EVALUATION OF EXECUTIVE EDUCATIONAL SESSION

FOR PRINTCAFE ANNUAL USER CONFERENCE

by

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ABSTRACT

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Evaluation of Executive Educational Session for Printcafe Annual User Conference

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American Psychological Association Society Manual of Style – Fourth Edition

The purpose of this field study is to evaluate Printcafe's ability to offer non-technical educational sessions, such as Performance Improvement, that are relevant to executive management attendees at Printcafe's annual user conference (Connect2003). Additionally, this research paper analyzed future educational needs for executive management attendees at Printcafe's annual user conference.

In order to introduce the topic of Executive Management education, the Researcher presented an executive management session on Human Performance Improvement to the Executive Manager attendees at Printcafe's 2003 conference (refer to Appendix A). The analysis was utilized to measure the perceived and expressed educational needs of Printcafe client Executive Managers. The importance of this study was to identify, measure, and plan for future Printcafe user conference sessions aimed at meeting the needs of Printcafe client Executive Managers.

Table of Contents

LIST OF FIGURES

ACKNOWLEDGEMENTS

CHAPTER ONE RESEARCH PROBLEM AND OBJECTIVES

Background

Printcafe is the world's leading provider of Enterprise Resource Planning (ERP)

systems for the Printing and Publishing Industry. More than 4,000 customers in over 8,000

facilities worldwide have installed Printcafe's software solutions. Printcafe's ERP products

are: Logic Printer's Management System (LMS), PSI Printer's Management System (PSI),

Hagen OA Printer's Management System (OA), and PrintSmith Printer's Management

System. Each system services a specific segment of the Printing Industry. Printcafe's

customer demographics range from small single company installations to multi-site

installations (Printcafe, 2003 corporate Internet site. Downloaded from the Internet on May

5, 2003 at www.printcafe.com/corporate).

Connect2003 is the fourth annual users conference hosted by Printcafe. Last year

604 attendees registered for the conference. The job titles of the attendees include:

Information Technology Managers and staff, Estimating Managers, Production Managers,

Accounting Managers, and Executives. At Connect2002 the reported number of executive

attendees was 158, representing 26% of conference attendees (Printcafe, 2003, Connect2003

Vendor Brochure).

This year's conference sessions are broken out as follows: (1) General Sessions;

which are aimed at all attendees and include topics such as Myths of the Printing Industry,

Printcafe Company Report, Introduction to Computer Integrated Manufacturing, and a

motivational speaker. (2) Breakout sessions for individual ERP specific products include

topics such as; new product overviews, round table discussions for product users, procedure

and workflow consulting for software products, and Information Technology skills. These sessions are focused on either specific software products or specific duties of the users. This representation of educational sessions is typical of previous years' conferences. In the past, educational session offerings targeted at the needs of Executive Mangers were very limited. The majority of executive management sessions offered were focused on Printcafe products, technology, or trends in the printing industry. Few non-technical educational sessions have been offered that are targeted at Executive Managers.

This year at Connect2003, two new executive management sessions will be introduced at the conference. A current Printcafe customer will present *"Re-engineering Your Print Business"* (Printcafe, 2003). It served as a case study in organizational change and the implementation of e-commerce in the client's organization. While this session is targeted at Executive Managers, it focuses on implementing technology products. Additionally, the Researcher presented a session on "*Performance Improvement, Organizational Development, and Human Resource Development"* (Printcafe, 2003). This session did not focus on technology; it focused on the need to align technical implementations with broader human performance improvement, organizational development, and human resource development interventions. (Refer to Appendix B, Performance Improvement Presentation for the materials handout during this session.)

Statement of the Problem

Executive managers of Printcafe clients greatly influence the purchase decisions of Printcafe products. Their commitment and involvement in the implementation of Printcafe products are critical to the success of its products. Therefore, Printcafe expresses a need to attract executive management attendees at Connect2003 by offering educational sessions that are relevant to Executive Managers.

Research Objectives

The objectives of this research are to (1) evaluate the relevance of the Performance Improvement session, (2) evaluate the likelihood of these topics changing the behavior of the attendees, (3) and identify future executive management educational needs.

Significance of the Study

Relevance and change of behavior resulting from the Performance Improvement session will help Printcafe client executives to align technical training programs with human performance improvement, organizational development, and human resource development programs. Without proper alignment between Printcafe technical program implementation and the clients' business objectives, it is likely that the clients will not be satisfied with Printcafe products. Unsatisfied clients directly lead to the ultimate attrition of Printcafe clients. By identifying future executive management educational needs Printcafe will be better able to attract Executive Managers to the annual user conference. By attracting these managers to the conference, Printcafe is in a unique position to directly influence the purchase decisions and implementation process of the most critical members of Printcafe's client population, Executive Managers.

Limitations of Study

This research is limited to the attendees of the Performance Improvement session at Connect2003. It does not study the entire executive population of Printcafe clients or the larger population of United States of America's organizational executives. The data and conclusions of this research may not apply to these populations.

Assumptions

The assumptions of this study are (1) Printcafe will significantly change its educational offerings targeted at executive managers that attendant its annual user conference in the future and (2) Printcafe will follow up on this research by conducting further needs analysis for its clients' Executive Managers' future educational needs that uses a more valid sampling of the entire population.

Definitions

Terminology used in this research that might not be familiar to the reader or common terminology that has very specific applications in this research is as follows:

- **Connect2001**, **Connect2002**, **Connect2003** – Printcafe's annual user conference.

- **Enterprise Resource Planning (ERP)** – Enterprise resource planning (ERP) software is a set of applications that automate finance and human resources departments and help manufacturers handle jobs such as order processing and production scheduling. ERP systems such as SAP AG's R/3 are notoriously complex, and installing the software often forces users to change their internal processes (Computerworld, 1998).

- **Performance Improvement** – A systematic process of discovering and analyzing human performance improvement gaps, planning for future improvements in human performance, designing and developing cost-effective and ethically-justifiable interventions to close performance gaps, implementing the interventions, and evaluating the financial and non-financial results. Also known as Human Performance Improvements (HPI) (ASTD, 2003).

- **Organizational Development (OD)** – A long-term effort led and supported by top management, to improve an organization's visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organizational culture (French & Bell, 1999).

- **Human Resource Development (HRD)** – An organized learning experience, conducted in a definite time period, to increase the possibility of improving job performance and growth (ASTD, 2003).

The next chapter presents a review of literature related to the need to align technical training with broader organizational goals, an analysis of past user conference topics presented by Printcafe and its primary competitor, SAP.

CHAPTER TWO REVIEW OF LITERATURE

The Need to Invest in Human Capital in Technological Environments

In a historical perceptive, the United States of America organizations traditionally do not invest in the development of human resources. According to Bassi (2001), this is because management and accounting practices associated with human capital are remnants of the industrial era. Human capital cannot be owned; spending on the development of human capital does not meet the traditional accounting concept of an investment, since employers cannot control the assets. The currently accepted accounting principles and reporting requirements rest on the assumption that physical assets generate wealth.

A broader, worldwide, perspective reveals the symptoms of the problem; American organizations are trailing other regions in the investment in human capital. According to Marqardt, et al (2002), United States of America organizations trail other regions in expenditure of training as a percentage of payroll, number of training hours per employee, and percentage of outsourced training expense.

When United States of America organizations do invest in human capital these investments often fail, in large part due to the lack of involvement of management in the interventions. According to Phillips (2002) some reasons that training interventions fail to meet their objects include: lack of alignment with business needs, failure to prepare the work environment for transfer, lack of management reinforcement and support, and lack of commitment and involvement of management.

Does a need for the investment in human capital exist? According to Bassi (2000) the investment in human capital is an important determinate of future financial performance. The American Society for Training and Development's Human Resource Wheel (2003) states that the results of human resource investments are productivity, quality, innovation, readiness for change, and the fulfillment of human resources.

If an organization realizes that investing in its human capital is important, where does it target these investments, and how does it measure the results of its investments? According to Fingold (2001), employee retention means different things to different people. For employees in their early career the most important factors of satisfaction are career advancement, ability to influence the organization, and being part of an innovative organization. For employees in mid-career their priorities are the ability to manage their career and professional satisfaction. For employees in the late career stage job security drives commitment and retention. According to Bassi (2001) measurements of an organization's investment in human capital needs to include employees' satisfaction of growth, learning, and advancement opportunities; satisfaction of managerial skills; and the retention rate of key employees.

Specifically, these concepts become apparent when an organization seeks to introduce a critical change to its information technology infrastructure, such as the ERP products offered by Printcafe Software. According to Eline (1999), research shows that people issues actually are the more difficult issues to address and yet are critical to the overall implement success (of ERP systems). People are the difference between achieving business benefits of these applications, or not.

An Analysis of Printcafe User Conference Educational Offerings

Printcafe has hosted four national user conferences in 2000, 2001, 2002, and 2003. An analysis of attendance of the Connect2002 conference by job title, and the last three years' user conference sessions by target audience and by topic is as follows (Printcafe, 2001 – 2003, User Conference Brochures):

2002 Printcafe User Conference Attendees by Job Title:

- Information Technology, 33%
- Executive, 26%
- Operations, 24%
- Accounting, 14%
- Other, 2 %
- Sales, 1%

3-Year Average Printcafe User Conference Sessions by Job Title:

- Information Technology, 45%
- Operations, 29%
- Accounting, 9%
- All Users, 7%
- Sales, 5%
- Executive, 3%

3-Year Average Printcafe User Conference Sessions by Topics:

- Product, 89%
- Social Networking, 3%

- Workflow, 2%

- Technology, 1.5%

- Industry, 1%

- Organizational Development, 0.8%

- Services, 0.5%

- Personal Development, 0.2%

Printcafe's user conference sessions are well distributed by job title, as compared to attendance by job title, between IT (33% attendance vs. 45% sessions), Operations (24% vs. 29%), and Accounting (14% vs. 9%). However executive attendees are grossly under represented by relevant sessions (26% vs. 3%). Furthermore, the sessions by topics are not well distributed between technical/product vs. non-technical/soft skills topics, with 89% of all sessions related to Printcafe products.

Executive sessions that have been offered over the last three years at Printcafe's annual user conference include the following: Connect2001 – (1) "State of the Industry, What it will take to survive" a presentation on the printing industry (Printcafe, 2001). Connect2002 – (1) "Industry Titans Connect" a presentation on the printing industry, (2) "Mind your own business with – LMS" a presentation on a Printcafe product, (3) "Building a Web Strategy for Internal or External Use" a presentation on technology, (4) "Best Practices for Implementing a Web Strategy" a presentation on technology, and (5) "How to be a strong link in the print supply chain" a presentation on technology and Printcafe product (Printcafe, 2002); Connect2003 – (1) "You are a craftsman, not a manufacturer" a presentation on the printing industry and workflow, (2) "Gambling, er, investing in equipment with Tom Crouser" a presentation on the capital investment in the printing

industry (3) "Re-engineering your print business" a presentation on organizational

development and technology, and (4) "Performance Improvement: OD & HRD" a non-

technical presentation on organizational performance (Printcafe, 2003).

An Analysis of Other Technical User Conference Educational Offerings

SAP is Printcafe's leading competitor in the ERP market. An analysis of America's

SAP User Group's (ASUG) Annual Conference & Vendor Fair for 2003 and an analysis of

SAP's own conference, entitled SAPPHIRE, sessions for the ERP track provides a valid

comparison of educational session offerings. The ASUG conference is designed and

presented by SAP users themselves, in comparison to Printcafe's Connect2003 and SAP's

SAPPHIRE conferences, which are designed and presented by the software vendor itself.

ASUG Annual Conference & Vendor Fair

According to the ASUG conference website, the ASUG Conference program is

structured to reflect the manner in which attendee's companies are conducting business

There are three tracks that categorize the 450 sessions as follows (2003):

- Business Process Areas:
  - Business Information, Technology & Infrastructure
  - Customer Management
  - Financial Management & Business Analysis
  - Human Capital Management
  - Implementation & Organization Management
  - Product Lifecycle Management
  - Supply Chain Management

- Industry Tracks:

- o Aerospace & Defense
- o Apparel & Footware Solutions (AFS)
- o Public Sector
- o Retail
- o Utilities

- Professional Development

  - o Stress Management/Lifestyle
  - o Public Speaking
  - o Writing Procedures
  - o Writing a Business Case
  - o Presentation Skills
  - o Writing Skills
  - o Meeting Skills
  - o Interviewing Skills
  - o Stake Holder Analysis

According to the ASUG conference website, the ASUG Business Process Area track will focus on providing knowledge, best practice and value to enable quality installations and excellence in the support of SAP solutions. Sharing of experiences, lesson-learned techniques and (sic) are key deliverables in the areas of Global Installations, Business Readiness and continuous process operation and support. Sustainability and continuous improvement underpin the management of the human element related to the overall solution enabling the key components of Training, Change Organization and Management (2003).

In regards to the Professional Development track ASUG says that staying current with the latest SAP trends is vital to SAP professionals. In today's world, however, it takes

more than just SAP knowledge to be successful. It requires being a well-rounded

professional who can juggle technical demands, business and management challenges, as well

as personal and professional goals (2003).

SAP's SAPPHIRE Annual User Conference

According to SAPPHIRE's conference website The ERP track has 11 sessions. Of

these 11 sessions only 36% (4 sessions) focus on the technical use of SAP products. The

remaining 63% (7 sessions) focus on non-technical topics such as HR Transformation and

Service Delivery, Delivering Planning Value for the Enterprise, Driving Business Value

Through Human Capital Management, The Impact of Human Capital Investments on

Shareholder Value, Best Practices in Business Performance Management: A Panel

Discussion, and Managing the Human Capital Supply Chain (2003).

A simple caparison of the frequency of technical/product focused sessions and non-

technical/soft skills educational sessions between Printcafe's and SAP's respective user

conferences shows that Printcafe focuses 89% of its educational offerings on

technical/product based educational sessions while 1% are non-technical/soft skills

educational offerings. In comparison, SAP focuses 36% of its educational sessions on

technical/product based educational sessions while 63% are non-technical/soft skills

educational sessions. Furthermore, an analysis of the ASUG sessions that are designed and

presented by the users themselves show an even wider disbursement of session topics, with a

large number of non-technical/soft skills educational sessions in comparison to

technical/product educational sessions.

After reviewing the literature of Printcafe's leading ERP competitor's user conference a conclusion can be drawn from this qualitative analysis. The users of ERP products express a need for non-technical/soft skills education at user conferences to compliment their technical/product education. This research project's objectives are to quantify and qualify this hypothesis based on a random sampling of Printcafe's Executive Managers at Connect2003.

CHAPTER THREE RESEARCH METHODS

Introduction

Executive Managers of Printcafe clients greatly influence the purchase decisions for Printcafe products. Their commitment and involvement in the implementation of Printcafe products are critical to the success of these products. Therefore, Printcafe expresses a need to attract executive management attendees at Connect2003 by offering educational sessions that are relevant to Executive Managers.

The objectives of this research are to (1) evaluate the relevance of the Performance Improvement session, (2) evaluate the likelihood of these topics changing the behavior of the attendees, (3) and identify future executive management educational needs.

Chapter three consists of the research design, population and sample, and concludes with the survey instrument.

Research Design

The type of research used is descriptive statistical analysis of a sample population of Printcafe's client Executive Managers. Nominal analysis of a Likert scale rating will be used to calculate the mode, mean, median, standard deviation and count of the importance of aligning implementation programs, relevance of performance improvement topics, relevance of organizational development topics, relevance of human resource development topics, likelihood of implementing performance improvement, likelihood of implementing organizational development, and the likelihood of implementing human resource development. A count of the number of respondents that have not implemented technical training programs, have successfully implemented technical training programs, have

unsuccessfully implemented technical training programs, have not implemented

organizational development programs, have successfully implemented organizational

development programs, have unsuccessfully implemented organizational development

programs, have not implemented human resource development programs, have successfully

implemented human resource development programs, have unsuccessfully implemented

human resource development programs, and have or have not aligned technical training

programs with organizational performance improvement programs will be collected. Finally,

a qualitative analysis of future executive management training sessions will be completed.

This data will help evaluate the relevance of the Performance Improvement session

topics to Executive Managers, likelihood of changing their behavior by implementing these

topics, and finally to evaluate future executive management educational offering at Printcafe

annual user conferences.

The study was developed based on discussions between the Researcher, Research

Advisor, and Printcafe Conference Manager. The study was validated by five employees of

Printcafe and by a doctoral candidate at the School of Management at the University of

Wisconsin. (Refer to Appendix C, Sample Survey Instrument for a copy of the survey

handed out at the conclusion of the presentation.)

Population and Sample

The population of this study is the Executive Managers of Printcafe clients. The

population size is 4,000 Printcafe client installations. The population characteristics are those

of Printing organizations' Owners, Chief Executive Officers, Chief Operating Officers,

Chief Finical Officers, Chief Information Officers, and Human Resource Directors. This

population exactly represents the population related to the research problem statement.

A sample of the population will have to be studied because the entire population will not attend the conference or the individual session. The sample selected is a random sample determined by registration and attendance of an individual session at the user conference. The sample size is 18. The sample characteristics are similar to the population characteristics with the expectation of the attendance of managerial and supervisor level people, in addition to Executive Managers.

Survey Instrument

The type of data required is Boolean, Likert scale, and fill-in response data. The source of the data will be a survey handed out prior to the completion of the Performance Improvement session at Connect2003. The surveys will be collect at the end of the session. The results of the survey will be stored in a Microsoft Excel spreadsheet.

The validity of the data was verified by conducting a trial survey on five employees of Printcafe prior to the session and was reviewed by a doctoral candidate at the School of Management at the University of Wisconsin. Asking the same questions to each attendee at the Performance Improvement session will ensure the reliability of data.

The data is valid in terms of the research objectives because the survey asked the attendees to rank the relevance and likelihood of implementing the topics presented as well as asks them to list future executive management topics. In addition, the respondents were asked to provide demographic information regarding their prior experience with implementing organizational and human resource development programs to correlate rankings of relevance and likelihood of implementation of these topics, given their organization's prior experience with the topic. (Refer to Appendix C, Sample Survey Instrument for a copy of the survey handed out at the conclusion of the presentation.)

At the end of the presentation the survey was administered to all attendees and collected before they left the meeting room. The results of the survey were then entered into a Microsoft Excel spreadsheet. The Excel data was imported in to SPSS, statistical analysis software, to produce the figures represented in chapter four.

CHAPTER FOUR FINDING OF RESULTS ANALYSIS

Executive Managers of clients greatly influence the purchase decisions for Printcafe products. Their commitment and involvement in the implementation of these products are critical to the success of the implementation of Printcafe products. Therefore, Printcafe expresses a need to attract executive management attendees at Connect2003 by offering educational sessions that are relevant to Executive Managers. The objectives of this research are to (1) evaluate the relevance of the Performance Improvement session, (2) evaluate the likelihood of these topics changing the behavior of the attendees, (3) and identify future executive management educational needs.

Chapter four will present the findings of research by providing statistical analysis of responses and graphing the analysis for each survey question.

The findings are related to the research objectives by rating the overall importance of aligning technical programs with business objectives to evaluate the reaction of the participants to the overall scope of the topics. The participants' prior experience with topics will then be evaluated to research how effective these topics have been implemented in the organizations. The relevance of the topics will then be rated to research how the participants perceive the topics of the presentation. The likelihood of changing the behavior of the participants will be rated to research whether or not these topics will be used by the participants back on the job. Finally, the participants will list future executive management topics that they would like have available at future Printcafe user conferences.

Importance of Aligning Technical Training to Business Goals
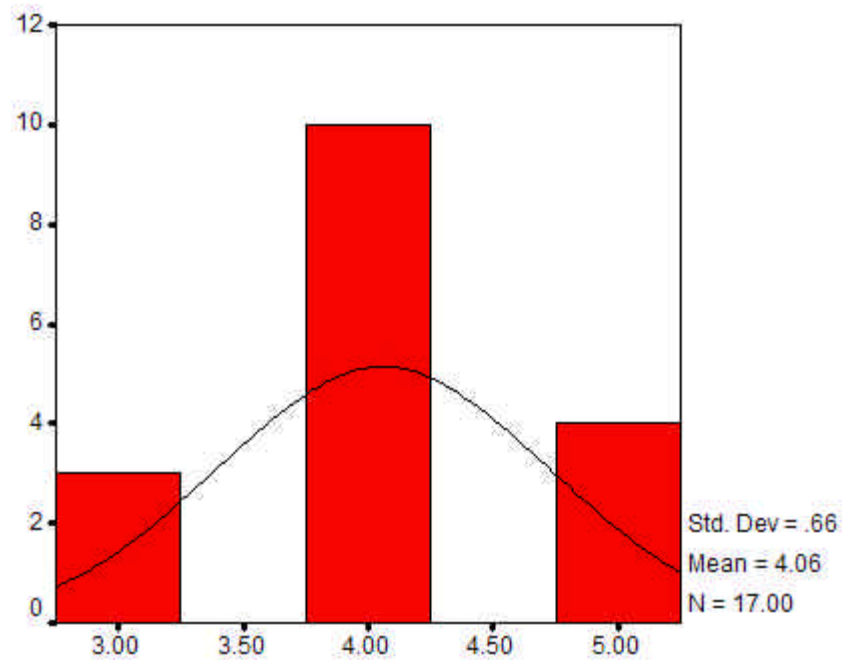
Figure 1. Rate the importance of aligning your technical

implementation programs directly to organization-wide

performance improvement programs: 1 – Unimportant, 2 -

Somewhat important, 3 – Important, 4 - Highly important, 5 -

Extremely important.

Number of Businesses to Implement Technical Training Programs
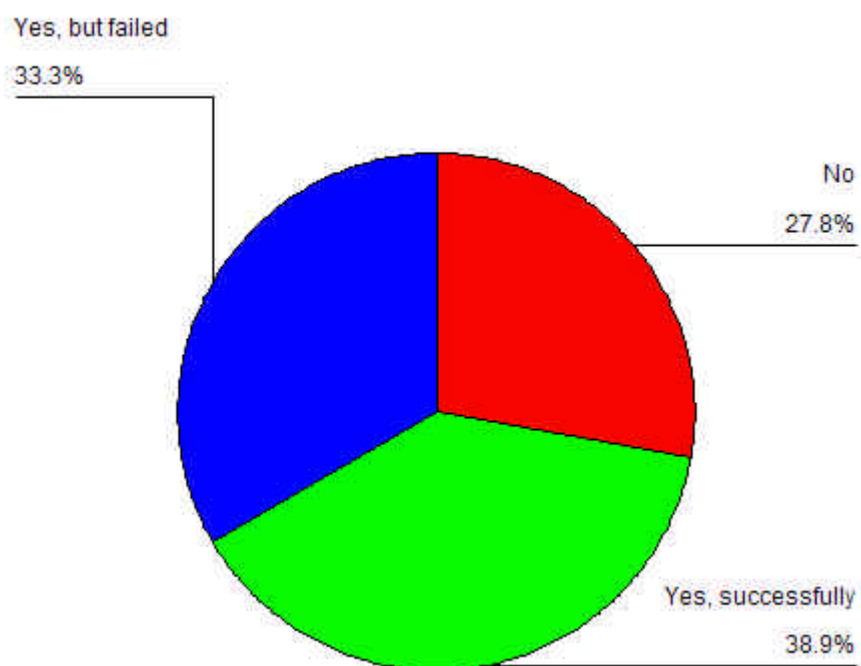
Figure 2. Has your organization implemented technical training

programs in the past? No: Yes, programs were successful in

meeting business objectives: or Yes, but programs failed to meet

business objectives.

Number of Businesses to Implement Organizational Development
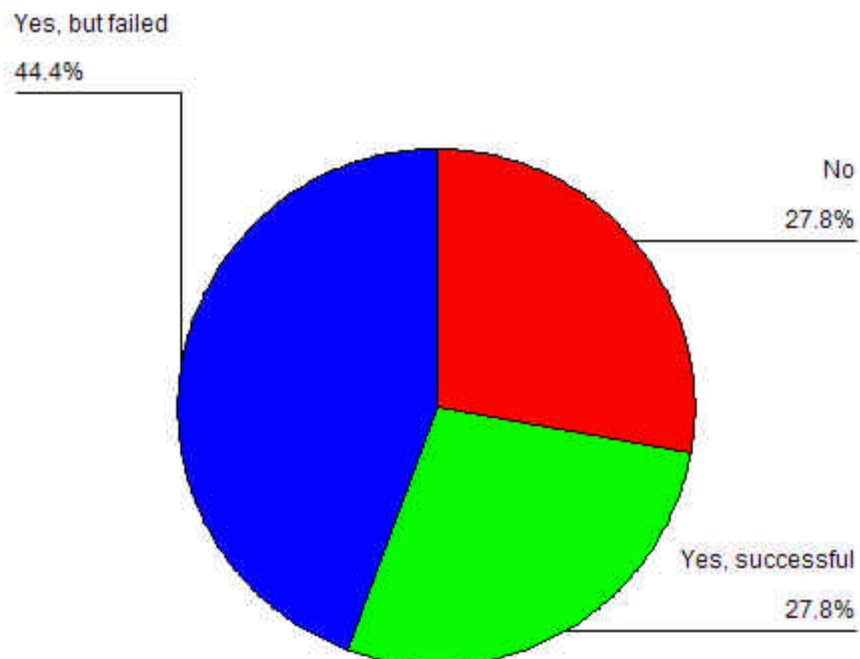
Figure 3. Has your organization implemented organizational

development programs in the past? No: Yes, programs were

successful in meeting business objectives: or Yes, but programs

failed to meet business objectives.

Number of Businesses to Implement Human Development
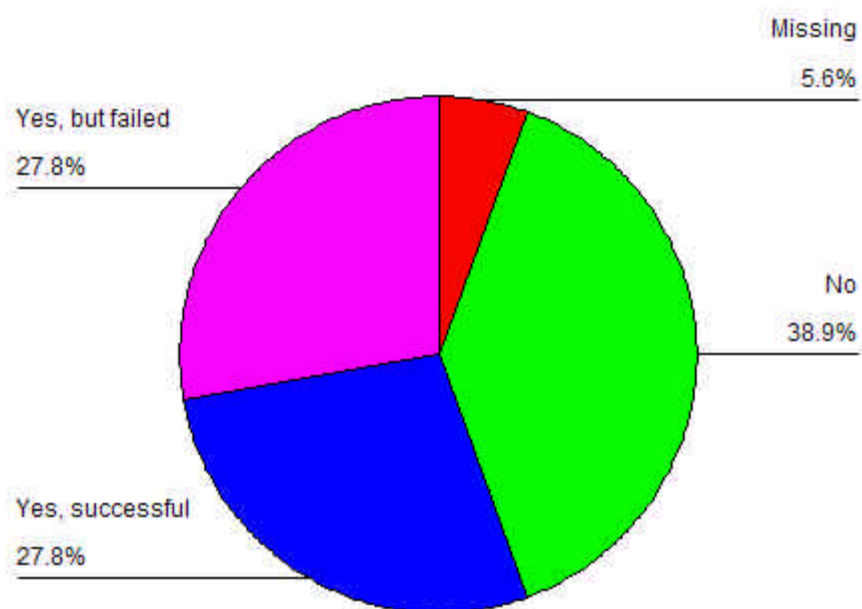
Figure 4. Has your organization implemented human

development programs in the past? No: Yes, programs were

successful in meeting business objectives: or Yes, but programs

failed to meet business objectives.

Number of Businesses to Align Technical, Organizational,

and Human Development Programs
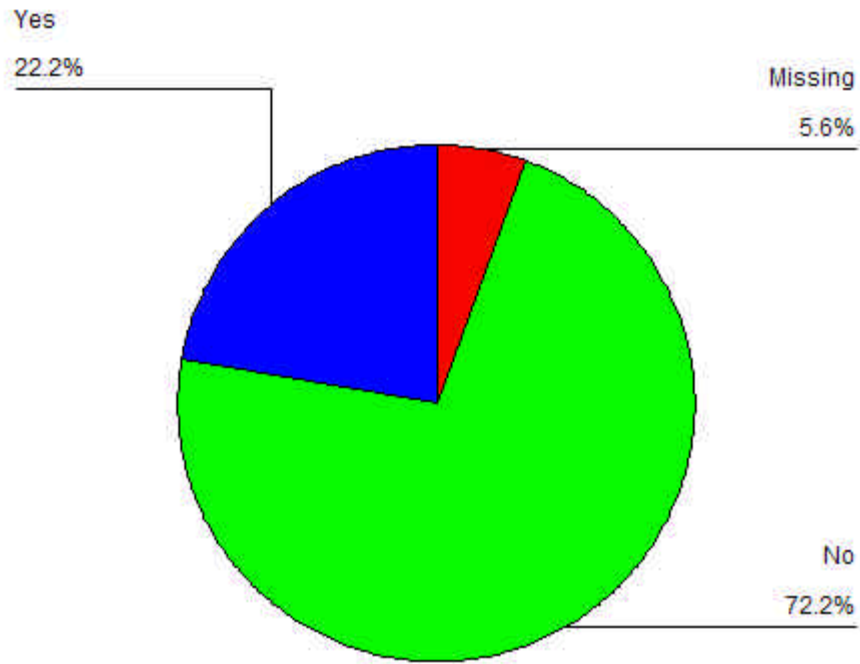
Figure 5. Has your organization aligned technical training

programs with organizational and human development programs

in the past? No: or Yes.

Relevancy of Performance Improvement Topics
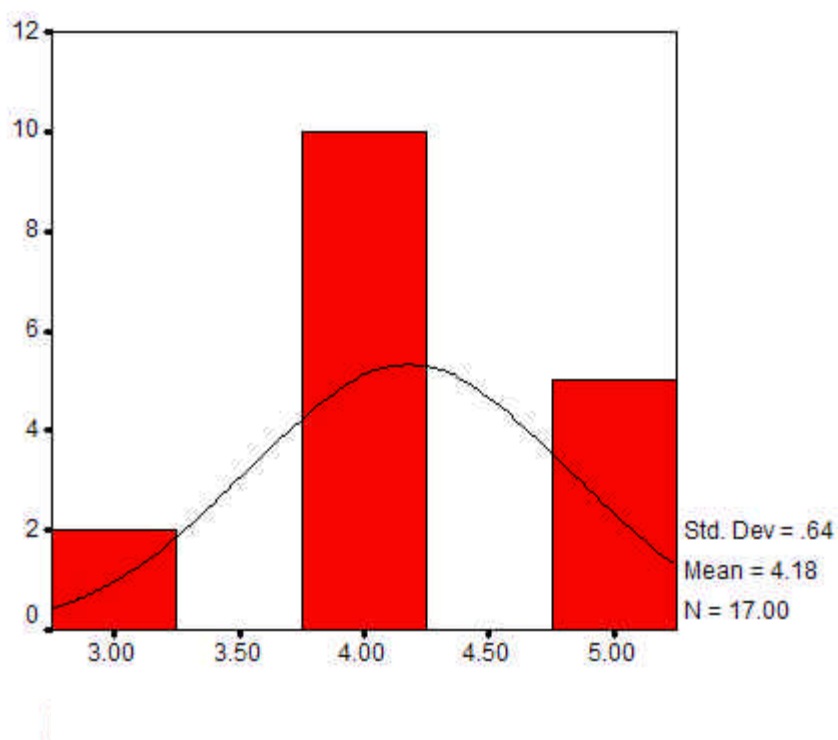
Figure 6. Rate the relevancy of the Performance Improvement

topics to your organization: 1 – Irrelevant, 2 - Minimally relevant,

3 - Somewhat relevant, 4 - Very relevant, 5 - Extremely relevant

Relevancy of Organizational Development Topics
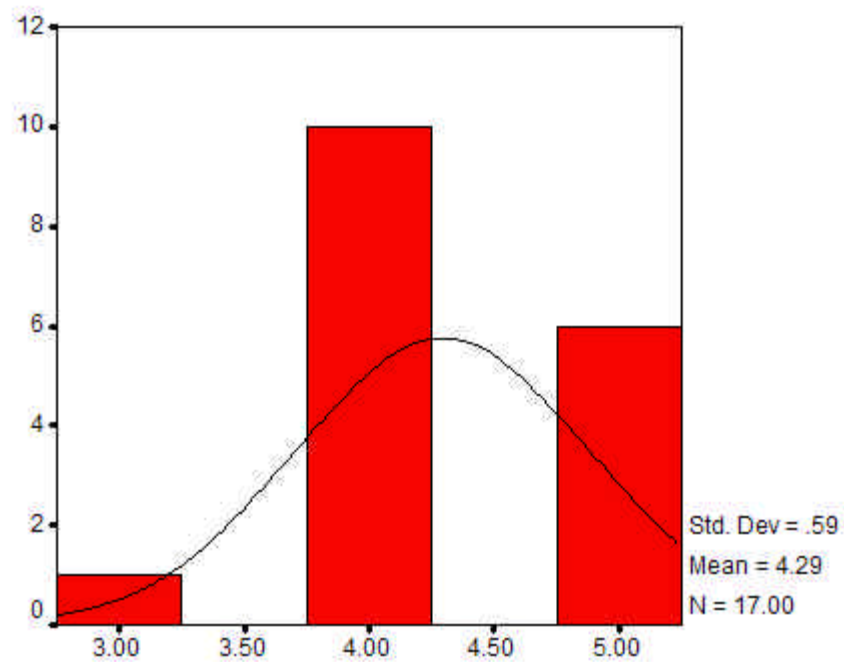
Figure 7. Rate the relevancy of the Organizational Development

topics to your organization: 1 – Irrelevant, 2 - Minimally relevant,

3 - Somewhat relevant, 4 - Very relevant, 5 - Extremely relevant

Relevancy of the Human Development Topics
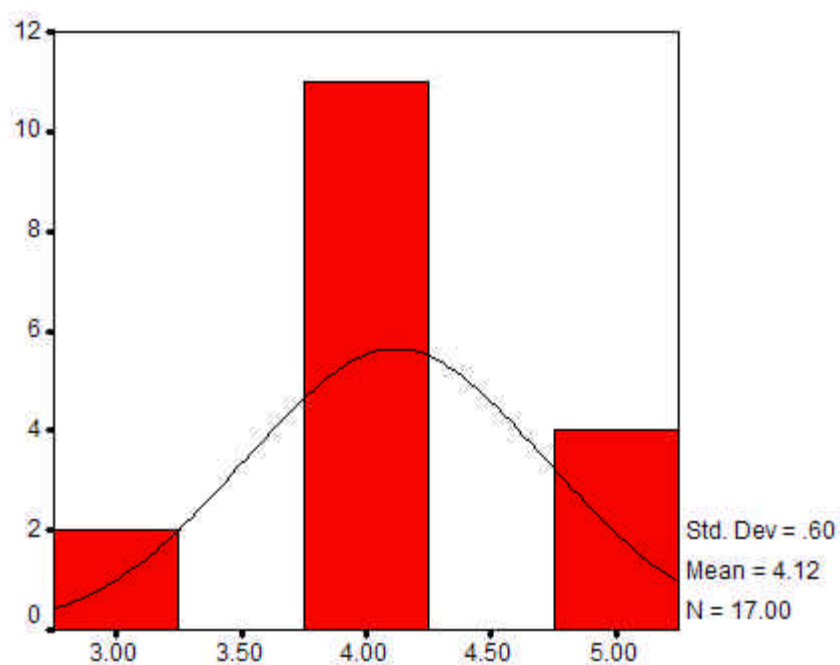
Figure 8. Rate the relevancy of the Human Development topics

to your organization:1 – Irrelevant, 2 - Minimally relevant, 3 -

Somewhat relevant, 4 - Very relevant, 5 - Extremely relevant.

Likelihood of Implementing Performance Improvement Topics
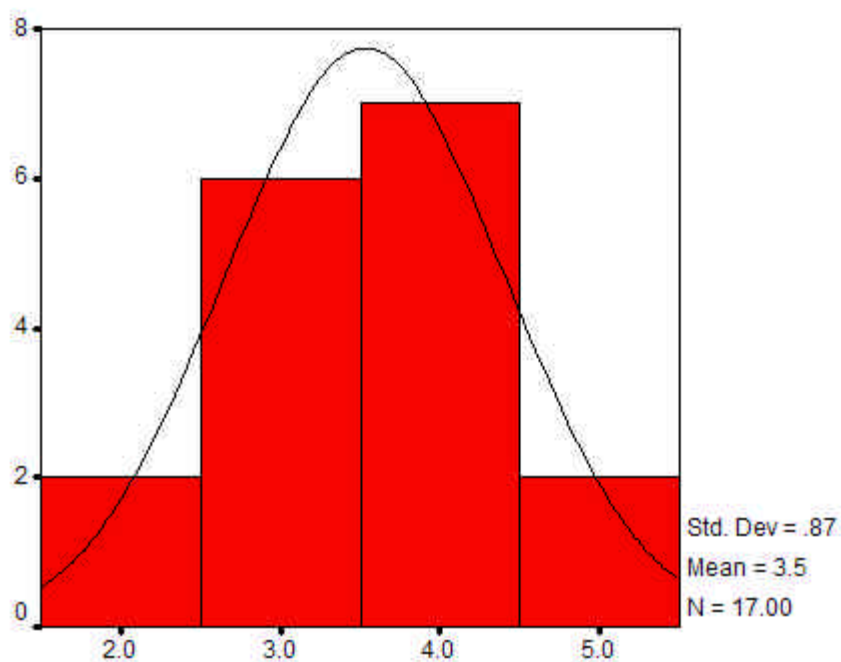
Figure 9. Rate the likelihood of implementing the Performance

Improvement topics: 1 – Never, 2 – Unlikely, 3 – Likely, 4 -

Highly likely, 5 - Extremely likely.

Likelihood of Implementing Organizational Development Topics
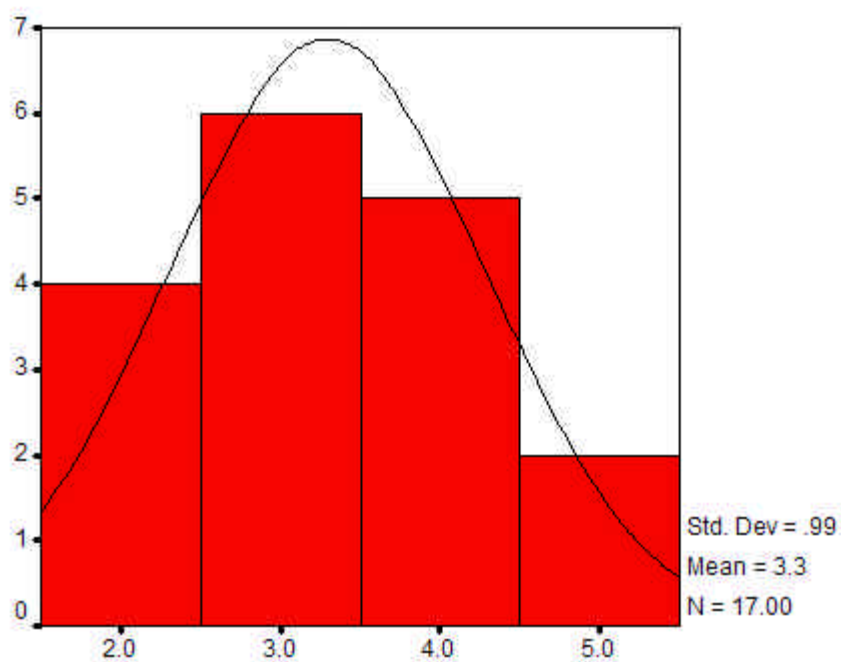
Figure 10. Rate the likelihood of implementing the

Organizational Development topics: 1 – Never, 2 – Unlikely, 3 –

Likely, 4 - Highly likely, 5 - Extremely likely.

Likelihood of Implementing Human Resource Development Topics
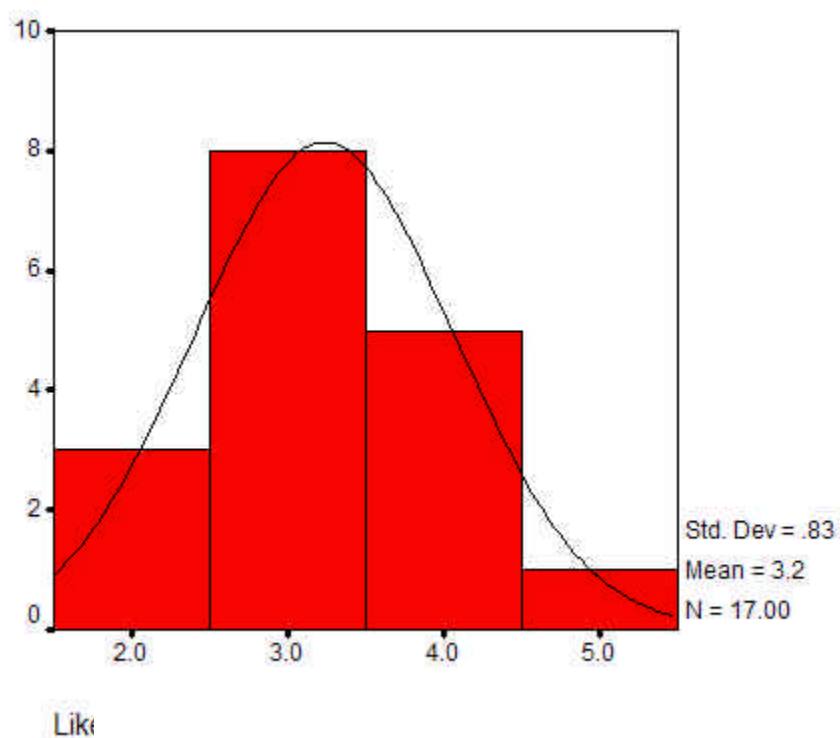
Figure 11. Rate the likelihood of implementing the Human

Resource Development topics: 1 – Never, 2 – Unlikely, 3 –

Likely, 4 - Highly likely, 5 - Extremely likely.

List other Executive Management topics you would like Printcafe to offer in the future: (1) Motivating for change, (2) Managing change, how to enhance organizational culture, (3) Forum for sharing of best practices, sort of mentoring opportunities for senior executives willing to share experiences with the industry as well as Printcafe business solutions, (4) This type of training, expect drill down and focus on each area.

Based on the results of the research several conclusions can be drawn that support further involvement in the area of executive education at Printcafe Software's annual user conference. Chapter five will present the conclusions and implications, recommendations, and further research needs of this study.

CHAPTER FIVE SUMMARY RESULTS AND RECOMMENDATIONS

The purpose of this field study is to evaluate Printcafe's ability to offer non-technical educational sessions, such as Performance Improvement, that are relevant to executive management attendees at Printcafe's annual user conference (Connect2003). Additionally, this research paper will analyze future educational needs for executive management attendees at Printcafe's annual user conference.

Chapter five will review the problem statement, summarize the procedures of the study, present conclusions and implications of the study, and provide recommendations for further research.

Statement of Problem

Executive Managers of Printcafe clients greatly influence the purchase decisions for Printcafe products. Their commitment and involvement in the implementation of Printcafe products are critical to the success of the implementation of its products. Therefore, Printcafe expresses a need to attract executive management attendees at Connect2003 by offering educational sessions that are relevant to Executive Managers. The objectives of this research are to (1) evaluate the relevance of the Performance Improvement session, (2) evaluate the likelihood of these topics changing the behavior of the attendees, (3) and identify future executive management educational needs.

Summary of Study Procedures

The sample population was 18 attendees of the Performance Improvement: OD & HRD session at Printcafe's Connect2003 annual user conference. Participants were selected based on voluntary attendance of the session. The survey instrument was developed based on discussions between the Researcher and Research Advisor. Demographic data was collected to determine prior experiences with the topics of the presentation. The participants were asked to rate the relevancy and likelihood of implementing each topic. Finally, the participants were asked to list additional executive management topics for future development at Printcafe user conferences.

A written survey was administered at the conclusion of the Performance Improvement presentation. 100% of the participants returned the survey. One participant only responded to questions 2 and 3. The other 17 participants completed all of the questions. The data was stored in a spreadsheet. Statistical analysis and charting was completed in SPSS.

Conclusion and Implications

Demographic data reveals that 72 % of Printcafe clients have not aligned technical training programs with business objectives (Yet, the mean rating for the importance of aligning technical programs with business objectives was 4 – Highly important). In addition, only 39% of respondents said they have implemented technical programs that have met the business objectives of their organization. 72% of the organizations have not successfully implemented Organizational Development programs while 67% of the organizations have not successfully implemented Human Resource Development programs.

The relevance of the Performance Improvement presentation topics was rated as follows: Performance Improvement, 4.18 out of 5 mean and .64 standard deviation; Organizational Development, 4.29 out of 5 mean and .59 standard deviation; Human Resource Development, 4.12 out of 5 mean and .60 standard deviation.

The likelihood of implementing the Performance Improvement topics was rated as follows: Performance Improvement, 3.5 out of 5 mean and .87 standard deviation, Organizational Development, 3.3 out of 5 mean and .99 standard deviation, Human Resource Development, 3.2 out of 5 mean and .83 standard deviation.

Future executive management topical listing was: (1) Motivating for change, (2) Managing change, how to enhance organizational culture, (3) Forum for sharing of best practices, sort of mentoring opportunities for senior executives willing to share experiences with the industry as well as Printcafe business solutions, (4) This type of training, expect drill down and focus on each area.

The implications of this research to the participants and to Printcafe are: the implementation of Printcafe technical products most likely will fail to meet the business objectives of its clients organization because these products are not aligned with the business goals of these organizations which are implementing the products. In addition, only 25% of

organizations participating in this study have successfully implemented technical products, human performance improvement, organizational development, and human resource development programs in the past.

The successful implementation of Printcafe technical products at client organizations is critical to the long-term success of Printcafe. In addition, almost 75% of the organizations have failed to successfully implement Organizational and Human Resource Development programs. Since only 39% of the respondents indicated that they have successfully implemented technical programs there is a clear need to educate and train Printcafe clients in the alignment of technical programs with the business objectives that drive the implementation of Printcafe technical solutions. Furthermore, there is also a need to educate these organizations on human performance improvement, organizational development, and human resource development.

Recommendations

Technology is only one component of a system. A change in an organization's technological products requires a complete needs analysis of its people, materials, methods, and work environment to determine the impact of any change in technology. In the case of Printcafe clients, they need to complete an environmental scan that includes: (1) Human Performance Improvement, (2) Organizational Development, and (3) Human Resource Development. The research clearly states that the sample population of Printcafe clients' feel that these topics are relevant to their organizations and to a somewhat lesser extent believe that they will likely be implemented in their organizations.

The recommendations related to the research objectives include: (1) Printcafe should complete further needs analysis research of its clients' Executive Managers that uses a more

valid sample population, (2) Printcafe should design, develop, and implement future non-technical education offering for its annual user conference, (3) Printcafe should evaluate the effectiveness of these educational programs during and after the annual users conference.

Recommendations for Future Research

To complete future research Printcafe should complete the following items: (1) use a broader sampling of its clients' Executive Management population. This research only used a sample population of .0045%, (2) Develop a survey instrument that will allow participants to rate the importance of specific non-technical/soft skills topics such as leadership, change management, organization culture, human performance improvement, career development, team building, best practices, and (3) based on this future research Printcafe should implement these educational programs at future user conferences.

Summary

Based on the completion of this research, the Researcher found the participants were extremely motivated to assess their organizations' success and shortcomings in the field of Organizational and Human Resource Development. All of the research participants expressed a desire for further, more detailed, educational sessions for each of the topics covered in the presentation. It is clear to the Researcher that Printcafe clients express a felt need for further education in Executive Management skills at the user conference.

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APPENDIX A

Performance Improvement Presentation

Performance Improvement

In order to maximum the return on investment in human capital an organization must effectively and efficiently analyze, monitor, and manage its human resource development. The result will be a noticeable increase in organizational performance and alignment of performance improvement interventions with the goals of the organization.

After completing these two sessions you will be able to complete the following:

- Assess your organizational development programs.
- Assess your human resource development programs.
- Align your organizational goals with your organizational, human resource, and training development interventions.

Performance Improvement Assessment

Complete the following assessment for your organization. Your responses are private; this

form will not be collected, so be honest. There are three responses, circle the response that

is closest to describing your organization. Do not select more than one response.

Rate and discuss your organization's needs in the following areas:

1. **Organizational Culture**
   a. I feel the formal and informal culture of our company, division(s), department(s), and work teams are well aligned with the goals of our organization.
   b. I do not feel the formal and informal culture of our company, division(s), department(s), and work teams are well aligned with the goals of our organization.
   c. I am unaware if the formal and informal culture of our company, division(s), department(s), and work teams are well aligned with the goals of our organization or not.
   d. Comments:

2. **Team Work**
   a. I feel the team structure, team goals, and team chemistry of all our work teams are well aligned with the goals of our organization.
   b. I do not feel the team structure, team goals, and team chemistry of all our work teams are well aligned with the goals of our organization.
   c. I am unaware if the team structure, team goals, and team chemistry of all our work teams are well aligned with the goals of our organization or not.
   d. Comments:

3. **Managerial/Leadership**

   a. I feel the managerial and leadership styles in our organization are well aligned with the goals of our organization.

   b. I do not feel the management nor leadership styles in our organization are well aligned with the goals of our organization.

   c. I am unaware if the management or leadership styles in our organization are well aligned with the goals of our organization.

   d. Comments:

4. **Process Consulting**

   a. I feel that all of the processes of our organization add value and are well aligned with the goals of our organization.

   b. I do not feel that all of the processes of our organization add value or are well aligned with the goals of our organization.

   c. I am unaware if all of the processes of our organization add value or are well aligned with the goals of our organization.

   d. Comments:

5. **Training Development**

   a. I feel that all of our training programs meet the goals of transferring the knowledge, skills, and attitude required to meet the objectives of our organization.

   b. I do not feel that all of our training programs meet the goals of transferring the knowledge, skills, and attitude required to meet the objectives of our organization.

   c. I am unaware if all of our training programs meet the goals of transferring the knowledge, skills, and attitude required to meet the objectives of our organization or not

   d. Comments:

6. Career Development

   a. I feel that all of our current and potential employees' are satisfied with our organization's opportunities to learn.

   b. I do not feel that all of our current nor potential employee's are satisfied with our organization's opportunities to learn.

   c. I am unaware if all of current or potential employee's are satisfied with our organization's opportunities to learn.

   d. Comments:

Human Performance Model

When you feel you might have a performance problem, walk yourself through this Human

Performance Model *from Analyzing Performance Problems.* This decision flow chart will help you

identify what interventions need to be completed to address gaps in human performance.

For more information refer to the excellent book from Mager, R., Pipe, (1997) Analyzing

Performance Problems, 3rd Edition. Center for Effective Performance (CEP) Press: Atlanta,

Ga.

Performance Analysis Flow Diagram
The Center for Effective Performance (1997)

- What is the problem?
  - Whose performance is concerning you?
  - Describe Discrepancy
- Is it worth solving?
  - Is it worth pursuing? — No → Done
  - Yes
- Can we apply fast fixes?
  - Expectations Clear? — No → Clarify Expectation
  - Yes
  - Resources Adequate? — No → Provide Resources
  - Yes
  - Is feedback provided? — No → Provide Feedback
  - Yes
  - Is problem solved? — Yes → Done
  - No
- Are consequences appropriate?
  - Is desired performance punishing? — Yes → Remove punishment
  - No
  - Is poor performance rewarding? — Yes → Remove rewards
  - No
  - Are performance consequences effective? — No → Rearrance consequences
  - Yes
  - Problem solved? — No → To A
  - Yes
- A
- Do they already know how?
  - Genuine Skill Deficiency? — Yes/Not Sure
  - No
  - Did it in the past?
  - Yes
  - Used often? — Yes → Provide Feedback
  - No
  - Arrange Practice
- Are there more clues?
  - Can task be made easier? — Yes → Simplify Task
  - No
  - Any other obstacles? — Yes → Reomove obstacles
  - No
  - Peron has potential to change — No → Replace Person
  - Yes
  - Train
- Select & Implement Solutions
  - Calculate Cost → Select Best Solutions → Draft Action Plan → Implement & Monitor → Done

Analyzing Performance Problems Checklist

What is the problem?

- Identify whose performance is causing a problem.

- Describe the deficiency, by describing the desired and actual performance in measurable terms.

- Ask the following questions:

    - Whose performance is at issue?

    - Why do I (or someone else) think there's a problem?

    - What is the actual performance at issue?

    - What is the desired performance?

Is it worth solving?

- Ask the following questions:

    - What would happen if we ignored it?
      If the answer is, "not much" , then the problem is trivial and can be ignored.

    - What would happen if we succeed, what other problems might arise, what does non-performance cost? *
      If the problem cannot be easily set aside, then look at the reality of the

      situation.

      If the cost of success is too high, then stop.

    - Are our expectations realistic?

* To calculate the costs of non-performance include the following:

1. Calculate the direct cost of non-performance in terms of (a) money, (b) time, (c) material waste, (d) equipment damage, (e) amount of work completed, (f) accuracy of work completed, (g) insurance premiums, (h) accidents, (i) lost business, (j) duplicated effort, (k) extra supervision, (l) other costs such as potential lawsuits or non-compliance with government regulations.

2. Add any reasonably probable cost of potential non-performance

3. Account for indirect costs such as motivation, customer satisfaction, etc.

4. Project the cost over a period of years so you can report the cost of non-performance in the long-term and relate the cost to the overall effort of non-performance.

Can we apply fast fixes?

- Are the expectations clear?

When people don't know what they are expected to do, it is unlikely they will meet these hidden expectations. "Nobody told me" is a red flag. Look for recent changes in job duties, or quality and output expectations.

- Are the resources adequate?

Are the tools available to meet the expected performance? Can we provide tools that will make performance more effective? Are there obstacles preventing people from using the tools that are made available to them?

- Is feedback provided?

Are people given information about the quality of their performance? If you do not provide continuous feedback, you do not have a basis for improving performance. When feedback is not provided performance is as likely to get worse as it is to get better.

- Is the problem solved?

  Fast fixes might not completely solve your performance problems, but they might bring the actual performance up to a level that is close enough, and is considered acceptable.

Are the consequences appropriate?

According the Mager and Pipe (1997), actions produce consequences; those consequences, favorable or unfavorable, shape how we act in the future. Favorable consequences make it more likely that actions will be repeated. Unfavorable consequences work the other way around, decreasing the likelihood of repeated performance. We need to be sure that this linkage of actions and consequences is not working against us, by punishing consequences that follow desired actions.

Printing Example; Shop Floor Data Entry:

In the past your production workers did not enter time into a management system; they simply recorded their punch-in and punch-out time. You do not know why they make such a fuss about entering each job's start and stop time into a management system. After all, it provides the company with more accurate job cost analysis, validates estimating standards, and increases accuracy of job status reports in your system.

Why don't they understand how much benefit this provides? First off, who does this benefit? The executives, the accountants, the estimators, and the customer all benefit from access to this information. What benefit is there for the shop floor users? None, in fact there is a negative benefit. They are forced to do a task they have never been required to do, a task that does not benefit them.

Look further at the situation; are their other negative consequences? Do you have enough terminals on the shop floor to prevent lines or otherwise force the workers to physically move from their normal work place? Are the terminals in a convenient place? Is there workspace to place job tickets or other related materials? Are they trained at data entry and typing? Without training and practice this might be a humiliating experience.

Not all negative consequences can be eliminated, but many times some very simple things can be done to make a highly negative consequence less negative, and thus increase the attitude of the people that must perform the desired actions.

Furthermore, since there is currently only a negative reward for shop floor works associated with data entry what positive rewards can you tie to the performance of accurate data entry?

Are the consequences appropriate? (Cont'd)

- Is desired performance punished?

- Is poor performance rewarded or unpunished?

- Are performance consequences effective?

- Do we teach people to avoid performance by unintentionally punishing them through insults, humiliation, boredom, or an increase in workload?

- Do we set performance expectations, but fail to reward those that perform as desired or do nothing about those that do not perform?

- Do we state one performance goal publicly, but really support a different goal? For example, 'safety is our top priority here; but in reality only productivity is rewarded'

- We understand the consequences of the actions as they relate to the people we are asking to perform these actions?

- Does the group punish high performers?

Is poor performance rewarded?

- Ask the following questions:

  - What is the result of doing it the present way instead of my way?

  - What does the person get out of the present performance in the way of reward, prestige, status, or comfort?

  - Is the person capable of doing the job, if not do they do less because of this?

Example: Not Training the Staff

Management asks a lead supervisor to provide training to their staff because they feel the staff lacks the required skills, knowledge, or attitude to perform as desired. The supervisor drags his/her feet, objects to providing the training, provides excuses why training won't matter (even though it is clear that the staff lacks the desired skills, knowledge, or ability).

Why won't the supervisor provide the training? Simple, they desire to retain their current status and control. When the staff is unskilled and uninformed, the supervisor is the only person that can perform the tasks desired. To the supervisor, not training the staff is their desired goal and they are rewarded for not training by maintaining their own status and control. What do you do? (1) tie the supervisor's rewards directly to the skills and knowledge of the staff (2) if this fails, there is only on solution, replace the supervisor. **Note** before changing the job or dismissing supervisors, ask yourself if you have given them the training required to be an effective supervisor. Typically, organizations promote the top performers in a given job, but fail to provide training on the skills, knowledge, or attitude of their new role. Mager, R., Piper, R. (1997) Analyzing Performance Problems. Center for Effective Performance (CEP) Press: Atlanta, Ga

Are the consequences effective?

According to Mager and Pipe, unless performance is followed at least periodically by an event considered favorable by the performer, that performance tends to disappear. Telling people, "you oughta wanna", does not qualify as a universal incentive to action.

- Ask the following questions
  - Does performing as desired lead to consequences that are felt by the performer?
  - Is there a favorable outcome for performing?
  - Is there an undesirable outcome for not performing?
  - Is there a source of satisfaction for performing?
  - Can the person take pride in this performance as an individual or as a member of a group?
  - Is there satisfaction of personal needs from performing as desired?

Is there a skill deficiency?

If people do not know how to perform a desired task you must fix this by either teaching them how to perform the task or change the task that is required. In reality, unless it is a task that is new to someone performance deficiencies typically are not due to a lack of skills or knowledge. Training, most often, is the most expensive solution, and 80% of performance problems can be fixed by less costly methods.

- Ask the following questions
  - If their life depended on it, could they perform the task? If the response is no, there is a deficiency in skill. However, if the response is yes, then there is not a deficiency in skill.
  - Are the person's present skills adequate for the desired performance?
  - If it makes sense, ask the people: what might you learn how to do that would make your job easier?

Could they do it in the past?

"Practice makes perfect", we have heard this many times. It is a simple concept that is easily overlooked. Re-teaching someone skills that they already know how to do is a waste of time. In order to transfer knowledge from short-term memory adults need repetition and physical involvement in a task. If you have trained them six months ago, yet they have not practiced the skill or they have not been provided feedback on their application of the skill, it is unlikely that re-training them will have any impact.

- Ask the following questions
  - Did the person once know how to perform as desired?
  - Has the person forgotten how to do what needs to be done?

Is the skill used often?

Quite often, a person will attend a training event and have every intention of practicing the skills learned in class, but they do not have the opportunity to apply the new skills immediately. If the skill is not performed often, or has not been performed recently, the person may require a skill maintenance program (not a teaching/training program) to practice their skills. Skill maintenance programs come in two forms, performance practice or practice with feedback.

If someone isn't performing a task they once knew how to do look at two probable causes: lack of feedback and lack of practice.

- Ask the following questions
  - How often is the skill or performance used?
  - Is there regular feedback on performance?
  - Exactly how does the person find out how well he or she is doing?

Can the task be simplified?

Looking at the person and the environment aren't the only options. What about the job itself? Can we change the required skills to better meet the skills of the person doing the job? Changing the requirements of the job is often the least expensive and most effective method of solving performance problems. Four ways of changing the skill requirements are: (1) changing the criteria of successful performance by reducing expectations, (2) helping with mental tasks by providing memory aids, (3) helping with physical tasks by providing automation or redesigning the work environment, and (4) redesigning the job itself by reallocating duties to other people.

Common work place myths that need to be discarded now are: (1) "That's the way we've always done it", (2) " That's what the boss wants", (3) "I don't need help".

- Ask the following questions
  - Can I reduce the standards by which performance is judged?
  - Can I change the job by providing some kind of performance aid?
  - Can I provide help with the physical demands of the job?
  - Can I reduce pressure by delegating part of the job to someone else?

Are there any other obstacles?

Before you finish the human performance analysis you need to stop and look one more time at the obstacles that hinder performance. This time you will focus on unrecognized assumptions, biases or myths that might be less visible then prior obstacles.

Common hidden obstacles include: (1) conflicting demands from the job where distractions or conflicting requests hinder the desired performance, (2) unrealistic assumptions where a lack of skill and knowledge is not the simple answer, you must dig deeper to find the real cause of the performance problem, it might be a simple and misguided assumption by the people performing the task.

Look for causes such as: (1) lack of authority, lack of time, lack of tools (2) lack of direct information regarding what and when to perform a task (3) competition from secondary tasks, (4) finally, the 'nobody told me' problem; usually there is no valid excuses for hidden agendas or conflicting policies.

- Ask the following questions:
  - What prevents this person from performing?
  - Does the person know what is expected?
  - Does the person know when to do what is expected?
  - Are there conflicting demands on this person's time?
  - Is there competition from secondary tasks?
  - Are there restrictive policies that ought to be changed?

Does the person have the potential to change?

The process of performance analysis is not as linear and sequential as diagramed. The segments of the assessment must happen consecutively. Before you implement any interventions stop and ask the most important question. Does this person have the aptitude and abilities to meet the mental and physical requirements of the desired performance? If the person cannot mentally and physically perform the task, inevitably, you are left with two choices: (1) change the job, as noted before or (2) change the person by transferring them to another job and moving someone else into the job. Obviously, terminating the person is the most unpleasant option. If termination is the only option, this might be a red flag signaling a problem in your hiring practices.

- Ask the following questions:
  - Could the person learn the job?
  - Does this person have the physical and mental potential to perform as desired?
  - Is this person over-qualified for the job?
  - Is this person right for this job?

Provide training

Once you have analyzed all other potential causes of performance problems it is time to address any gaps in the required skills, knowledge or attitude of the performer. Training can be the most expensive solution, but if there is a noticeable gap in skills, knowledge, or attitude training is the most effective means of solving the performance problem.

- Ask the following questions:
  - What is the knowledge required to complete the desired tasks?
  - What are the skills and procedures required to complete the desired tasks?
  - What is the required attitude to complete the desired tasks?
  - At this point you are ready to move into a formal training needs analysis. Now is the time to place a call to your training experts and confidently say, "I *know* we have a training problem!" or better yet, knock them off their collective chairs and say, "I *know* we have some training *and* non-training problems that I need your help to solve!"

Putting the plan into action

What do I do know?

1. Collect all the potential solutions that address the issues revealed by your analysis
2. Determine or estimate the cost of implementing each solution
3. Select the solution(s) that will add the most value
4. Draft a brief action plan that describes how each solution will be put into practice and who will do the work.

Mager, R., Piper, R. (1997) Analyzing Performance Problems. Center for Effective Performance (CEP) Press: Atlanta, Ga

Organizational Performance Assessment

Complete the following assessment for your organization. Your responses are private; this form will not be collected, so be honest. There are two responses, circle the response that is closest to describing your organization. Do not select more than one response.

1. Business goals are best defined as
   a. Limited to performance, financial, operational
   b. Includes all of the above, plus customer satisfaction, process control, and learning

2. Human goals are best defined as
   a. Economic security, working conditions, fair treatment
   b. Includes all of the above, plus job satisfaction

3. Business environment is described as
   a. Limited attention is given to environment, limited adaptability to changes in our environment
   b. Close attention is given to environment, flexible response capability to changes in our environment

4. Job specialization is
   a. Fractional
   b. Wholeness

5. Group specialization is best defined as
   a. Functional
   b. Cross-functional and linked to teams

6. Roles of management are
   a. Planning, coordination, control
   b. Long range planning, coordination, resource development

7. Roles of works are
   a. Perform specified programmable tasks
   b. Perform specified programmable tasks plus operational planning, coordination, control

8. Control of employee's behavior is done through
   a. Compliance with organizational control, policies, rules, etc.
   b. Establishing commitments with self control

9. Human Resources are

    a. Costs to be controlled, valued less than technology

    b. An asset to develop, key to organizational performance, multi-skilled

10. Compensation is given for

    a. Immediate tasks, contributions, time worked, attendance

    b. Broad knowledge, versatile skills, cooperative results

11. Information is

    a. Controlled by management, limited in access

    b. Open in access, given first to those with a need

12. Change is

    a. A risk to be avoided, slow to innovate

    b. Welcomed as a means to innovation and continuously improve our organization

Scoring:
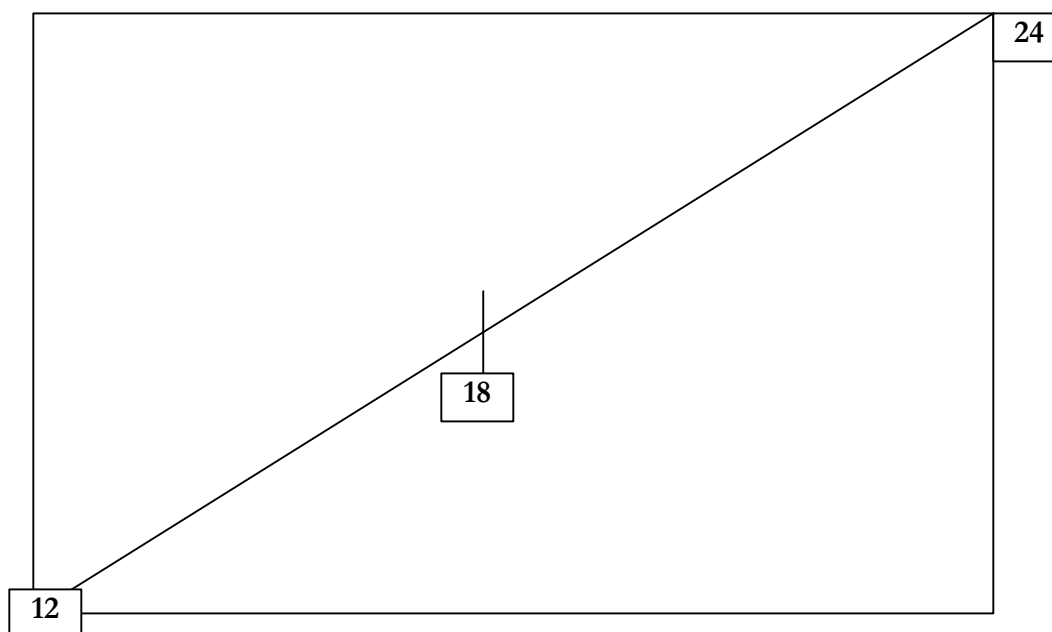For each (A) response give your organization one point.
For each (B) response give your organization two points.
Total Score _____ / 24

Plotting:
Use your score to plot your organizational performance characteristics as related to traditional performance organizations (12) and high performance organizations (24).

Benkowski, J. (2002) Mgmt. & Coord. Training & Dev., UW-Stout: Menomonie, WI

Performance Improvement: Organizational Development

Organizational Development is a systematic process for change management that focuses on human issues of an organization. Organization Development is set of beliefs that focus on the need to empower the individuals of an organization so they are able to diagnose, inquire, plan, implement, and review changes on their own. The goal of Organizational Development is to increase the effectiveness of organizations by focusing on the performance of the individuals in the organization.

According to Dr. Johnson, S. (2002) major themes in Organizational Development include:

- **Culture** - the shared values, beliefs, and assumptions of the people in the organization
- **Structure** - how various people fit together to form a whole.
- **Processes** - what tasks are completed, how tasks are completed, how the degree of excellence in each process is managed
- **Open System Theory -** which states that a change in one component may require a change in other components of the system.
- **Empowerment -** the belief that people want to empower themselves and will empower themselves if they are provided a supportive work environment
- **Teamwork -** the belief that organizations will be more effective when the teams work together to rely on each other's strengths and weaknesses. An awareness of the interdependencies between various work teams ensures that the members of each team understand the roles and responsibilities of all teams within an organization.

According to Dr. Johnson, S. (2002) the process of Organization Development is as follows:

1. **Culture analysis and development** -where gaps in current and future values, beliefs, and assumptions of the organization are analyzed. Interventions are then implemented.
2. **Managerial/ leadership skills analysis and development** -where gaps in current and future managerial and leadership skills are analyzed. Interventions are then implemented.
3. **Team work analysis and development -** where gaps in current and future work teams performance are analyzed. Interventions are then implemented.
4. **Process analysis and development** - where gaps in current and future processes are analyzed. Interventions are then implemented.

Organizational Culture

Organizations often fail in their change and improvement efforts because of their inability to bring about culture change. In other words, failure to change the organization's culture doomed the other kinds of organizational changes that were initiated. The reason organizational culture was ignored, until the early 1980s, as an important factor in accounting for organizational performance is that it refers to the taken-for-granted values, underlying assumptions, expectations, collective memories, and definitions present in an organization. Culture was indefinable, until the early 1980s (Cameron & Quinn, 1999).

What is organizational culture?

It is the glue that holds the individual members, work teams, and components of an organization together. It directs the actions of the members of the organization. Organizational culture is made up of values, underlying assumptions, expectations, collective memories, and definitions present in an organization.

What is the power of organizational culture?

GM's Fremont, California plant is a well-known case study in organizational change and the effects of organizational culture on performance. By 1982, customer satisfaction for the plant's Chevy Nova product was at rock-bottom levels, production cost was 30% above Japanese competitors, sales trends were negative, quality and productivity measures at Fremont were the worse in the organization, and employee's filed an average of one grievance a day.

GM tried a variety of performance interventions – quality circles, employee relations initiatives, statistical process control, new incentive systems, tighter controls, downsizing, and a variety of other improvement programs. Nothing worked. Management gave up and decided to close the plant at the end of 1982.

At the same time GM approached Toyota about building a new car together. Toyota's production system was recognized as the best in the industry at the time. Toyota jumped at the chance; it was a chance for Toyota to establish its production on U.S. soil. GM offered up the empty Fremont plant and it's equipment. The former UAW workers were hired back; those that filed the most grievances were given the first jobs. Toyota didn't blink. Toyota's only requirement was that the plant be managed by Toyota managers, not GM managers. The plant reopened in 1985, the Chevy Nova was phased out of production over two years and was replaced by the Geo Prism and Toyota Corolla. In 1992, the plant remained as one of the top plants in the GM organization (refer to statistics on figure 1.1 that follow). What happened? The organizational culture changed. It was gut-level, values-centered, in-the-bones change from viewing the world one way in 1982 to viewing it another way in 1986. Employees simply adopted another way to think about the company and their role in it. Higher levels of productivity, quality, efficiency, and moral followed directly from this change in the firm's culture (Cameron & Quinn, 1999).

Figure 1.1

Comparison of GM's Fremont Plant from 1982 to 1986

Measurement / Rating	GM Fremont plant, 1982	GM Fremont plant, 1986
Employees	5,000	2,000
Absenteeism	20%	2%
Unresolved Grievances	2,000	0
Total Annual Grievances	5000	2
Wild cat strikes	3 to 4	0
Product	Chevy Nova	Chevy Nova, Geo Prism, Toyota Corolla
Assembly Cost per Car	30 % over Japanese	Same as Japanese
Productivity	Worst in GM	Double GM Average
Quality	Worst in GM	Best in GM

(Cameron & Quinn, 1999).

What do we do?

First, purchase a copy of Diagnosing and Changing Organizational Culture Based on the

Competing Values Framework (Cameron & Quinn, 1999) for each member of your

organization. Then role up your sleeves, open your mind and ears, and listen to your

employees as they complete the following tasks:

1. Diagnose your organizational culture by completing the Organizational Assessment Instrument.
2. Learn about organizations Competing Values Framework to help your employees interpret a variety of organizational phenomena.
3. Construct an organizational cultural profile.
4. Use the framework to diagnose and change organizational culture.
5. Apply individual change to change culture, including completing the Management Skills Assessment Instrument (MSAI) and create a personal Management Skills Profile.

Leadership Style Assessment

Complete Likert's management style assessment for your organization. Your responses are private; this form will not be collected, so be honest. Circle the response that is closest to describing your organization. Do not select more than one response.

Question	System 1	System 2	System 3	System 4
Leadership				
1. How much confidence is shown in subordinates?	None	Condescending	Substantial	Complete
2. How free do they feel to talk to supervisors?	Not at all	Not very	Rather Free	Fully Free
3. Are subordinates' ideas sought and used, if worthy?	Seldom	Sometimes	Usually	Always
Motivation				
4. Is predominate use made of: ?	Fear, threats, punishment, occasionally rewards	Rewards, occasionally punishment	Rewards, occasionally punishment and involvement	Involvement and rewards based on group goals
5. Where is responsibility felt for achieving objectives?	Mostly at the top	Top and middle	Fairly general	At all levels

Communication				
6. What is the direction of information flow?	Downward	Mostly downward	Down and up	Down, up and sideways
7. How is downward communication accepted?	With suspicion	Possibly with suspicion	With caution	With an open mind
8. How accurate is upward communication?	Often wrong	Censored for the boss	Limited accuracy	Accurate
9. How well do supervisors know problems based by subordinates?	Know little	Some knowledge	Quite will	Very well
Decisions				
11. What is the origin of technical and professional knowledge used in decision making?	Top management	Upper and middle	To a certain extent, throughout	To a great extent, throughout
12. Are subordinates involved in decisions related to their work?	Not at all	Occasionally consulted	Generally consulted	Fully involved
13. What does decision-making process contribute to motivation?	Nothing, often weakness it	Relatively little	Some contribution	Substantial contribution
Goals				
14. How are organizational goals established?	Orders issued	Orders, some comment invited	After discussion, by orders	By group action, except in crisis
15. How much covert resistance to goals is present?	Strong resistance	Moderate resistance	Some resistance at times	Little or none

Control				
16. How concentrated are review and control?	Highly at the top	Relatively high at the top	Moderate delegation to lower levels	Quite widely shared
17. Is there an informal organizational resistance to the formal one?	Yes	Usually	Sometimes	No, informal goals are same as formal
18. What are cost, productivity, and other control data used for?	Policing, punishment	Reward and punishment	Reward, some self-guidance	Self-guidance, problem solving
Scoring: Count the number of responses in each column. Is any one style predominate?	_____	_____	_____	_____

Benkowski, J. (2002) Mgmt. & Coord. Training & Dev., UW-Stout: Menomonie, WI

Team Design

The design of your work teams is a reflection of the level of decision-making within your

organization. Traditional teams reflect managerial level decision-making. Self-managed teams

reflect work team decision-making.

According to Dr Johnson, S. (2002) Common work team structures include: (1) Task Force,

(2) Quality Circles, (3) Natural Work Teams, and (4) Self-managed Work Teams. Each team

structure has inherent advantages and disadvantages that must be considered when

developing your organizational structure.

Task Force Teams represent a cross section of the organization that design and introduce

work reforms. Usually organized to solve a specific problem or design and implement a new

program.

- Advantages: (1) Lends a lot of variety in people, problems, levels of decisions,
  authority, and responsibilities, (2) Provides various employees with a broader
  exposure to various business aspects, (3) Less resistance to implementation because
  they are temporary, (4) Good companion to other team structures.

- Disadvantages: (1) Too many teams means no one is running the business, (2)
  Facilitation and training of task teams is usually limited or nonexistent, (3)They tend
  to flounder and decisions making parameters are not well defined, (4) Leads to poor
  decision making or making decisions outside the intended limits (5) Results in a lack
  of confidence in the task force team.

Quality Circles are made up of 8 to 12 employees from the same work group who meet 1 to 2 hours per week to identify, analyze, and develop possible solutions regarding product quality and productivity

- Advantages: (1) Doesn't change the formal organizational structure, (2) Increases level of employee involvement, (3) Groups are trained in problem solving, communication, and group dynamics, (4) Provides opportunity to develop managerial skills, (5) Provides opportunity for employees to contribute ideas

- Disadvantages: (1) Perception that management is still in control of decisions, may think this is a cheap ploy or half-hearted attempt to empower employees, (2) Tend to jump into problem solving without taking time to develop group dynamics, (3) As the number of Quality Circle teams increase, management has less time to review and respond, (4) Departmentalization means members are not aware of broad impact of their projects on the rest of the system, (5) Improvements in one departments processes can cause bottlenecks in the next department, (6) The supervisors role is unclear, therefore they may not be enthusiastic about the development of Quality Circles

Natural Work Teams Consists of a natural work unit, supervised work groups that do similar or interdependent tasks. They have regular meetings or 'huddle' on the job to give input to supervisor. Group provides input to supervisor, evaluates, recommends; then implements if supervisor and management approves.

- Advantages: (1) Good start for employee empowerment, (2) Employee's don't have to make major role changes, but do influence decision-making in the areas that directly effect them, (3) Teams can develop internal relationships, (4) Supervisor can make it fit their situation, doesn't need to change existing lines of authority or organizational structure

- Disadvantages: (1) Only half-way point: May be perceived as a half-hearted attempt at participatory management, (2) All the pressure is on the supervisor to make this work, (3) May not see dramatic changes, (4) May see some employee and/or upper management resistance

Self Managed Teams consist of employees who are collectively responsible for a set of related tasks identifiable with a given product or service. The employees take on supervising themselves as a group.

- Advantages: (1) Gets employees closer to the customer, (2) Empowers employees to make decisions, (3) High level of involvement leads to high commitment and higher job satisfaction, (4) Great deal of flexibility and responsiveness, (5) Ownership of processes and product, (6) Less layers of communication allows organization to respond faster, (6) Management can work on systems and future business goals, rather than working in the system, (7) Provides a flatter and more responsive organization, (8) Reducing operation costs, (9) Better management of waste.

- Disadvantages: (1) In a union environment with large amounts of information labor can squeeze and shut down operations, (2) If management is trying to manipulate the work force, this is the ultimate deception, (3) Mistakes lead to mix signals, must learn from mistakes, (4) Employees are unsure of role changes and may want more job security, (5) Training is often under estimated.

Process Assessment

SIX SIGMA Theory

written by Don Branthwaite, Jan. 30, 1994

Six Sigma is a statistical term coined by Phillip Crosby used to describe the state of zero defects or as close as the experts estimate it is possible to come to perfection. Six Sigma translates to 3.4 defects per million or 99.9997% perfection.

Traditionally, companies have deemed quality in terms of being 99% accurate. However, 99% accuracy is insufficient in a global environment as this translates into the loss of 17,000 pieces of mail every hour by the United Postal Service and the accidental dropping of 30,000 newborn babies in hospitals every year in the United States. Many high technology companies are operating at Four Sigma which is 99.4% accuracy and translates to 6,000 defects per one million opportunities. To compete with the Japanese firms, Four Sigma is inadequate, thus Six Sigma was adopted in 1987 by Motorola Inc. through the efforts of CEO Robert Galvin. Six Sigma quality is deemed necessary to survive in the high technology industries. Six Sigma quality is not just product quality it also means getting everything right throughout the corporation. Everything from the invoices through internal and external communications, information systems, sales support and down to the level of janitorial services must adhere to the quality standards of Six Sigma.

Implementation of Six Sigma

Quality is something that must be practiced at all levels of the organization, from the CEO to the shop floor. Management has to be ready to accept that past quality performance is not sufficient and this belief must permeate throughout the organization. At Motorola, an all-

pervasive, continuously improving quality campaign dependent on education and training ($100 million annually), and total management commitment was necessary to instill a new corporate culture with quality as the fundamental goal. This initial campaign included videotapes, blue and white Six Sigma posters hung throughout every building and a required course (Understanding Six Sigma) for every employee.

Management must learn to sustain the level of intensity at all times to ensure that quality towards Six Sigma is maintained. Once a quality drive is initiated, management must keep the momentum going by making everything appear new and exciting. By working with motivated and properly trained employees adhering to six steps, a common vision will exist.

Aside from the commitment of management and a maintained momentum, six fundamental steps have been outlined that must be achieved before Six Sigma can become a reality within any organization :

1   Identify the product or service provided to the customer. The way the Information Services

    department views an issue, such as the number of lines of code needed to create a new application is meaningless to an end user who is worried about how to fill out an invoice properly. The product is a user friendly invoicing system not a coded program and the IS department must make the system work efficiently though it may take more lines of programming code.

2   Identify the customers and what they consider important. This helps determine specific customer requirements and any failure to meet the requirements is a defect. It also determines essential elements that are paramount to each individual customer. If the critical factor for Motorola is accuracy, then the essential element

for them would be for all part numbers to be correctly recorded.

3   Identify what you need to provide in your productorservice so, that it satisfies the customer. Once the customers' needs have been defined, employees must determine the resources necessary in terms of funding, planning time, and expertise thus addressing needs to ensure complete satisfaction.

4   Define the process for doing the work. This analysis should be taken down to the task level. The people who will ultimately perform the jobs should have empowerment to define and improve the process to achieve quality objectives.

5   Mistake-proof the process and eliminate wasted effort. This trouble-shooting process takes several steps :

Identify the potential errors that may occur at each step of the task and lower the probability that those errors will occur. These methods include simplifying tasks, design of experiments, training to eliminate specific errors and standardization procedures.

Eliminate wasted effort. If a new product can incorporate a part of a design that already exists, then the original design should incorporate the existing part if it is appropriate. In manufacturing for example, a team of IS, engineering, manufacturing and design might find a way to take a 50-step process down to 25 steps, thus eliminating opportunities for errors.

6   Ensure - continuous improvement by measuring and analyzing the improved process. This step

involves formulating and publicizing actual performance versus goals for defects

and tying them into a bonus structure. At Motorola, senior managers of each plant
meet eight times a year to review the progress made towards Six Sigma.

The result is that improvement will occur because the elimination of defects occurs at the
source of the defects within the design stage rather than adjusting machinery after the fact to
improve the defect rate. To succeed at a Six Sigma level, the suppliers also must be
encouraged to follow along the same quality lines. If suppliers cannot adopt Six Sigma quality
then they should be eliminated from the shrinking supplier list. Motorola's communications
sector bought from 5,000 suppliers in 1983, 1,600 in 1989 and they will eventually be down to
400 since there are few companies that will be able to meet the quality demands of Six Sigma.

Barriers to Six Sigma Implementation

Within manufacturing, Six Sigma is easy to quantify: either the defects are within the 3.4 per
million range or they are not. For Six Sigma to work within non-manufacturing processes,
several biases must be overcome. For Motorola, there was a belief that nontechnical work
could not be described or analyzed as a repeatable process. Workers also felt that the units of
nontechnical work being produced were not necessarily identical. Training was essential to
overcome these biases. Within nontechnical groups, teams were learning how to describe and
analyze their work and identify opportunities for error. Within Motorola's publications
division, overall quality increased from 4.5 to 5.6 sigma based on reducing typographical and
translation errors in all publications. Although each publication was different, typographical
errors common to all projects can be quantified and improved towards Six Sigma quality.
The costs of training and changing the corporate culture to adopt Six Sigma is a tremendous
resource and financial undertaking. The annual costs of training for Motorola is over $100

million. Xerox is investing $1,300 for each of their 100,000 employees. These initial costs may seem prohibitive, however they translate into substantial cost savings and increased sales due to customer demands of high quality.

Impact of Six Sigma

The concept of Six Sigma was introduced in 1987 and by 1988 there were dramatic financial improvements for Motorola. In 1988 versus 1987, sales were up 23% to $8.3 billion and profits were up 44.57 to $445 million. It is estimated that nearly $2 billion dollars have been saved by Motorola in reduced costs of defects and inspection since the launch of Six Sigma in 1987. These quality improvements have allowed Motorola to maintain its leadership role in paging systems at a time when they were being threatened by the Japanese. Motorola's pagers are also top sellers in Japan due to the quality of the product. Elco Industries Inc. of Rockford Illinois has seen vast improvements since the introduction of quality management towards Six Sigma. Manufacturing queue times have reduced 57% over a two-year period, nonconformance costs were slashed by 52% and shippable on-time percentages increased from 85% to 97%. Hewlett-Packard has saved an estimated $600 million in warranty repairs and five times that much in manufacturing costs since quality goals became paramount.

Strategic Implications

The Oxford English Dictionary defines the word quality as 'degree of excellence.' Within world class organizations, companies cannot survive without quality. Six Sigma is the epitome of quality and must be adopted by all manufacturing companies if they wish to remain in business. Companies competing with Japanese firms must adopt Six Sigma since the Japanese have already set this standard.

Consumers will no longer accept products with 'built in obsolescence' if there are quality products available from a competitor. Companies that have already adopted Six Sigma will insist that their suppliers adhere to the concept as well. Companies like Motorola cannot possibly achieve complete Six Sigma if it has to deal with suppliers that provide a product with less than Six Sigma quality. Six Sigma will soon be the cost of doing business in an environment of global competition. The companies that invest the resources in changing the corporate culture with training and complete commitment to Six Sigma will be poised to succeed in the emerging high technology markets.

Downloaded from the internet at

http://www.sixsigma.de/english/sixsigma/6s_e_artikel.htm

Appendix: Organizational Interventions

Some Major OD Interventions

Rex C. Mitchell, Ph.D.

This table lists many of the better-known organization development intervention techniques, classified in two ways: (a) by the organizational level that is the target of an intervention and (b) by the aspect of the organizational functioning that is the major focus of an intervention. A number that appears in parentheses in the right two columns indicates a target or focus that may be appropriate for that intervention technique, depending on its application, in contrast to numbers not in parentheses that indicate the more customary target or focus.

For example, the entries for process consultation are: (a) "1, 2, 3" in the Target column, indicating that this technique is normally used for issues requiring intervention at the individual or group or intergroup level, and (b) "(1), 4, (6)" in the Focus column, indicating that this technique is primarily used to deal with behavioral changes and issues, although it can be used to address other types of issues, particularly dealing with goals/values and strategy (e.g., to help a CEO think through strategy issues and alternatives). Obviously, any such classification scheme is at best approximate.

Intervention Technique	Target: 1. Individual/Interpersonal 2. Team/Group 3. Intergroup 4. Total Organization	Focus Category: 1. Goals/values 2. Structural 3. Technical 4. Behavioral 5. Environment 6. Strategy
Behavior modification	1	4, 5
Biofeedback	1	4
Career & life planning	1	1, 4
Coaching/counseling	1, 2, (3, 4)	1, 4, (6)
Conflict management	1, 2, 3	2, 4, 5
Education/training	1, 2, 3, 4	1, 3, 4
Goal setting, MBO	1, 2, 3, 4	1, 4
Grid OD packaged program	1, 2, 3, 4	1, 4

Groups/laboratory learning	1, 2	4
Interpersonal learning (e.g., assertiveness training, transactional analysis)	1, 2	4
Job design, job enrichment, quality of work life programs	1, 2, 3, 4	2, 3, 4, 5
Quality programs (many types)	2, 3, 4	3, 4
Reward systems	1, 2, 3, 4	1, 4
Stress management	1, 2	3, 4
Process consultation (3rd-party intervention	1, 2, 3	(1) 4, (6)
Role analysis/role clarification	2, 3	2, 4
Role negotiation	2, 3	2, 4
Team building	2	1, 4
Intergroup development	3	1, 2, 4
Open systems planning	2, 3, (4)	1, 4, (6)
Organization design	(2), 3, 4	2
Organization mirror	3	4
Survey feedback	(2), 3, 4	1, 2, 3, 4
Normative systems (e.g., Likert's System 4, McGregor's Theory Y, Argyris' Model II)	2, 3, 4	1, 4
Strategic management	(2, 3), 4	1, 2, 4, 5, 6

Performance Improvement: Human Resource Development

Economist Laurie Bassi, comments on measuring and managing human capital in the

knowledge era:

> "Often the known costs associated with people and their development, for example,
> are but the tip of the iceberg. Precisely because management and accounting
> practices associated with human capital are remnants of the industrial era, the
> measured costs are only a portion of the total costs. Moreover, because benefits are
> both uncertain and unknown, a conservative strategy has its merits. And finally,
> because human capital cannot be owned, spending on the development of people
> does not meet the traditional accounting concept of an investment, since employers
> cannot control the asset. In short, there are legitimate arguments in favor of the
> status quo with regard to measurements, accounting and reporting of human capital
> development and management. There are, however, also powerful arguments to be
> made that change is necessary." [Bassi, L. (Spring 2001) Human Capital Advantage:
> Developing Metrics for the Knowledge Era. Downloaded from the internet at
> www.linezine.com/4.2/articles/lbhca.htm]

In this session, we will explore a variety of topics related to human resource development

- Measuring Human Capital Development
- What do employees want?
- Assessment of Human Resource Development, a comparative benchmarking of the Top 100 Training organizations.
- Training Development
- Training Assessment

Measuring Human Capital Development

List and discuss the human capital measurements used by your organization:

1. Currently we measure the following matrix regarding our human capital:

2. We would like to, but do not, measure the following matrix regarding our human capital:

3. Comments:

The following material presents an economist's viewpoint about measuring and reporting human capital

investments.

Historical Perspective

There have been, but three eras in all of economic history: the agrarian age, the industrial

age, and the knowledge era. Each era has been defined by the factor of production that has

served as the foundation of wealth creation.

- In the agrarian era, the primary source of wealth creation was land ownership.

- In the industrial era, the primary source of wealth creation was machinery, and to a

  lesser extent, natural resources.

- In the knowledge era, the primary source of wealth creation is human capital.

  Human capital is the sum of people's skills, knowledge, attributes, motivations, and

  fortitude.

What gets measured gets managed

This axiom suggests then that the fundamental source of wealth creation-human capital-is

seriously under managed in most organizations. The accounting and reporting systems that

have developed over time reflect era in which it was developed, albeit with a lag. The

currently accepted accounting principles and reporting requirements rest on the assumption

that physical assets generate wealth. Human capital does not exist on the balance sheet!

Short-term solutions, long-term problems

As the US economy underwent major restructuring throughout the 1980s and 1990s (and yet again in 2000s), corporations that announced massive layoffs typically enjoyed dramatic increases in their stock price. The price increase is due, in part, to cost reductions and, as a result, earning increase, at least temporarily.

Corporate expenditures on employee development are treated as costs even though, in actuality, these expenditure posses the attributes of an investment. In fairness to our accountants, the development of employees does not meet the traditional accounting concept of an investment, since employers cannot control the asset.

However, research shows that the majority of firms that used layoff strategy ended up several years down the road with stock prices below the pre-layoff level.

Today, investors have sobered up and realized that short-term cuts made to human capital, reduce long assets that generate future revenue and profitability.

Regardless of the methods of accounting and reporting human capital, it remains a huge operating expense, nearly 70% of all operating costs are ultimately attributed to people. Simply because human capital is the only asset that cannot be owned, it must be managed wisely.

Bassi, L. (Spring 2001) Human Capital Advantage: Developing Metrics for the Knowledge Era.

Measuring Human Capital Development and Management

Ms. Bassi (Spring 2001) offers the follow suggests for measuring, monitoring, and managing an organizations human capital development.

Measurements of Human Efficiency

- Sales per employee
- Unit labor costs

Measurements of Human Investment

- Satisfaction of personal growth, learning, and advancement opportunities
- Satisfaction of managerial skills of immediate supervisor
- Satisfaction with the extent to which they are treated fairly, feel appreciated and acknowledged for their work
- Satisfaction that personal work contributes to the organization
- Retention rate of key employees

Measurements of linkage to Performance Goals

- Customer Satisfaction
- Customer Retention

Human Development Assessment, Benchmarking the Training Top 100

1. Our training expense as a percent of payroll is _____ %
   - Top: 15%, Pfizer
   - Best 5 Average: 11%
   - Top 100 Average: 4.6%

2. Our annual Training hours per employee is _____ hours
   - Top: 284 hour, Orkin
   - Best 5 Average: 232 hours
   - Top 100 Average: 65 hours

3. Our percent of Users of Tuition Reimbursement Plans _____ %
   - Top: 66%, Naval Undersea
   - Best 10 Average: 27%
   - Top 100 Average: 8%

4. Our Human Resource Development Programs Offered are (Check those that you offer):
   [ ]   Leadership Development, 99% of Top 100 offer these programs.

   [ ]   First-line Supervision, 96 % of Top 100 offer these programs.

   [ ]   Mentoring, 85 % of Top 100 offer these programs.

   [ ]   Career Counseling, 82 % of Top 100 offer these programs.

   [ ]   Executive Coaching, 82 % of Top 100 offer these programs.

   [ ]   Succession Planning, 79 % of Top 100 offer these programs.

   [ ]   Job Rotation, 63 % of Top 100 offer these programs.

   [ ]   Job Shadowing, 61 % of Top 100 offer these programs.

5. Our training and human resource development results are tracked and tied to the following (check all these that you track):

    [ ] Customer Service, 83 % of Top 100 track these training results.

    [ ] Retention, 79 % of Top 100 track these training results.

    [ ] Production/Output, 72 % of Top 100 track these training results.

    [ ] Quality, 72 % of Top 100 track these training results.

    [ ] Turnover, 67 % of Top 100 track these training results.

    [ ] Revenue, 66 % of Top 100 track these training results.

    [ ] Customer loyalty, 51 % track these training results.

    [ ] Innovation/Product Development, 45 % track these training results.

    [ ] Market Share, 32 % track these training results.

    [ ] New employee referrals, 30 % of the Top 100 track these training results.

    Galvin, T. (March 2003) The 2003 Training Top 100. Training.

The Training Top 100 Highlights

- 98 % use employee satisfaction surveys.

- 90 % have a training or human resource professional on the board of directors or executive management team.

- 75 % have corporate universities.

- 58 % tie manager's compensation to the development of subordinates.

- 36 % employ a full-time industrial psychologist.

The Small-Midsized Companies Get Results

A sample of the Top 50 companies shows that your organization does not have to be large

and your training budget doesn't have to break the bank.

16. Ohio Saving Bank has 2,100 employees and a $6 million training budget.

24. American Skandia has 800 employees and a $2.2 million training budget.

27. Systemax, Inc has 2,000 employees. No data was provided on their training budget.
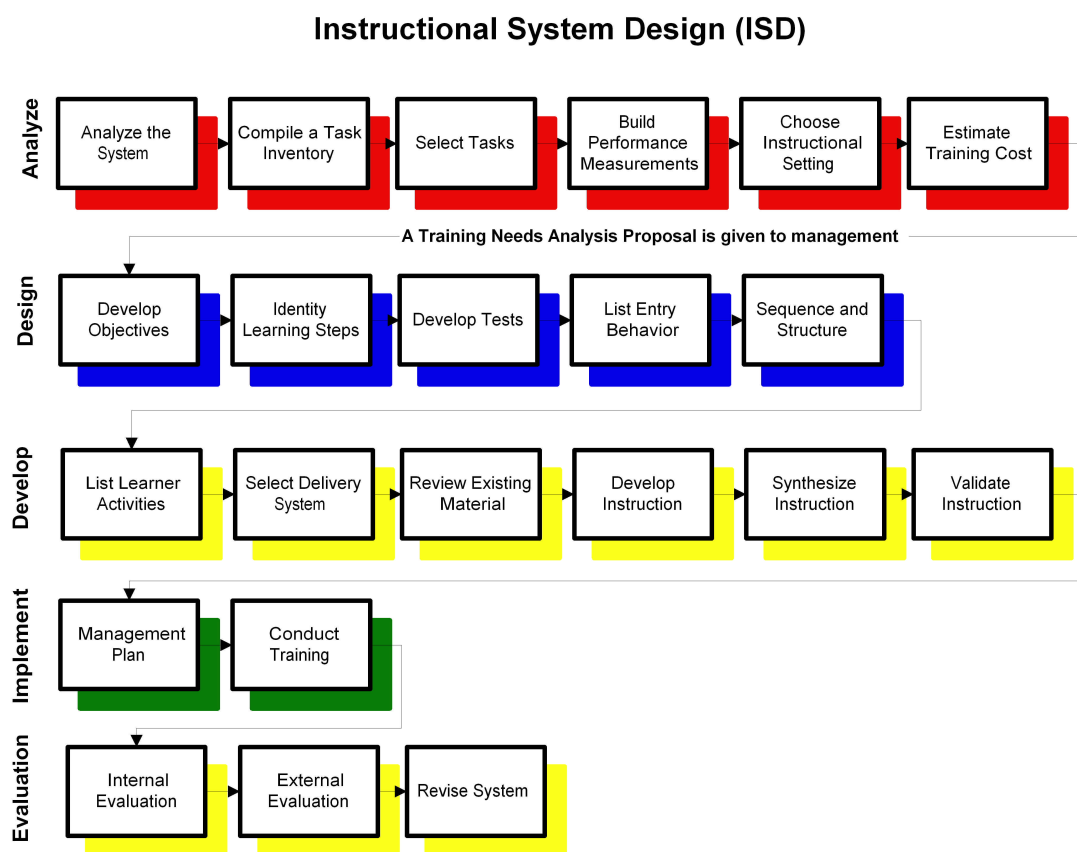
45. BMW Group Financial Services has 500 employees and a $1.5 million training budget.

49. Nuemann Homes, Inc has 266 employees and a $0.9 million training budget.

Galvin, T. (March 2003) The 2003 Training Top 100. Training.

Training Development

Once you have identified that your performance problems are caused by a recognizable gap in skills, knowledge, or attitude you are ready to develop a training program. Training programs can be purchased from 3rd party vendors, purchased off-the-self, or developed internally. If you decide to develop training programs internally, each program must be put through a systemic process of analysis, design, development, implementation and evaluate. The most widely accepted model of instructional development is the Instructional System Design (ISD) model.

Instructional System Design (ISD)

Analyze					
Analyze the System	Compile a Task Inventory	Select Tasks	Build Performance Measurements	Choose Instructional Setting	Estimate Training Cost

A Training Needs Analysis Proposal is given to management

Design				
Develop Objectives	Identity Learning Steps	Develop Tests	List Entry Behavior	Sequence and Structure

Develop					
List Learner Activities	Select Delivery System	Review Existing Material	Develop Instruction	Synthesize Instruction	Validate Instruction

Implement	
Management Plan	Conduct Training

Evaluation		
Internal Evaluation	External Evaluation	Revise System

Johnson, D. (2002) Training Design and Evaluation, UW-Stout, Menomonie, WI.

Training Evaluation

After training programs are implemented they must be evaluated to (1) gain information on how to improve future training programs, (2) to decide whether to continue or discontinue training programs, (3) to justify the existence of the training department, or services, by showing how training contributes to the organization's objectives and goals.

Donald Kirkpatrick identified four levels that the effectiveness of training programs must be evaluated at:

- **Level one, Reaction:** How well did the trainees like the program? Positive reaction may not ensure that learning occurred, but a negative reaction almost certainly reduces the chance that learning occurred.

- **Level two, Learning**: How well did principles, facts, and techniques transfer to the trainees? Use paper tests for knowledge and performance tests for skills.

- **Level three, Behavior**: How well are the concepts learned used on the job? Does the person have the (1) motivation change, (2) the knowledge about what and how to complete the desired task, (3) right work environment to succeed, (4) right reward for changing.

- **Level four, Results**: Does the application of training improve the organizational performance? Measure the impact of training on the following: (1) improvement in quality of work, (2) reduction in employee turnover, rework, or errors, (3) impact on employee satisfaction, employee retention, customer satisfaction, customer retention.

Johnson, D. (2002) Training Design and Evaluation. UW-Stout, Menomonie, WI.

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APPENDIX B

Sample Survey

By completing this survey you are consenting to participate in the research. Your

participation is voluntary; you are free to withdraw from this research at anytime by

contacting the Researcher and requesting to be withdrawn. Your responses will be

summarized and categorized as part of the research. There are no risks related to

participating in this research. Your participation in this research will be confidential.

If you have questions or concerns regarding this research contact the Researcher or the

Research Advisor as follows:

- Researcher, Torey Bryan Quinn, 952-946-8571, toreybryan@hotmail.com

- Research Advisor, Dr. Steven Schlough, 715-232-1484, schloughs@uwstout.edu

- Questions about the rights of research subjects can be addressed to Sue Fox, Human

  Protections Administrator, UW-Stout Institutional Review Board for the Protection

  of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI 54751,

  715-232-1126

Thank you for participating in this research,
Torey Bryan Quinn
Candidate for Master of Science
Training Development Program
University of Wisconsin – Stout
Menomonie, Wisconsin

1. Rate the importance of aligning your technical implementation programs directly to organization-wide performance improvement programs

       1 - Unimportant

       2 - Somewhat important

       3 - Important

       4 - Highly important

       5 - Extremely important

2. Has your organization implemented technical training programs in the past?
    ☐No
    ☐Yes, programs were successful in meeting business objectives
    ☐ Yes, but programs failed to meet business objectives

3. Has your organization implemented organizational development programs in the past?
    ☐No
    ☐Yes, programs were successful in meeting business objectives
    ☐Yes, but programs failed to meet business objectives

4. Has your organization implemented human development programs in the past?
    ☐No
    ☐Yes, programs were successful in meeting business objectives
    ☐Yes, but programs failed to meet business objectives

5. Has your organization aligned technical training programs with organizational and human development programs in the past?
    ☐No
    ☐Yes

6. Rate the relevancy of the Performance Improvement topics to your organization
    1 – Irrelevant

    2 - Minimally relevant

    3 - Somewhat relevant

    4 - Very relevant

    5 - Extremely relevant

7. Rate the relevancy of the Organizational Development topics to your organization

      1 – Irrelevant

      2 - Minimally relevant

      3 - Somewhat relevant

      4 - Very relevant

      5 - Extremely relevant

8. Rate the relevancy of the Human Development topics to your organization

      1 – Irrelevant

      2 - Minimally relevant

      3 - Somewhat relevant

      4 - Very relevant

      5 - Extremely relevant

9. Rate the likelihood of implementing the Performance Improvement topics

      1 - Never

      2 - Unlikely

      3 - Likely

      4 - Highly likely

      5 - Extremely likely

10. Rate the likelihood of implementing the Organizational Development topics

       1 - Never

       2 - Unlikely

       3 - Likely

       4 - Highly likely

       5 - Extremely likely

11. Rate the likelihood of implementing the Human Resource Development topics

       1 - Never

       2 - Unlikely

       3 - Likely

       4 - Highly likely

       5 - Extremely likely

12. List other Executive Management topics you would like Printcafe to offer in the future: