighted the need for further development in regards to recognition, acknowledgement and praise. In the areas of praise for a job well done, recognition of accomplishments, and acknowledgement for work done we noted some of the largest differences between the perception of the managers and that of the employees. We found that there were significant gaps in these areas. The statistics from the surveys were also illustrated in the
responses by the employees. One employee noted, “Letting us know that we have done well.” While another asked that managers, “Recognize any additional work we do.”

Appointment of a meeting facilitator. This area of the survey was interesting because only one manager responded that they currently use a meeting facilitator but 41% of the employees had noticed that managers had actually appointed meeting facilitators. Although many employees noted that there were changes in the way that managers conducted meetings they noted that there was still room for improvement. One employee asked for “more huddles for any required information,” while another wanted “more team meeting including part timers” in the organization.

Managers becoming mentors/coaches. Based upon the surveys completed by the managers and employees we have determined that mentoring and coaching is another area where there is a lack of similarity in manager perception and employee perception. Ninety-one percent of managers felt that they were in fact becoming mentors and coaches for their employees while only just over half of the employees had noticed this change. One reason for this could be attributed to the fact that employees are not entirely sure of the definition of what a manager/coach is. Many managers noted that they would enjoy the opportunity to “do more coaching” in the workplace.

Portions of the training program done by Fulcrum Consulting were effective as can be noted in the above results, most notably the summarization of meeting minutes, effective communication of expectations, the increased consistency of communication between employee and manager, and an increase in job performance feedback. These areas can be noted by high scores for the employees and managers as well as excerpts from surveys:
"consistently communicated with agents on their work performance," "takes time for one-on-ones with team members," and "improved feedback on performance."

Areas of the training program that could have been more effective include areas like the creation of team covenants, involving team members in problem solving, having structured meetings, appointing a meeting facilitator, using meeting agendas and having a note taker, and managers asking for feedback from employees. In the manager training surveys many managers noted that they would find future training on meetings very beneficial. One manager said they see a need for more training in "meeting planning and structure" and "Do more coaching."

**Gap analysis.** A gap analysis is the study of the differences between two different groups or applications and is often used for the purpose of determining how to get from one psychological state to a new one; it is also sometimes spoken of as the space between where a person, group, or application is and where they want to be (SearchSMB.com, 2006). Based upon the gap analysis, the key areas where a variation of perception existed between the employees and managers was identified. These key areas of concern are: (1) employees feeling informed; (2) praise for a job well done, recognition of accomplishments, and acknowledgement for work done; (3) the appointment of a meeting facilitator; and (4) managers becoming mentors/coaches. Additionally, managers and employees responded to other post-training questions inconsistently. Table 9 below illustrates the key themes from the three agent focus groups, and shows areas of concern with regard to the agents’ perceptions of management and the role of management as effective leaders and efficient communicators.
Table 9

Focus Group Key Themes - Areas of Concern

<table>
<thead>
<tr>
<th>Focus Group 1</th>
<th>Focus Group 2</th>
<th>Focus Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfair</td>
<td>Lack of communication</td>
<td>Inconsistent</td>
</tr>
<tr>
<td>Stressful</td>
<td>Stressful</td>
<td>Lack of communication</td>
</tr>
<tr>
<td>Lack of communication</td>
<td>Lack of approachability</td>
<td>Insufficient training</td>
</tr>
<tr>
<td>Unapproachable supervisors</td>
<td>Poor management skills</td>
<td>No recognition</td>
</tr>
<tr>
<td>Lack of leadership</td>
<td>Question of Credibility</td>
<td>Unapproachable</td>
</tr>
</tbody>
</table>

Level 4 Key Findings: Organizational Results

Agents. To determine organizational results, a post-test survey (see Appendix G) was distributed to the agents under management who participated in the workshops at IRMC. The questionnaires asked the following two open-ended questions: (1) Please describe three noticeable differences in your manager/supervisor in the last six months, and (2) Please indicate what areas your manager/supervisor needs to improve upon in order to be a more effective leader. The responses were collected and bucketed into key themes ranging from approachability to efficiency.

The first question yielded results producing six key themes, while the second question yielded results producing seven key themes. For example, pertaining to responses to question one, an agent noted that his/her manager “takes time to address concerns” while another agent noted that management continues to be “more approachable, but really only negative things are brought to the attention to improve our skills.” Pertaining to question two, an agent noted that his/her manager is able to “problem solve more efficiently”
while another agent noted that “our company is diversified (culture, age, sex) and more understanding of these values.” Table 10 represents the key themes (in no specific order) discovered from organizational results from both questions addressed to agents.

Table 10

*Organizational Results: Agents*

<table>
<thead>
<tr>
<th>Q1 Key Themes From Employees</th>
<th>Q2 Key Themes From Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt with follow-up to situations</td>
<td>Developing relationships</td>
</tr>
<tr>
<td>More approachable</td>
<td>Hold more meetings</td>
</tr>
<tr>
<td>More accommodating and understanding</td>
<td>Respect associates</td>
</tr>
<tr>
<td>Supervisors change often</td>
<td>Efficiency</td>
</tr>
<tr>
<td>No noticeable change</td>
<td>Diversity</td>
</tr>
<tr>
<td>Listening</td>
<td>Recognition and Credibility</td>
</tr>
</tbody>
</table>

As management continue to shift their previous concept of management skills toward the application of skills taught and learned in the workshops, agents will begin to feel the ultimate effects of such training. Additionally, applying effective communication skills, properly organizing meetings, transforming into managers who are approachable, and putting into action other previously untrained skills will result in agents who will react positively to such behaviors. Moreover, with a consistent positive work experience, and meaningful professional relationships, agents and management alike will value time at IRMC and will attempt to place more emphasis on the greater good of the organization. According to Pfeffer and Veiga (1999) evidence suggests that “substantial gains, on the order of 40 percent, can be obtained by implementing high performance management
practices" (p. 37). Additionally, an award winning study focusing on best organizational practices of 968 firms from all major industries concluded that by applying best organizational practices on average result in an $18,000 increase of stock market value per employee and a 7.05 percent decrease in employee turnover (Pfeffer & Veiga, p. 38). Thus, these changes in practices at IRMC should yield turnover and cost savings.

Management. A Management Training Survey (Appendix F) which established organizational results from the management perspective was distributed to all participants from the leadership development training workshops. The open-ended questions asked were: (1) Please describe three noticeable differences in your management/supervisory skills in the last six months, and (2) Please indicate what areas as a manager/supervisor you need to improve upon in order to be a more effective leader. The responses were collected and organized into key themes. For example, one manager noted that he/she is aware of the importance in “providing more information” while another manager noted that he/she has “adopted a more structured meeting concept.” Table 11 represents (in no specific order) the key themes determined from the management responses to both qualitative questions.

Table 11

<table>
<thead>
<tr>
<th>Q1 Key Themes From Management</th>
<th>Q2 Key Themes From Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approachability</td>
<td>Meetings</td>
</tr>
<tr>
<td>Communication</td>
<td>Coaching</td>
</tr>
<tr>
<td>Meetings</td>
<td>Communication</td>
</tr>
<tr>
<td>Listening</td>
<td>Problem Solving</td>
</tr>
</tbody>
</table>
As IRMC management continues to apply skills from the workshops, they will in turn develop agents who consistently produce. Such results can affect the bottom line. Management who are effective listeners, coaches, and problem solvers who offer agents the opportunity to experience a work environment in which respect and appreciation are steady factors contributing to overall organization results. Additionally, according to Pfeffer and Veiga (1999) “Emphasizing analytical skills over interpersonal, negotiating, political, and leadership skills inevitably leads to errors in selection, development, and emphasis on what is important to an organization” (p. 46). Moreover, “little evidence exists that being a mean or tough boss is necessarily associated with business success” (Pfeffer & Veiga, p. 46). Thus effective communication, leadership, enhanced approachability and listening have the potential to positively impact organizational results.

Furthermore, according to Cascio (2000) “the contribution each employee makes is not related to the size of the firm’s investment in that employee, but it is directly related to how that person works and what is produced” (p. 7). Thus, the behaviors of the IRMC management directly impact the success or lack thereof within IRMC, and should be measured to establish what is being produced by each manager. For IRMC there are distinct costs associated with the behaviors of management, therefore a model that assesses the value of employees as capitalized resources may be applicable in the future (Cascio).
CHAPTER 5

Conclusions/Recommendations

The training evaluation at IRMC revealed that there were areas of success as well as areas requiring continued focus. Specifically, the majority of participants found that the workshop content was relevant and met their overall expectations, the material was applicable at work in their current roles, and that the overall workshops were beneficial. Measures of the transfer of leadership training behaviors to the job revealed issues with communication, feedback, recognition, and development and should be continually addressed and initiated by managers. Additionally, the gap analysis illustrated results that should be addressed and should encourage the monitoring of the relationships and agents’ perceptions of management.

Recommendations to IRMC

The following recommendations place focus on the learning environment and experience to incorporating lunch-time workshops. These recommendations are based upon the key findings about improving future training at IRMC, but moreover, improving overall employee performance and outcomes for IRMC.

Structuring the learning environment and experience. In future training sessions and workshops, IRMC should consider the following recommendations with regard to the learning experience. IRMC should attempt to include more regular breaks to produce more positive responses and results pertaining to the workshops. Participants need the opportunity to take breaks and gather their thoughts periodically. Additionally, participants need breaks to take a breather to give their minds a chance to relax and breakaway from the lengthiness of the session and the in-depth nature of the content.
Focus on individual strengths. IRMC should attempt to focus more closely on individual strengths of participants. In these moments, facilitators should try to turn a moment of question into an unforgettable teaching moment from which all participants can learn. If a participant poses a question, this behavior typically signifies engagement and interest in the topic being discussed. Therefore, facilitators should value this interest and engagement on behalf of the workshop participants.

Additional workshops. Lastly, IRMC should make an effort to concentrate on holding the workshops, especially day-long sessions, in spaces that are comfortable and provide enough chairs and tables for all participants to actively learn without feeling like their personal space has been invaded. Additionally, the focus of the participants turns to physical needs and discomforts which continually become more uncomfortable throughout the day, particularly if the participants are given little or no breaks.

Leadership development at IRMC. There are many ways in which IRMC can further develop leadership behaviors among managers and executives. The following section details a small selection of recommendations designed to continue IRMC's efforts in this positive direction of employee leadership development.

Further evaluation. Include further evaluation for areas such as individual employee performance and commitment. The evaluation period for this training was quite short (only three months), and changes in these areas often take years. If IRMC continues to see few organizational results, it should consider completely revamping its leadership development program.

Lunch-time workshops. Institute lunch-time workshops to serve as continued reminders for acting in ways consistent with the information presented in the leadership
development training program. These workshops could be facilitated by an outside consultant or could be led by inside “experts” who can discuss successful application of training material with subsequent discussion about how others may also implement the behaviors.

360° Feedback. Conduct 360° feedback. 360° feedback requires that individuals be evaluated by many “customers.” These “customers” include their direct supervisor, their direct reports, their coworkers, their clients, and themselves. This type of feedback is useful because it compiles comments and observations from those around an individual. This type of performance appraisal allows individuals to see their effectiveness as an employee, manager, and coworker as seen by others.

Company-wide meeting format. Institute a company-wide meeting format to ensure consistency for employees, supervisors, and managers. Training sessions with Fulcrum Consulting illustrated for managers the importance of having well organized, planned, effective meetings. In the interest of being efficient for IRMC, managers should have meetings that include the following components: start-up, facilitation of the meeting, and a wrap-up.

Open management. Develop a more open management style in the organization. The findings demonstrated that many employees have insufficient trust in the organization because they continue to feel that they are improperly informed. By sharing information through the use of quarterly meetings with the employees, by being more visible on the floor, and by calling employees by name management can help to increase the levels of trust at IRMC. Additionally, noting personal information such as birthdates and
anniversary’s allows managers to offer that special “Happy Birthday” or “Happy Anniversary” to the employees leaving them with a personal touch.

Recognition programs. Institute public recognition programs organization wide. Many employees felt that their efforts were not recognized by their managers. In order to reverse this, simple verbal acknowledgement of a job well done or a simple awards systems can be implemented. These awards could be paper certificates for items such as: highest number of calls, most improves, highest quality rating, etc.

Cross-program equality. Many of the qualitative and quantitative data collected indicated that there is a general feeling of inequality between the varying campaigns at IRMC. We believe that making things more equal between the campaigns, including similar lunch areas, space accommodations, and prizes will help dissolve the perceptions of inequality and the air of animosity at IRMC.

Implications to HRD Practice

Future HRD professionals should have a clear and concise approach and sense of strategic direction not only focused on recruiting but just as importantly consider employee retention. Through a strategic plan overtly noting the importance of retention and the objectives to hire talent desired by IRMC in the long run, HR will become a critical factor in the ROI. To accomplish a clear strategic direction, it is the responsibility of HR to “know the services required by the business, and understand the initiatives it should be taking toward organizational change” (Cascio, 2000, p. 318).

Additionally, by obtaining support from upper-level executives and stakeholder, HR will have access and the ability to effectively implement the overall businesses strategy (Cascio, 2000). To accomplish success as an HR change agent guided by the business
strategy, Cascio suggests developing an “HR Strategic Blueprint” with the goal to
“develop a map and timeline to ensure alignment between HR strategy and general
business strategy.”

Future Research

Future research could possibly involve a number of approaches and techniques. For
example, a student in the following HRD cohort may want to conduct follow-up research
in September of 2007. A research project of such capacity would include follow-up
interviews with managers who were interviewed previously, and follow-up surveys with
attendees who attended one of the leadership training and development workshops.
Following the administration of surveys and the completion of interviews, data can then
be collected and analyzed comparing 2005/2006 results to 2007 results.

Another suggestion for future research would be to analyze turnover rate, return on
investment, relationships between managers and agents, and to review the application of
roles and the overall environment of IRMC, all of which can be consequently related to
retention of information. Analysis of such data, which directly measures Kirkpatrick’s
Level 4, would provide a clear understanding of information retention and continual
application of methods and techniques taught in the training workshop. Results may
discover an additional need for recurring training or only follow-up training.

Conclusion

As the marketplace continues to grow highly competitive for companies, and as
employees realize their value to an organization is invaluable and human capital is
irreplaceable, the development of employees has become essential and in fact, according
have always been important, it has never been so 'explicitly' important" (p. 381).
Increasingly economies are built around knowledge or intellectual capital and the
effective use of this resource is important to improved productivity. This is because
identifying and developing employees is necessary for overall organizational growth and
development. Focusing on the pace of change for employees, yet continuing to move
forward with the concepts that emphasize that change is good and that leadership
development can positively impact the organization is necessary. Additionally,
strategically aligning the overall organizational mission with the development of
employees will contribute to the success of an organization.

Moreover, executives and management should be dedicated to acting as change agents
and featuring ongoing training and development workshops, coaching opportunities,
advancements and incentives, and the creation of an environment supportive of
professional growth and development. In addition, IRMC may seek a combination of
non-traditional and traditional learning opportunities for management that will reach all
levels and learning styles of those who attend. These changes may help managers at
IRMC develop even further.

Ultimately the complete culture of an organization should seek and view change and
growth as a positive chance to eliminate poor management styles. By way of a training
and development program, IRMC decided to take a high road to continually improve
daily operations. Keeping in mind the severity and costs of high turnover and other
complications as a result of inexperienced management, IRMC should continue to
incorporate the recommendations and considerations put forth as a result of the training
and development workshops. Additionally, progressive workshops and other
opportunities will change the meaning of what it means to work at IRMC within the organization and beyond it.
References


http://searchsmb.techtarget.com/sDefinition/0,290660,sid44_gei831294,00.html

Appendix A

Upper Level Management Interview Questions

Upper Level Management Interview Questions

1. What is your definition of a strong leader?

2. Please describe your philosophy of leadership and style of management?

3. What skills do you feel you need to improve on to become a better leader? Do you think the training will/has help(ed)?

4. When an employee comes to you with a problem how do you address the situation?

5. What you see an employee or a group of employees are not motivated how do you go about encouraging motivation?

What about teamwork?
6. What are some of the key issues between departments? And what have you done to assist in improving upon these issues?


7. How do you handle conflict among the employees that you supervise?

Can you give a specific example from the past 2 months?


8. How satisfied do you think your employees are with your leadership at IRMC? Why?


9. Do you think that your employees feel that what they do is valued by you? If not, how can you improve on that? And if yes, why do you feel that way?
Appendix B

Consent Form

*Analysis of Training – 590 GHRD*
*St. John Fisher College*

*Study of the Effectiveness of the training program at IRMC:*

1. **What is the aim of the study?** The aim of the study is to determine if the training that being done by Fulcrum Consulting Inc. is effective at the three components outlined: 1. *You as a Professional*, 2. *You and your team*, and 3. *You and the Organization*.

2. **How was I chosen?** You were chosen by the Human Resource Director, Danielle Parker because you did not participate in the initial focus group sessions. You are however taking part in the training programs being offered over the next few months.

3. **What will be involved in participating?** Two 45 minute interviews will be scheduled – one in September before the training begins and one in March at the end of the training programs.

4. **Who will know what I say?** Your name will be kept confidential, but your responses will be shared with other employees at IRMC, as well as the students and friends who attend colloquium at St. John Fisher College at the end of the Graduate Human Resource Development Program.

5. **What are my rights as a respondent?** You have the right at any time to decline answering the interview questions. It is also within your right to indicate to the interviewer any portion of the interview that you do not want to be shared with other people at IRMC or the students and friends who attend colloquium at St. John Fisher College.

6. **If I want more information, whom can I contact about the study?** For further information you may contact Emily Martinez at emartinez@sjfc.edu

__________________________  __________________________
Emily Martinez – interviewer  Danielle Stubbendeck - interviewer

__________________________
Respondent, date
Appendix C

Workshop Evaluations

Workshop Evaluations (qualitative section only)

1. Please indicate a few important issues or topics the workshop has clarified for you as a Supervisor or Manager, which will help you to do your job more effectively?

2. What were a few features about this workshop that you especially liked and enjoyed?

3. Do you have any comments or suggestions that you would like to share with the seminar facilitators which you believe would help improve future sessions?

4. Do you have any questions you would like to ask, or feedback you would like to offer to:
   a. Senior Management, or the HR Team, who sponsored the session
   b. The Workshop leaders

Thank you again for your contribution to help enhance quality of the IRMC’s Training Program and Workshops
Appendix D

Focus Group Questionnaire

Focus Group Questionnaire

1. Tell the group one thing that they do not already know about you?

2. Do you feel that the work you do at CBCL is valued by your manager or supervisor? Why or why not? Please give specific examples.

3. On a scale of 1-10, how satisfied are you with working at CBCL? (1 = not at all and 10 = completely satisfied)

   1  2  3  4  5  6  7  8  9  10

   Rationale:

4. Do you feel that you are valued by management as an individual? Please provide specific examples for either argument.

5. What are the some of main reasons that people leave CBCL? Have any of these reasons ever caused you to want to leave?
Measuring Effectiveness of Training

Program evaluations are utilized to assess the effectiveness of the program and to determine if the overall objectives of the training program were met. Additionally, evaluations can establish areas of improvement for future trainings. According to Messmer (2005) “once training is completed, [one should] analyze the end result to make sure there has been a quantifiable benefit” (p. 18). Filling the seats and even measuring satisfaction is not enough to conclude that effective training has occurred and that the organization paying for the training is getting their return through the training. Thus, programs should be continually evaluated, analyzed, and improved.

Kirkpatrick Model

Evaluating training programs can be a challenging experience. However, organizations deserve the best training programs available; their employees should have a positive learning experience. To create and maintain this positive experience, trainers need to have a well-defined and useful measuring mechanism through which to evaluate the training program. This paper used one of the most well-known models, Kirkpatrick’s Model (1975), to structure the training evaluation.

According to Alliger and Janak (1989) the “Kirkpatrick’s Model of training evaluation criteria has had widespread and enduring popularity” and is also very successful (p. 331). The Kirkpatrick Model consists of four levels developed to evaluate classroom training programs led by the instructor. The four levels include: reactions, learning, behavior, and results. They, together, act as steps toward completing a full, overall evaluation of a training program. The steps are also meant to be completed in order, thus they are specifically numbered in ascending order.
**Level 1: Reactions.** Alliger and Janak (1989) define level 1, which is termed *reactions*, as “trainees’ ‘liking of’ and ‘feelings for’ a training program” (p. 331). This step of the model closely focuses on the attitudinal reactions of the participants to the various factors involved in the training experience. To test this, the trainees are given a survey or questionnaire more commonly known as a “smile sheet” to offer feedback both quantitative and qualitative. Galloway (2005) notes:

This type of reactive evaluation gives training participants the opportunity to evaluate various aspects of the training including the topic, the quality of materials used, the manner in which the topic was presented, the length of the course, and the quality of the instructor. (p. 22).

Smile sheets are given at the end of the training program and are typically collected by the instructor. Galloway (2005) notes that reliance on just one of the four levels can be problematic, but that “the reaction level nevertheless provides immediate information by helping managers and supervisors determine whether the participants find the program valuable” (p. 22). This immediate feedback can also guide the instructor toward altering or changing some of the key findings before the next training.

**Level 2: Learning.** Level 2, which is known as *learning* is defined by Alliger and Janak (1989) as “principles, facts, and techniques understood and absorbed by the trainees” (p. 331). This level can be evaluated by either openly asking for feedback pertaining to what the trainees learned, or by giving trainees an exam or quiz to test knowledge and skills. Often a pre-test and post-test are administered to the trainees to compare results to determine the level of learning achieved from training. This particular level does test knowledge of an employee within the classroom, but does not test how an
employee will apply such knowledge in an actual situation on the floor. For example, if the employees test very high for customer service skills, it may be that employees are performing to meet the current task of taking the quiz. Unfortunately, these same employees who pass the quiz may not subsequently apply reasoning, logic, or such skills taught in training if an irate customer actually calls.

This gap between what is demonstrated in the classroom and what may actually occur in a real situation is known as “barriers to transfer and are a constant concern in the execution and evaluation of any training program” (Galloway, 2005, p. 23). These barriers to transfer must be acknowledged and are focused on in the final evaluation of the program. However, trainers should keep in mind that often only 10% - 30% of the information that is taught in training programs is in fact retained and is rendered into actual behaviors and skills.

Level 3: Behavior. Level 3, which is known as behavior (often called transfer of learning), is defined by Alliger and Janak (1989) as “using learned principles and techniques on the job” (p. 331). This particular level evaluates behaviors and how the training session was translated into the employees’ knowledge and ability while seeking to measure the permanent connections between learning and practice (Galloway, 2005). Level 3 involves a number of elements such as determining the success of the program through achieving organizational goals, and the process of identifying the strengths and weaknesses of the training program. Additionally, the trainees who are the most successful during the training and after, and having an opportunity to reinforce information to employees through a number of facets such as coaching and mentoring, and
follow-up trainings. Figure 4 illustrates the primary components and functions of Level 3 of the Kirkpatrick Model.

*Figure 4*

Functions of Kirkpatrick’s Level 3

<table>
<thead>
<tr>
<th>Level 1: Reactions</th>
<th>Determining success in achieving organizational goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2: Learning</td>
<td>Identifying strengths and weaknesses in the training/development process</td>
</tr>
<tr>
<td><strong>Level 3: Behavior</strong></td>
<td>Identifying which trainees were most successful</td>
</tr>
<tr>
<td>Level 4: Results</td>
<td>Providing an opportunity to reinforce major points to the trainees</td>
</tr>
</tbody>
</table>

*Note. The four major functions of the third level of the Kirkpatrick Model summarized by Dominique L. Galloway 2005, Performance Improvement 44(4) p. 23.*

*Level 4: Results*. The fourth and final level of the model is known as results. It is defined by Alliger and Janak (1989) as the “results desired...reduction of costs; reduction of turnover and absenteeism; reduction of grievances; increase in quality and quantity of production; or improved morale” (p. 331). According to Rothwell (1996) this level asks the question “how much did training affect the organization?” (p. 287). Additionally, Rothwell notes that “measuring organizational results of training means determining the financial returns on training investments” (p. 287).

There are several ways to utilize this level to measure organizational results. One way to measure results is to specifically note the on-the-job results that are being sought by the organization (Rothwell, 1996). Additionally, close focus on the instructional objectives should be measurable, thus measured in this fourth level. The objectives state clearly in the training program outline and lesson plan what desired results of the organization are expected.
Pfeffer and Veiga (1999) note that “successful firms that emphasize training do so almost as a matter of faith and because of their belief in the connection between people and profits” (p. 43). In addition, the results and effects of training may not be instantaneous and often require coaching programs and follow-up trainings. Organizations often view training as “part and parcel of an overall management process and is evaluated in that light” (Pfeffer & Veiga, p. 43).

According to Silver and Silver (2005) one of the primary recommendations for IRMC was to commit to reducing the voluntary turnover of employees by a specifically determined percent. Silver and Silver noted:

If IRMC has, for purposes of this example, 800 employees, 25% annual turnover, and an average base wage and benefits cost of $40,000, then conservatively, using the 50% rate, it is losing about $4 million per year in turnover. If turnover were reduced to even 18%, the savings would be about 1.2 million. (p. 8).

Thus, focusing on the effects of ROI and all of its elements and how it relates to training and development of employees is critical to reaching the bottom line. Additionally, concentrating on the elements of ROI offers an organization the opportunity to reevaluate the status of employee development through a financial lens.
CHAPTER 3

Method

Sample

This research study examined the effectiveness of a Training and Development Program conducted by Fulcrum Consulting, Inc. A number of methods were utilized to study the effectiveness of the program, such as surveys, focus groups, face-to-face interviews, and telephone interviews (see Coney, 2006 & Stubbendeck, 2007). This study examines only the qualitative results from the Cambridge site. Thus, only the instruments and methods utilized to gather qualitative data will be discussed.

Participants

The training participants participated in workshops in September, October, November, and January 2005/06. IRMC provided the names of agents who reported to the participants with whom we conducted focus groups, and the names of their managers (the training participants themselves) with whom we conducted face-to-face interviews and telephone interviews. Additionally, each participant who attended one of the four training workshop sessions was asked to complete a workshop evaluation. A total of four workshops were conducted (the data from the fourth workshop in January is not included in this report due to a low response rate from only two participants). The workshops consisted of two consecutive gatherings for each workshop. Table 5 represents the overall number of training satisfaction survey responses from participants who attended the workshops.
Table 5

Overall Number of Training Satisfaction Survey Responses Received

<table>
<thead>
<tr>
<th>Date of Workshop</th>
<th>Number of Attendees</th>
</tr>
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<tbody>
<tr>
<td>9/13 – 9/14</td>
<td>22</td>
</tr>
<tr>
<td>10/25 – 10/26</td>
<td>14</td>
</tr>
<tr>
<td>11/17 – 11/18</td>
<td>48</td>
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Procedure

Documents utilized. Prior to any interviews or surveys, all participants were asked to complete and send in a consent form (see Appendix B) explaining the process for the study along with an explanation of why data were being collected. The consent form included but was not limited to statements pertaining to the aim of the study, why the participant was chosen to participate, what was involved in participating, and the rights of the respondent. Only those who completed this form were invited to participate in completing data collection.

Additional documents utilized to collect data were workshop evaluation forms (see Appendix C), which contained quantitative and qualitative sections. The evaluation forms were given to all of the participants in the workshops and data collected from the workshop evaluations was utilized in this report to analyze Kirkpatrick’s Level 1. Focus group questionnaires (see Appendix D) guided the questions during the focus groups with agents, and analyzed Kirkpatrick’s Level 3. Management training satisfaction surveys (see Appendix F) were distributed and collected from management who attended training, and were used to analyze Kirkpatrick’s Level 3. Management was asked to complete an upper level management interview form (see Appendix A), which collected data utilized
to analyze Kirkpatrick’s Level 2. Additionally, agents who directly reported to
management who participated in the training received commitment surveys (Appendix G)
to measure the perception of management from the agents’ perspective and used to
analyze Kirkpatrick’s Level 4. However, only the qualitative questions 35 and 36, and the
data collected from the yes/no questions are analyzed in this particular report. These two
questions asked about the three perceived noticeable differences in management by the
agents in the last 6 months; and asked agents to indicate what areas management continue
to need improvement in order to be a more effective leader.

*Maintenance instrumentation.* Three managers were interviewed on three separate
occasions to collect qualitative data throughout the training workshops. The first round of
interviews was onsite at the Cambridge location; however one manager failed to show, so
he completed the hard copy upper level management interview form that guided the face-
to-face interviews and forwarded his answers by mail. The following two rounds of
interviews were conducted with the same three managers via telephone. Some of the
questions utilized on the upper level management interviews were “What is your
definition of a strong leader” to “When an employee comes to you with a problem how
do you address the situation” and “Please describe your philosophy of leadership and
style of management?”

Additional management staff who participated in the leadership and development
training program was chosen randomly to participate in data collection by surveys that
were distributed and collected by IRMC’s Human Resource Department staff and then
mailed back to Rochester, New York for analysis. Each participant received a letter (see
Appendix E) that stated the purposes of the data collection. The training survey (see
Appendix F) utilized to collect this data asked the two qualitative questions “Please describe the noticeable differences in your management/supervisory skills in the last six months?” and “Please indicate what areas as a manager/supervisor you need to improve upon in order to be a more effective leader?” The collection of this particular data was important to the overall data collection because the results rendered not only how trainees view their own growth and development as managers, but also established areas where there may have been a consistent lack of retention and application following the training. Additionally, this data will afford Fulcrum Consulting Inc. the opportunity to re-evaluate their training if deficiencies seem to have occurred.

Agent instrumentation. Agents were randomly selected to participate in focus groups conducted in November 2005. Each agent who attended one of the three focus groups completed a focus group questionnaire (see Appendix D), on the form he or she had an opportunity to discuss his or her thoughts and concerns pertaining to their roles and the roles of management at IRMC in an open and interactive discussion onsite at IRMC. Some of the questions on this particular survey were “Tell me one thing that I do not know about you?” to “Do you feel that the work that you do at IRMC is valued by your manager or supervisor? Why or why not? Please give specific examples” and “What are some of the main reasons that people leave IRMC? Have any of these reasons ever caused you to want to leave?”

Additional agents were chosen randomly to participate in data collection by commitment surveys that were distributed by managers and collected, then mailed back to Rochester, New York for analysis. Each participant received a consent form that stated the purposes of the data collection. The commitment survey (see Appendix G) utilized to
collect this data asked two qualitative questions analyzed in this paper, including:

"Please describe three noticeable differences in your manager/supervisor in the last 6 months?" and "Please indicate what areas your manager/supervisor needs to improve upon in order to be a more effective leader?" Additionally, the yes/no questions asked on this particular survey are addressed in the results section.

Analysis Plan

Following the collection of qualitative data, all responses written and verbal (telephone interviews) were collated, then separated according to date, and entered into a working document. Responses were then reviewed and arranged into common themes representing key findings. The total number of themes was not determined apriori. Thus, some of the workshops may have yielded more themes than others. After organizing all responses, themes were determined and labeled to represent each training date. The top themes established represent the data collected and provide a clear understanding of how participants reacted and continue to react to the leaderships and development training experience.
CHAPTER 4

Results

Overall, results that revealed areas of success as well as areas in need of improvement. Although the majority of the training and development workshop participants learned and feel that they apply methods taught in the workshops, agents continue to struggle with communication, recognition, and other management-related issues on a daily basis. The following section reveals key findings as a result of application of the Kirkpatrick Model and the analysis of qualitative data collected.

Level 1 Key Findings: Reaction

Training participants were surveyed by Fulcrum Consulting, Inc. immediately following each of the sessions. The first section of the results details the findings for the satisfaction surveys from Fulcrum Consulting, Inc. for first three sessions (September, October, and November). Unfortunately, only two participants responded to the January satisfaction survey; those results are of course not included in the analysis in this section due to the extremely low response rate.

The survey asked for participants to provide their quantitative and qualitative impressions about a) workshop content, b) workshop materials, c) the learning environment, d) application, e) the workshop instructors/facilitators, (f) professional development, (g) time management, and (h) overall satisfaction with the workshop. All responses were grouped into three categories in the analysis: low, moderate, and high. The following sections detail the qualitative data resulting from a sample of relevant comments collected from training participants who attended one of the three workshops.
Workshop content. On average the majority of responses from participants who attended the workshops in September, October, and November 2005 noted the relevance of the workshop content, and that the content met personal expectations. Participants valued the content and viewed the workshops as a tool for professional and personal development. One participant stated that the “flow and content was more relevant” with the progression of workshops. Another participant stated that “the content of this workshop was very informative and made me feel and recognize that there are areas of my job that I could improve.”

One of the reasons why the content was valued so highly by the workshop participants could be the content focus. On the other hand, a very small group of participants noted that the content was not specific to his/her position within the company. Thus resulting almost all of the attendees finding the workshop content to be applicable and beneficial on some level to his/her role within the organization.

The workshop content from the September 2005 training sessions proved to be beneficial to workshop participants. 73% of the participants found the workshop content valuable. According to one participant "the content of this workshop was very informative and made me feel and recognize that there are areas of my job that I could improve." Although the data reflect a valuable learning experience for the majority of the participants, a handful of the participants found that the content was partially relevant, and only somewhat meeting their expectations. Lastly, several participants found that the workshop content was not relevant and had not met expectations. Some of the feedback related to this outcome suggests that participants found the material to focus more closely
on a manager's point of view. Unfortunately, one participant even commented that he or she "did not learn anything new."

The workshop content for the October 2005 training was valued by 86% of the participants as relevant and meeting their expectations. Participants noted that this was "much of an improvement from the first session" and that the "flow and content was more relevant this time." Additionally, comments such as "keep it up", and "more coaching sessions like this", and "excellent training" were commonly reported by the participants.

Similar to October, 86% of the November participants found that the workshop content was relevant and met their expectations. One participant specifically noted that "this workshop thus far is the best for me." At the same time other participants found the workshop content to be partially relevant, somewhat meeting their expectations. Comments such as "found that session 3 pertained to my position as a supervisor" and "we discussed items I have no control over" may have impacted these results. Finally, no participants found the content to be not relevant and not meeting expectations.

Workshop materials. Seventy-three percent of the overall participants throughout the September, October, and November workshops found the workshop materials to be beneficial to the training experience. Several participants commented on the benefits of the utilization of the videos throughout the training experience. Comments such as "the videos were excellent" and "great videos" suggest that the content of the videos were appropriate and helpful during this particular set of workshops. Additionally, videos, handbooks, and electronic presentations offer visual learners the opportunity to learn through mediums that appeal intrinsically.
Seventy-one percent of participants found the September workshop materials to be beneficial to their training experience. According to several participants "the videos were excellent." Some videos in particular were clips from *Any Given Sunday* and *Love and Profit* of which a quarter of the participants found to be partially appropriate.

The workshop materials for the October training were appropriate and helpful according to just under three quarters of the participants. One participant noted that the exercise known as the *covenant* was "great." Several participants did note that the workshop materials were partially appropriate and helpful, and in fact one participant noted that the facilitators need to "refer to the textbook more often."

The November workshop materials were appropriate and helpful to 78% of the participants. Participants noted the benefits and value of the "practical" coaching videos. However, several participants found the materials partially appropriate, and small amount of participants stated that the materials were not appropriate or helpful. These results may be explained by comments from some participants such as "tie the materials to the books."

*Learning environment.* The majority of the participants in the September, October, and November workshops noted that the learning environment of the workshop helped to enhance learning. However, the overall written responses coincide more closely to the almost half of the participants who either found the learning environment to help the learning experience somewhat, or found the learning environment to detract from the learning experience. One participant stated that the workshop participants spent “way too long in one space” while others commented that “the group was too large”, that the
“chairs are uncomfortable” and that they needed “to have more tables so people can sit comfortably (not seven people to a table).”

More specifically, the learning environment in the September session helped to enhance the training experience for half of the participants. Several factors contributing to the high percentage of participants who felt that either the environment detracted from their learning or helped them to learn somewhat was due to the training group being too large and the need for bigger rooms. Additionally, participants noted that the training occurred for "way too long in one space".

According to the majority of the October participants, the learning environment helped to enhance learning. In fact, several participants noted that the learning environment helped the learning somewhat, and only a handful reported that it detracted from learning. Some of the comments that reflect these results focus on the need for "longer lunches and more variety of food and drinks" and "a non-working lunch break would leave them fresher for the afternoon."

The learning environment was helpful to the enhancement of learning for the majority of the participants in the November session. However, several of the participants noted that the environment helped them to learn somewhat, while a handful noted that the environment detracted from learning. Similar to the other months, these results may be related to comments such as "need to have more tables so people can sit comfortably (not 7 people to a table)" and "sometimes more people attend, therefore a bigger room for the seminar."

*Application.* A high percentage of participants in the September session replied that the application of the workshop content can definitely be used. For example, one
participant noted that he/she "enjoyed receiving positive, practical tips on improving as a manager", and another participant noted that "stopping to think about your "worst" bosses and hoping to implement enough changes from this course to avoid being on one of my agents "worst boss list " was beneficial and applicable to her position.

Many October participants found the content applicable and report that they will use what they learned. One participant noted that the content is "very important and useful information for the workplace and overall lives." Another participant noted that the "flow and content was more relevant this time." Others noted that they can use some of what they learned, while no one found the material that they learned to be of no use. One participant noted that "a lot of material in the workbook was not covered in the session." This may be a factor directly related to the amount of material believed by the participant to be useful, and they may have felt like they did not get all of the information they could have.

The information presented in the November session was applicable for almost all of the participants. Comments such as "this whole experience was excellent" and "I look forward to each session" can be directly correlated to this high response. Only a small amount of the participants stated that they can use some of what they learned. Again, no participants reported that they cannot use what they learned.

*Instructors/facilitators delivery and approach.* Sixty seven percent of the participants from the September, October, and November workshops noted that the workshop instructors/facilitators were highly effective, the written responses revealed one common theme of concern. Several comments suggested that the facilitators did not treat the participants like adults, in fact one participant noted that she “arrived with (a) very
positive attitude and left feeling disappointed, ignored, and belittled.” Other comments such as “(I) found that we were being shown how to be approachable, but when concerns were mentioned they were rushed or not talked about at all”, and “be more tolerant when people question or need further explanation”, and “don’t degrade people by calling them ‘the worst class ever’ to take the training” promote an environment of hostility and discredits the workshop facilitators.

Although 35% of the participants in the September session found the instructors/facilitators to be highly effective, others replied that the instructors/facilitators were somewhat effective or noted that the instructors/facilitators were not at all effective. Some of the comments related to the participants who found the session facilitators to either be non-effective or somewhat effective were that the instructors "should be more approachable" or "be more tolerant when people question or need further explanation."

On the positive side, several participants noted that the instructors/facilitators "treat the individuals in the workshop the same in which you would like to be treated." Finally, participants indicated the need for the instructors/facilitators to have a better understanding of "the time constraint of a collections agency."

The workshop instructors/facilitators were highly effective for the majority of the October participants. Comments such as "both facilitators were great" are a direct response to this. However, a handful of the participants found the instructors/facilitators to be somewhat effective or found them to be not effective at all. Comments from these participants reported opinions such as "we are trying to learn, let us be ourselves during these sessions; we don’t get a lot of time to do that at the center" and "the facilitator is still arrogant and feels justified in being so;" these feelings may partially explain the
results.

The instructors/facilitators were highly effective for almost all of the participants who attended the November session. A small amount of participants found the instructors/facilitators to be somewhat effective. One comment noted by a participant was the need for the facilitators to “treat the participants like adults.”

Professional development. Sixty-nine percent of the participants from the September, October, and November 2005 workshops noted their high satisfaction of the workshops overall, but more importantly how the workshops contributed to their personal and professional development. One participant noted that “after viewing the material, I found this workshop will benefit our company if applied by all.” Another participant noted “I feel my mind has been opened in areas that it may have been a bit closed.” On a more personal note, one participant commented that “I would like to thank them for all they have taught me and especially how these sessions have helped to develop my self-esteem”, and another stated “I have really come to appreciate the message they deliver.”

The overall high satisfaction percentage could be a reflection of how the instructors/facilitators relate on a professional and personal level with the participants. Adding this personal slant to the workshop demonstrates to the participants that the skills learned within the workshops can contribute to not only their professional roles, but can also enhance their personal lives.

Time management. Although the workshop evaluations did not have a question solely focusing on feedback pertaining to time management, the qualitative questions brought about several responses that signify a concern over time management. Comments such as “I personally found the pace too fast to absorb the information given” and “a lot of notes
to take; shouldn’t skim over things; have better time management” reflect a group of participants who were eager to learn, but were not afforded the time they needed to process the information they were given. It is important to keep in mind that not all learners take in information in the same manner or in the same amount of time as others. A slower pace in future workshops may reverse these comments.

Additionally, many participants noted that they were consistently denied the opportunity to take breaks of decent length throughout the workshops, and that they were allotted only 12 minutes for lunch. Some participants noted that they were not given a lunch break, and that they were told to work through lunch. Some participants commented “12 minutes for lunch is too rushed” and “more breaks (or at least decent length)” are needed. These responses reflect the general need for people to have an opportunity to stretch their legs, take a minute to make a phone call, or simply put down the book.

Overall satisfaction. Overall satisfaction with the September workshop was "high" for half of the participants. Several participants noted that they "found the seminar very useful and interesting", and others noted the appreciation for learning better management skills. One participant specifically indicated how the training "clarified that positive reinforcement is the best way to boost morale" and that he/she "liked the idea of getting together with my agents on a more regular basis." A third of the participants found the overall satisfaction with the workshop to be "medium." This result could be connected to a combination of concerns with the environment, the delivery of the facilitators, yet the value of the materials and tips. Lastly, 20% of the participants found the overall satisfaction of the workshop to be "low." This result reflects the concerns that a small
number of participants noted related to time management and the large amount of
material that was introduced in the session ("I personally found the pace too fast to
absorb the information given") to space concerns, instructors/facilitators delivery and
approach, and non-related content.

Overall satisfaction with the workshop was "high" for the majority of the October
participants. One participant noted that "after viewing the material, I found this workshop
will benefit our company if applied by all." On the other hand, other participants found
the overall satisfaction with the workshop to be "medium." This result may be related to
the need for "time for more discussions", the need for longer lunches, and the
instructor/facilitator concerns. Finally, no participants reported low overall satisfaction.

The overall satisfaction with the November workshop was reported as high for almost
all of the participants. Participants took away skills on leadership, teamwork, and how to
conduct meetings, in addition to the ability to "see the progression of the workshops." A
small amount of the participants found the overall satisfaction of the workshop to be
"medium", and a few stated that the overall satisfaction is "low."

Level 2 Key Findings: Learning

Several areas exist where learning occurred throughout the training and development
workshops. Qualitative data collected via an Upper Level Management Interview
Questionnaire (Appendix A) established learning on behalf of the managers. Table 6
represents the techniques learned and applied by the three trainees whom we interviewed.
Table 6

*Areas of Success: Learning*

<table>
<thead>
<tr>
<th>Interview Key Themes - 1</th>
<th>Interview Key Themes - 2</th>
<th>Interview Key Themes - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure/Rules</td>
<td>Leadership/Management</td>
<td>Employee Development</td>
</tr>
<tr>
<td>Leadership</td>
<td>Inspire/Motivate</td>
<td>Leadership/Management</td>
</tr>
<tr>
<td>Training</td>
<td>Time Management</td>
<td>Guidance</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Listening</td>
<td>Communication</td>
</tr>
<tr>
<td>Active Management Involvement</td>
<td>Work Environment</td>
<td>Conflict/Resolution</td>
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<td>Communication</td>
<td>Solving Conflicts</td>
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<tr>
<td>Feeling of Value</td>
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</table>

Overall management expressed a continued interest in not only personal and professional development as managers, but also the growth and development of their staff. For example, one trainee noted “I am more aware of staff development and it is a good thing to develop your staff” while another noted that she longs to be “an individual who challenges, motivates, trusts and educates her employees.” Additionally, the managers demonstrated an eagerness to apply teamwork and communication techniques, and in fact one trainee noted that it is important to “let them know that they are part of a team” while another stated “listen to various feelings and what they are expressing.”

Notably the managers actively applied techniques learned from the training workshops.

**Level 3 Key Findings: Behavior**

*Areas of success.* There are many areas where the leadership training program by Fulcrum Consulting, Inc. succeeded in developing leadership skills and behaviors among
IRMC Managers and Executives. The training surveys (see Appendix F) solicited responses from participants inquiring about noticeable differences in their individual management skills and areas in need of improvement. The two qualitative questions asked of the training participants were: (Q19) Please describe 3 noticeable differences in your management/supervisory skills in the last 6 months; and (Q20) Please indicate what areas as a manager/supervisor you need to improve upon in order to be a more effective leader. I used these two sections to identify a list of consistent areas of managements’ perceived success, which are illustrated in Table 7 and include:

Table 7

Areas of Success: Leadership Skills

<table>
<thead>
<tr>
<th>Managements’ Perceived Successful Areas of Training</th>
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<tbody>
<tr>
<td>Managers are addressing employees by name more often</td>
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<tr>
<td>Managers praise employees for a job well done</td>
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<tr>
<td>Managers are more likely to recognize the accomplishments of employees</td>
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<tr>
<td>Important points are summarized in meetings</td>
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<tr>
<td>There is improved and consistent communication from managers to employees</td>
</tr>
<tr>
<td>Employees receive more feedback on their job performance</td>
</tr>
<tr>
<td>Managers have started to develop into mentors/coaches</td>
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</tbody>
</table>

Additional areas with regard to leadership development where the training program by Fulcrum Consulting, Inc. has succeeded in developing leadership skills and behaviors among IRMC Managers and Executives were established from the data collected. These areas of success are illustrated in Table 8 and include: