TRAINING AND NEEDS ASSESSMENT TECHNIQUE IMPROVEMENT IN CUSTOMER SERVICE THROUGH A FIELD OBSERVATION STUDY

by

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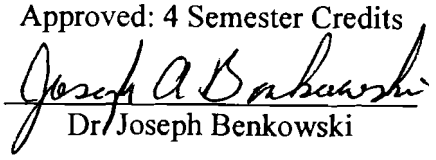

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ABSTRACT

In today's business climate, the need for training has become more important than ever before yet organizations have become cautious about how their training dollars are spent. Training is a direct investment in a company and organization. Assessing the skill level of people within an organization to develop and implement successful training programs helps organizations function at optimal levels. Therefore, it is extremely important for an organization to be aware of their training and skill level assessment, because the decisions that are made within the organization are made through cooperative efforts by people. This project focuses on the results of a field observation study conducted to look at the methods used to train regional airport personnel located at an out-station. Because of the facility's proximity to a major airport and lack of direct training input from the

majority airline training personnel, out-station training is conducted on a random as needed basis by one individual manager. The main objective of this study was to introduce the out-station training manager to a methodology that will enable them to effectively implement a systematic approach to training and plan development. The organization will be able to utilize a variety of training techniques and become proficient at conducting future needs assessments using the ADDIE Model and ISD procedures. Formulating a plan to facilitate a systematic approach to training and assessment, this study will help support improved needs and future training design for the organization.

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Meleina A. Sega

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Introduction

Introduction to the Study

Organizational performance depends greatly on the decision making processes that an organization decides to use. Every organization makes decisions on a daily basis. The decisions can range from small uncomplicated issues to large complex issues which will have impact on the organization. For this reason it is extremely important for every organization to understand and be aware of their organization's training and skill level assessment, because the decisions that are made within the organization are made through cooperative efforts by people. In today's business climate, the need for training has become more pronounced than ever before, but at the same time, organizations have also become cautious about how their training dollars are spent (Gupta, 1998).

Training is a direct investment in the company and organization. Skill level assessments of the people within the organization, development and implementation of successful maintenance training programs helps organizations function at optimal levels. In order to generate true skill level improvements, utilizing a systematic approach in the development and implementation of training programs is crucial. Because training is such a substantial investment in any organization, its people and the company's future each organization must devote significant time, funds and resources to that commitment as a goal. To further this goal, organizations must decide the best and most effective method to assess their training programs and measure skill assessment and effectiveness.

One methodology that can be employed to assess training needs is the ADDIE Instructional Design Model, which is a systems approach that results in developing targeted training programs to meet the needs of employees or those learners within the organization.

This project will focus on the results of a field observation study conducted by the researcher during the period between September 2002 and January 2003, which assessed the training and implementation programs of Mesaba Airline training personnel at the Chippewa Valley Regional Airport located in Eau Claire, Wisconsin.

Statement of the Problem

The purpose of this project focuses on the results of a field observation study conducted to look at the methods used to train regional airport personnel located at an out-station affiliated with a major airline. Because of the facility's proximity to a major airport and lack of direct training input from the majority airline training personnel, out-station training is conducted on a random as needed basis by one individual manager. For this reason a major problem that was examined concerned the knowledge and skill level of the trainer and the ability of that trainer to identify, develop and then implement effective work-related strategies to train front line employees. The results of the field study gleaned data which will support a systematic approach for training managers to incorporate. This will aid in the utilization of structure at the out-station and facilitate lucid communication.

Purpose of the Study

Anticipating a receptive response, the results of this study will change the methods used to assess skills and training in the future for the out-station. The main

objectives of this study will be to introduce to the out-station training manager and organization a methodology that will enable them to effectively implement a systematic approach to training and plan development. By utilizing the suggestions of the field observation study the organization will be better equipped to utilize a variety of training techniques and become proficient at conducting future needs assessments. This will in turn lead to direct training benefits for front line employees.

Front line employees will be assured that the instruction and assessments they are given in application of their duties have been arrived at through a structured nature. Therefore, this will provide them with the competent resources and tools they will need to accomplish their daily tasks more efficiently and productively. By having the knowledge, skill level development and resources available, managers and front line employees alike will be less apt to make mistakes, will learn to better utilize their time and offer the organization more productivity while on the job. This also translates to providing efficient and quality customer care and service.

The research questions that this proposal will answer are:

1. What types of assessments are currently employed, including function?
2. How will the data be collected and analyzed?
3. How can needs assessment in out-stations be improved?
4. What effective means can be employed to optimize training in the out-station environment?

Significance of the Study

Accurately assessing the situation and understanding skill level is essential in any organization and is important when making decisions. Targeted needs assessments in

training are viable tools necessary to an organization's success. Nickols (1981) termed the phrase "strategic phrase" when he states "training is a management tool, not the private domain of those who specialize in its development or delivery, nor of those who make its development and delivery contingent upon some other methodology." The purpose of any needs assessment in training is to identify and then define gaps of knowledge or skills that prevent people and organizations from accomplishing their goals. One way to assist organizations in reaching their potential is to identify and offer solutions to help fill those gaps. By formulating a plan to facilitate a systematic approach to training and assessment, this study will help support improved needs and future training design.

Limitations of the Study

The first and most obvious limitation faced by the researcher is that this study focuses on the skill level of only one manager at the out-station location. Since the responsibilities and authority for training and assessment are designated to one person, the station manager, the focus of the study will look specifically at the current methodology used to facilitate training and assessment. The delegation of subordinate training and assessment will also be a factor in this study because non-managerial personnel are designated as task-specific trainers; however the needs assessment and systematic training is based on the results of study on the one individual and the current methods of the organization's training and assessment practices. Additionally, this focal point led to other external limitations when the original field observation was conducted to include:

1. The observation time consisted of five months.

2. The researcher is a subordinate to the study subject.
3. The results, recommendations and findings will include an assessment of the organization, individual subject and observer, as an employee and stakeholder in the organization being observed.

Assumptions

This study involved several assumptions with regards to the ability of the researcher to collect, analyze and successfully determine objective needs assessment data. Specifically the following assumptions have a direct application to this study:

1. The researcher will be able to objectively identify and target areas of assessment needing improvement.
2. The researcher will be able to ascertain and determine probable methodology that will satisfy assessment shortcomings and result in implementation.
3. The researcher's knowledge of methodology used is reliable and valid.
4. The researcher's findings will have a positive impact on the organization and employee relationship.

Methodology Overview

A qualitative research study was conducted through a field study observation. The ethnographic recordings included written documentation from personal interviews, interfacing personally with current system structure and note taking of personal observations to record data. A survey form was also used to collect data. Use of the research results and observations will lead to a definitive proposal of an Instructional System Design (ISD), more appropriately the ADDIE model, which serves as both the systematic process to develop targeted training programs and also the methodology used

to arrive at a positive and compelling solution for needs assessment in the individuals and the organization.

Summary of Research Paper

The following chapters will discuss the literature review, the methods and procedures used to conduct the study, a brief discussion of the study results and findings, and recommendations and applications for improvements in the conclusion of the study.

Key Terms

ADDIE Instructional Model - an instructional systems design model, the acronym representing each phase of the ISD process, Analysis, Design, Development, Implementation and Evaluation (Clark, 1998).

Ethnographic Study - a form of Qualitative Research referring to the study and systematic recording of human cultures (i.e. work culture); a descriptive work produced from such a recording (Comstock, 1982).

Focus Group - groups of participants in a facilitated discussion structured around a specific topic or series of issues (Rummler & Brache, 1995).

Gaps - areas absent of the knowledge or skills required for a certain position or level; areas deemed not to be where organization expectation would require (Clark, 1995).

Interviews - series of data-gathering conversations one-on-one, face to face or electronic, structured yet flexible, sources of data-gathering information centered on specific and focused topics or issues (Gupta, 1998, Rummler & Brache, 1995).

Instructional Design Systems (ISD) - models of effective and manageable structured ways to create effective training programs (Clark, 1995).

Learners - for purposes of this study, refers to any individual or organization acquiring new data, skills and knowledge (Dick & Carey, 1996).

Methodology - the analysis of the principles or procedures of inquiry in a particular field (Comstock, 1982).

Model - a clear and detailed archetype or prototype (Gupta, 1998).

Needs - the concept of lack of something requisite (Gupta, 1998).

Needs Assessment - a systematic view of difference between how things are and how things should be (Gupta, 1998).

Out-Station - a "reliever" airport is one which relieves congestion at a commercial airport and provides general aviation access to the community (Newmyer, Hamman, Worrelles & Zimmer, 1998).

Qualitative Research - research grounded in observable data collected from documents, observations and interviews; not concerned with values of number data and set populations (Comstock, 1982).

Chapter 2

Review of the Literature

Introduction

This chapter will discuss the literature reviewed for this study. Needs assessment models developed by specialists in the Training and Development field and other researchers are reviewed. Several of the models are compared for the advantages and disadvantages to the study and case problem. A primary focus will be on the ADDIE model of Instructional Systems Design. Documentation instruments used in conducting the study are discussed in this chapter and include surveys, focus groups, individual interviews and participant observation.

Needs Assessment Models

Needs analysis is the systematic basis for decisions about how to influence performance (Stout, 1995). In a broad sense needs assessment can be described as a process for identifying the knowledge and skills necessary for achieving organizational goals (Brinkerhoff & Gill, 1994). It has also been described as a method of finding out the nature and extent of performance problems and how they can be solved (Molenda, Pershing, & Reigeluth, 1996). Therefore, needs assessment can be viewed as a study conducted to determine the exact nature of an organizational problem and attempt to find solutions to resolve those problems. The needs assessments becomes the foundation or blueprint, if you will, for making recommendations about training and instruction, supporting or adhering to organizational strategies, and for developing methods to promote productivity within the organization. When organizations find they have a problem often times they are quick to offer advice or superficial statements that address

only the symptoms of the problem. Because it is often overlooked, needs assessment should be the first step in attempting to identify the problem so that an appropriate and targeted solution or intervention can be applied. Further, in a performance improvement process in training, needs assessment is the most crucial tool of understanding performance in an organization.

The term *needs* is a misnomer in some respects, as it is not really a matter of searching for or trying to determine the *need* or wanting for the assessment. Rather it is a tool used to discover the difference between what is (currently) and what ought to be (currently), in other words the *needs* assessment is a determination of the "gap" between the situations occurring in the organization and what a preferred occurrence would be (Clark, 1998).

The purpose of the needs assessment therefore, serves to identify those gaps and determines if the problem can find a solution through training. In this instance the assessment is part of a planning process focusing on identifying and solving performance problems.

A needs analysis answers the questions who, what, when, and where but not how, that is, the target audience (who *needs* to be trained), the task or content (what *needs* to be taught) and the context or training environment (where and when the training *needs* to be conducted) (Clark, 1998). Because we must first answer these questions in order to accurately determine what and if a need exists we will examine several of the significant needs-assessment models by comparison and contrast to look at which model would serve the researchers intended project. Additionally it should be noted that simply

approaching a problem takes time and consideration, therefore just as we would approach our problem within the organization, so too must we find the right tool for the job.

Gupta (1998) describes six of the most significant contributors of needs assessments models:

- Thomas Gilbert: Human Competency Model
- Joe Harless: Front-End Analysis Model
- Roger Kaufman: Organizational Elements Model
- Roger Mager: Analyzing Performance Problems
- Allison Rossett: Training Needs Assessment, and
- Geary Rummler: Performance Improvement by Managing the White Space

For purposes of discussion and understanding of each Needs Assessment Model a brief summary and description follows. Additionally reprinted matrixes (Gupta, 1998) are attached for ease in comparison and contrast, as are the synopsis of each model.

Thomas Gilbert (1988): *Human Competence Model*

The basic premise of this model is that human performance is affected by six factors, resources, and incentives (the environment), as well as knowledge, capacity, and motives (the individual).

Joe Harless (1979): *Front-End Analysis Model*

The basic premise for this model is defined by the name. Harless (1979) states, organizations have an overwhelming tendency to look for answers or solutions when confronted with problems. They tend to do this even before a problem has been defined. In other words they offer solutions at the Front-End of the process.

Roger Kaufmann and Ryan Watkins (1996): *Organizational Elements Model*

Referred to as the OEM Model Kaufmann offers five elements to Needs Assessment: Inputs, Processes, Product, Output, Outcomes.

Robert Mager (1997): *Analyzing Performance Problem*

The basic premise of this model is that performance problems and solutions can be uncovered by asking a systematic set of probing questions. Within this Mager asserts five areas with which to probe: Describe the problem, explore fast fixes, check consequences, enhance competencies, and develop solutions.

Allison Rossett (1987): *Training Needs Assessment*

This model lists five essential components to the Needs Assessment: Optimal Performance or Knowledge, Actual or Current Performance or Knowledge, Feelings of Trainers and Significant Others, Causes of the Problem from Many Perspectives and Solutions to the Problem from Many Perspectives.

Geary Rummler & Alan Brache (1995): *Performance Improvement by Managing the White Space*

The basic premise for this model is based on looking at three levels of performance in the organization, processes, and individual jobs or performers. The model includes five phases and fourteen steps to determine the Needs Assessment.

Figure 1.1 will summarize the specific features of the six models allowing for an easy comparison and contrast. Figure 1.2 will show in summary form when each of the models should be used, for what kind of situation and in what context. As we examine each of these models and apply them to addressing our organizational research problem, we will see the focus on training and development activities of performance of

individuals and organizations as dependent upon a systematic examination of performance needs. This will introduce the model the researcher employed for this project and open the discussion towards Instructional Systems Design (ISD).

Comparison of the six leading models of needs assessment models are necessary to determine which application may work best for the organization and for determining the most efficient strategy for purposes of this study.

Model Name	Scope	Methodology	Key Features
Gilbert	Two levels of assessment: work Environment and individual.	Examine factors in work environment that have an impact on performance first. Then examine individual factors.	• Cube-shaped behavior model • Six cells • PIP = exemplary Performance / Typical Performance
Harless	Multi-phase performance improvement process.	Use rigorous and systematic front-end analysis to improve existing and new human performance in organizations.	• Front-end analysis • An ounce of analysis is worth a pound of objectives • ABCD system • Job aids
Kaufman	Three levels of assessment: Mega, macro, and micro.	Use five elements of the OEM model to identify what every organization does, produces and delivers.	• Organizational Elements Model (OEM) • Inputs, processes, products, outputs, outcomes
Mager	Systematic approach to solving performance problems.	Use a step by step performance analysis model to identify performance problems and find solutions to problems.	• Performance analysis flow charts • Could they do it if their lives depended on it?
Rossett	Systematic study of a problem using data and opinions from many sources.	Use a six step approach to plan a needs assessment.	• Purpose-based assessment • Optimals, actuals, feelings, causes, solutions • Optimal – Actual = Needs
Rummler	Three levels of performance: Organizational, process, job/individual.	Use a 14-step model to diagnose performance improvement and develop a plan for implementing interventions.	• Improve performance by managing the white space in organizations • Relationship map • Process map

Figure 1.1 Comparison of Needs Assessment Models
As adapted from: A Practical Guide to Needs Assessment (1998)

As can be seen, each model encompasses unique elements which the researcher can apply to identify specific organizational problems therefore selecting the most appropriate model to use will depend on several factors, which are unique to the organization.

The following chart illustrates a layout of the needs assessment approaches and when each should be used or applied, again comparing and contrasting the elements contained within each framework and its applicability to the problem that needs to be addressed for this study.

	Purpose	When To Use	Advantages	Disadvantages	Key Tools	Outputs
Strategic Needs Assessment	Examine existing performance problems (reactive) or address new and future performance needs (proactive) in the context of an organization's strategy Develop long term performance improvement plan	Link performance improvement needs to business strategy of organization Identify performance improvement opportunities at organizational, process, and job level	Develop long term solutions to existing performance problems or new performance needs Solve problems that affect core business processes Eliminate non-value-added activities	Time consuming Costly	Interview Focus group Survey or questionnaire Observation Process Map	Performance Improvement Plan
Competency Based Assessment	Identify knowledge, skills, and attitudes for superior job performance Build success profile for job functions	Identify competencies for managerial, supervisory, or professional jobs Measure proficiency levels of people Develop standardized training Develop performance management systems	Determine qualities that distinguish average from superior performance Provide information about current and future predictors of job performance Provide accurate and reliable data	Time consuming Requires high involvement of many people within an organization Costly Requires good project management system for large projects	Interview Focus Group Survey	Competency Dictionary Competency Model

	Purpose	When To Use	Advantages	Disadvantages	Key Tools	Outputs
Job Task Analysis	Determine responsibilities and tasks necessary to perform a job	Develop new job descriptions or revise existing position profiles Identify task listings for new or redesigned job function(s): Knowledge, skills, and abilities, and standards Develop consistent training requirements, especially for technical and specialized jobs	Stimulate interest because people have opportunity to define jobs Define skill requirements for entry-level versus senior positions Identify additional knowledge, skills, and abilities to move across or upward within a job function Provide accurate and reliable data	Does not take into account external factors that may have impact on job performance Time consuming Costly	Interview Questionnaire Focus Group Observation	Position Profile Job Training Plan
Training Needs Assessment	Identify knowledge and skills to perform a job	Implement new technology Identify training needs Develop training plan	Ensure training is linked to learners needs Easy to implement	Lacks rigor of strategic needs assessment competency-based assessment, or job and task analysis	Interview Focus Group Survey or Questionnaire Observation	Needs Assessment Report Training Plan

Figure 1.2 *Adapted from: A Practical Guide to Needs Assessment (1998)*

These models and their stated applications aid in the researcher's pursuit to identify issues within an organization, so that solutions may be determined. Alone the models are useful and are the tool necessary for any needs assessment; however once determined which model to apply, they do not necessarily stand alone but lay the foundation for discovering the problem within the organization.

To further assess a problem within the structure of an organization the needs assessment models must be developed through a comprehensive methodology in order

for the needs assessment to be successful. Following, are different methods employed in needs assessment to understand and determine which applicable model will be the most useful in determining and identifying the organizational problems to lead to a successful solution.

Needs Assessment Methods

There are a variety of needs assessments methods that can be used to gather and collect data. When researching a problem, selecting the proper needs assessment method becomes very important depending on the target population. Generally, there are two main factors to consider when determining which assessment model to use: (1) the purposes of the study; and (2) tool use factors (Rosset, 1987).

A determination must be made to ascertain (1) why the needs assessment is being conducted and (2) how can sufficient data be collected to focus on the problems or cause of problems to the organization.

To determine data collecting methodology most appropriate to an individual study, several techniques can be employed. Many tools are available to researchers conducting needs assessments. Steadham (1980) suggests a researcher use multiple methods of Needs Assessment. Following are some examples for comparison and contrast which will illustrate each methods advantages and disadvantages to the needs assessment.

The table on the following page (Figure 1.3) summarizes the key advantages and disadvantages of major methods of assessing training and performance needs. Using a blend of methods helps to give a balanced perspective and offset the disadvantages of some methods.

Needs Assessment Methods: Advantages and Disadvantages

Method	Advantages	Disadvantages
Organizational Documents	• Provide relevant, quantifiable data • Fast • Inexpensive • May build management involvement	• Does not build employee involvement • Not necessarily focused on HRD • May not identify causes • May not provide visibility
Questionnaires & Surveys	• Reach many people in short time • Build involvement • Relatively inexpensive • Yield relevant, quantifiable data that are easy to summarize • Anonymity may encourage honesty	• Require time and skill to develop • Low response rates or inaccurate responses • No opportunity to clarify • May restrict freedom of response • May lead to unrealistic expectations
Group Interviews (Focus groups)	• Build involvement and support • Provide relevant data • Provide visibility • May elicit key topics not expected • On-the-spot sharing & synthesis of different views	• Moderately time-consuming (but less so than individual interviews) • Moderately expensive • Difficult to conduct • May be difficult to analyze and quantify data
Individual Interviews	• Build involvement and support • Allow for clarification • Provide relevant data • Easier to conduct than group interviews • May uncover information that would not be brought up in a group	• Expensive in terms of time and travel costs • Require interviewing skills • May be difficult to analyze and quantify results • May make interviewees self-conscious
Advisory Committees	• Build management involvement & sponsorship • Provide visibility • Inexpensive • Allows synthesis of opinions of key decision-makers • Can help identify resources	• Time-consuming and difficult to manage logistically • Fails to build lower-level employee involvement • Poor source of quantifiable data • May lead to "groupthink" or turf wars
Observation of Work Situations	• Builds employee involvement • Provides excellent information when coaching an individual • Builds credibility • Generates relevant, quantifiable data • May provide excellent stories	• Requires a skilled observer • Does not involve management • Time-consuming • May change performance or be perceived as spying • May be logistically difficult
Benchmarking & Independent Research	• Learn from industry leaders and competitors • Can build credibility • Availability of free data on internet • Avoid rediscovering what is known	• Does not build involvement • May not be directly relevant • Data from different organizations may be misleading • Requires significant analysis

Figure 1.3 Source: Adapted from *Managing a Small HRD Department*, by Carol P. McCoy. Falmouth, ME: © McCoy Training and Development Resources, 1993, p. 23.

Needs Assessment and Training Programs

Needs assessments are the fundamental key to achieving successful training programs. Because needs assessment is a process for identifying the knowledge and skills necessary for achieving organizational goals (Brinkerhoff & Gill, 1994) and has been described as a method of finding out the nature and extent of performance problems, a training needs assessment-analysis process is likewise necessary to determine if there is a need for training and to identify the nature of the content of the training program. Conducting an assessment is a way to collect information that can be used to decide what type of development will be perceived as relevant and useful. In training, a needs assessment enables a dialogue to develop that questions what skills and knowledge is required to be more effective for the organization. Kirkpatrick (1975) includes four steps for successful training evaluation which include 1) reaction; 2) learning; 3) behavior; and 4) results. This then provides the opportunity for interaction between a variety of people in the organization that leads to the collection of information with which to generate ideas in the process. Together with the data collected through interviews, observations, focus groups surveys and questionnaires, issues can be clarified thereby leading to a focused view on performance.

Instructional systems design is one such systems approach geared towards development of a targeted training program. The Applied Research Laboratory at Penn State University defined this system as: the systematic development of instructional specifications using learning and instructional theory to ensure that quality of instruction. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes development of instructional materials

and activities; and tryout and evaluation of all instruction and learner activities (Berger and Kam, 1996).

So, why is ISD important? Simply stated, this process provides a means for sound decision making to determine the who, what, when, where, why, and how of training. The concept of a system approach to training is based on obtaining an overall view of the training process. It is characterized by an orderly process for gathering and analyzing collective and individual performance requirements, and by the ability to respond to identified training needs. The application of a systems approach to training insures that training programs and the required support materials are continually developed in an effective and efficient manner to match the variety of needs in an ever rapidly changing environment. Further, instructional design is a systems approach that results in the development of targeted training programs to meet the needs of learners. Additionally, instructional systems design- ISD is often called SAT (System Approach to Training) or ADDIE (Analysis, Design, Development, Implement, Evaluate) (Clark, 1995).

The ADDIE model is a generic, systematic approach to the instructional design process, which provides instructional designers with a framework in order to make sure that their instructional products are effective and that their creative processes are as efficient as they can possibly be (Clark, 1995). ADDIE stands for:

1. Analyze: define the needs and constraints
2. Design: specify learning activities, assessment and choose methods and media
3. Develop: begin production, formative evaluation, and revise
4. Implement: put the plan into action
5. Evaluate: evaluate the plan from all levels for next implementation

Each phase of the ADDIE model is an important element of the instructional design process. In each phase, the instructional designer makes decisions that are critical for ensuring the effectiveness of the instructional experience. The ADDIE model is comprised of the following phases:

ADDIE Model

ANALYSIS	Training needs assessment Selection of delivery system Topic analysis Job analysis
DESIGN	Select the content information objectives Prepare teachers or trainers Design first draft
DEVELOPMENT	Select the media and develop the materials Assemble the record keeping Develop tests and review
IMPLEMENTATION	Teach the material Use the media and methods selected in other phases Provide students feedback
EVALUATION	Evaluate the student's learning Evaluate teacher's performance Evaluate materials Conduct formative evaluation

Figure 1.4 Adapted *from Clark (1995).*

The ADDIE model is a generic model that serves as the foundation for most ISD models used today. To understand the interconnectedness between ISD and the ADDIE model, an abbreviated definition of each part of the model will be given before the summary phase of this section. This will ensure that the researcher has enveloped each avenue of literature review.

In order to use the ADDIE model as a popular approach to instructional design, one will additionally need to include several key individuals in the organization to form the core "design team". Besides the Instructional Systems Designer the team will consist

of an individual with Instructional Technology (IT) background, Subject Matter Experts (SMEs) and in some instances, should the project be large enough a Project Manager (PM). Often times the PM may be the same person who has a strong background in IT and SME, which would facilitate a closed smaller project, such as this researcher's study. In addition to all of these lead people, instructors, students (or workers) and other interested people will be brought into the project. Nonetheless, no matter how large or small a project using the ISD team approach still will develop a quality program which employ the ADDIE model.

In the Analysis phase, which is the first phase of any instructional design project, if properly performed one will be able to determine the *who, what, where, why and by whom* for the training program, as mentioned earlier. Researchers and designers agree that this Analysis Phase is the most important phase, however it is also the most overlooked and neglected of the phases by people who do not understand the ISD process. Analysis is often seen as a waste of time and money, but in the long run it saves money because it determines and ensures that the right training tool is used and applied to the right situation. By doing so, the outcome will be satisfactory for all people concerned and the organization as a whole (Clark, 1995, 1998; Rossett, 1987).

The Design Phase involves the preparation of the objectives for the individualized segments of instruction, including instructional evaluation techniques and tasks and an overall program evaluation plan. Usually during this phase visual representations, logic and objective maps are developed (Clark, 1998; Rossett, 1987).

The Development Phase is used for the preparation of the participants, instructor and any instructional materials; any computer aided programs or media materials are now also introduced and developed for use (Clark, 1995, 1998).

The Implementation Phase is where the project is actuated or put into service and tested. Those involved, the students, learners, facility, facilitators and project managers assess an evaluation and give input to any changes that should be made to the program based upon feedback from all sources (Clark, 1995).

The Evaluation Phase is the most repeated component of all of the phases within the ADDIE model. This phase translates to the quality management component for the overall program. In this phase, evaluation takes on two forms, formative and summative. Formative evaluation occurs throughout the entire ISD process, in particular during each completion cycle of each phase of ADDIE. What this means simply is that one should go over and back to revisit any specified areas identified as needing improvement. Summative evaluations occur at the end of the pilot testing and the completion of each offering of the course or training program. Summative evaluations provide feedback on needed improvements in the program and provide information on the overall quality. When evaluation is approached with formative and summative strategies, the resulting program requires little reworking and should adequately target the primary goals of instruction (Clark, 1995, 1998; Rummler & Brache, 1995; Rossett, 1987).

The ADDIE model is easy to use and is a proven method of using ISD in almost any training situation. When an organizational problem can be solved through training, a thorough instructional analysis shows where to go from there to get the program needed.

Likewise, using the ADDIE model can be adaptable to almost any given organizational training situation.

Summary

The task of a good researcher, like a good ISD designer is to get at the core of the problem by first, identifying the nature of the existence; second, analyzing the situation to develop and formulate a plan; next, using tools that are necessary and at the disposal of the researcher/designer to put into action a well thought out and tested prescription.

A well done research project like a well done instructional analysis begins by identifying the problem through asking lots of questions to determine if the problem is appropriate to address with training or some other means. Both of which researchers will determine through extensive questioning certain goals and objectives. By looking at the resources available for the project the researcher and designer can maximize the tools necessary for effectiveness. To ascertain who requires study or training the researcher/designer will glean information to use by conducting an in-depth assessment and looking for patterns or generic signs. Finally during the evaluation of the study or project the researcher/designer will incorporate the proper tools, such as surveys, questionnaires, interviews, records, data and observations to assimilate information into a comprehensive coded form to be used in the overall evaluation and implementation of practices, which will result in an in-depth research study and successful assessment of the training field project.

Chapter Three

Methodology

Introduction

The methods and procedures used in the needs assessment study will be identified in this chapter. Method of study, persons interviewed, instrumentation, procedures followed and method of analysis will be explained in detail.

Method of Study

In chapter one the researcher introduced the purpose of this study was to examine the training needs and current practices of an outstation commuter airport facility. One of the assumptions and limitations stated was that the researcher is a current employee of the organization. To alleviate issues of threats to validity and reliability, the study has focused on one main factor within the organization to examine, that being the observation of the organizational management systems to ascertain to what degree this influences human production and training abilities. Because the researcher is a stakeholder, the challenge was to ensure that any research methodology and method that was adopted would potentially raise the political and public consciousness of the participants, including the researcher. The researcher also hoped that it would offer the organization the possibility of developing structured policies should a need for training be found at the conclusion of this study. Simply stated, the researcher's goal for this study is to provide a viable working document for application within the organization. It was also clear that the researcher had to be honest with the organization about the intentions for research and to show that the research methodology was consistent with the role of collaborator and the current philosophy of the organization. Therefore, at the point of submission of the

findings to the organization it will be necessary to show them that the research methodology was grounded in the belief that the researcher's reflection did "not begin with a search for answers but with a search for questions" (Street, 1984), which was also supported in chapter two by a review of the literature. The administrative management tentatively agreed to review the research proposal findings as it may have the potential to offer them the possibility to formulate a critical report that would result from the project and give them a better understanding of a training needs assessment.

A qualitative methodology was employed for this study to provide valid and reliable results. Because the researcher had multiple roles in this study, researcher, stakeholder, collaborator and participant observer it is necessary to apply a two-prong methodology to ensure validity and reliability. The first element of methodology used was naturalistic observation or ethnography, the second method was survey methodology.

The first methodology employed, naturalistic observation is a type of study classified under the broader category of field studies. As described in chapter one, the first part of data collection for this study was gathered during a field study project conducted by the researcher in anticipation of obtaining data to support this study. The strengths of this type of methodology is that it allows the researcher to observe behaviors within an organization in the setting in which it normally occurs, rather than in a limited or artificial environment. An important limitation is that this is a descriptive method and therefore a causal relationship cannot be drawn; only the behaviors will be described.

The second form of methodology used was the survey method. Specifically interviews were administered. This method is another type of descriptive study where inferences can be made from the data collected and direct observation by the researcher is

not necessary. The strength of this type of method for this study is that data can be specifically gathered on the behaviors that cannot be observed or were not directly observed. Limitations would include that this type of method relies on a self-report technique and therefore could be susceptible to skewing of results which would contribute to inaccuracies of the data reported.

Ethnography

Historically ethnography has been used as a research tool in anthropology and entered contemporary usage via the interpretative paradigm of research. The role of the ethnographer is to draw a detailed picture of the social experience of people. Interpretative ethnographers are "more interested in problems of cultural meaning than in social action" (Marcus and Fisher, 1986). However to further develop this idea, ethnography is appropriate to this study because the observable measures have been documented through journaling during the course of an independent field study and the direct relational value of people and their livelihood relates directly to their social experience. Therefore an observational study is appropriate.

Critical Ethnography

It is difficult to define critical ethnography and Quantz (1992) suggests that we should not even try, as it is not possible to define social reality with any precision. However, for purposes of this study, the social reality will be considered within the context of the organization. If we consider that training needs are directly related to individuals performance of their job tasks and duties we therefore can assume that this is the social reality and context in which this study and the participants dwell.

Criteria for Critical Ethnography

According to Clark (1995, 1998) critical ethnography should meet three conditions:

First, it must employ an organizing problematic that defines one's data and analytical procedures in a way consistent with its project. To be critical, it needs to study the social practices operating in groups which determine action and meaning.

Second, in critical ethnography the work must be situated, in part, within a public sphere that allows it to become the starting point for the critique and transformation of the conditions. This critique should encourage people to understand their own actions and the historical and social context in which they are acting or the action takes place.

Third, critical ethnographers need to acknowledge that their own work is "constituted and regulated through historical relations of power and existing material conditions." Simply stated, the ethnographer must remain objective.

Research Method

Participant Observation

In adopting the role of "participant observer" it was essential that the researcher was clear on the techniques and strategies for gathering and analyzing data. Recorded and documented data from the field study completed the prior semester enabled the researcher to compile a generalized overview of the organization's current practices on training. Likewise, as a participant and collaborator the researcher was able to gain authentic data to include in field journaling. The notes, observations, information and other data were then compiled by the researcher into summary form and categorized under headings which classified each observable action concerning training needs. The data was also coded for continuity of documenting. The compilation was then edited and revised to

look for specific issues that could be criterion ordered in an effort to provide concrete information to formulate and stimulate proper and focused interview questions for the second methodological study. The field study consisted of observations of the organization as well as an independent and focused observation of the management level of authority located at the outstation location. This distinction was decided upon so that a comparison between levels of participants could be done to look at a more concise detail of current training practices. Additionally the sample population in supervisory or upper level management included only one participant, therefore for purposes of this study direct observation and personal interviews was the proper method. However, all participants were observed and their behaviors were duly noted and documented.

Interviews

The participants interviewed in this study consisted of four individuals, specifically two full-time employees and two part-time employees of the outstation. The participants were chosen because the training needs and practices directly relate to them; therefore who better to answer questions on training practices and needs, than the recipients of the programs? The lead agents of the outstation are the full-time employees, there are two. Part-time employees constitute the balance of personnel assigned to the outstation. All employees, regardless of time status receive the same training. Therefore the interviews conducted were a valid representation of the population.

The participants were each given a survey and then a one-on-one personal interview was conducted with each interviewee. Although the survey was distributed to all participants, the interview data was confidential and the name of the organization and participants will only be known to the researcher.

Instrumentation

All participants were given a survey form to complete (see Appendix B). After completion a personal interview was conducted. These interviews and surveys were used as the primary source of collecting data. The survey instruments were designed to focus on the perceived training needs of participants. The question spoke directly to each participant in order to gauge their understanding of their own training levels and how this applies in the course of their job performance. The secondary source material was derived from the field study notes of the researcher, as described earlier in the written discussion on ethnography.

Procedures Followed

The researcher began this study by reviewing the field notes from the compiled summaries, discussed earlier. Additionally an in-depth study, as noted in chapter two, review of the literature was conducted. These reviews gave the researcher insight as to the issues that would be involved in determining how best to conduct a successful needs assessment. To strengthen the focus of the material review the researcher also looked at methods of assessment that previously had been unsuccessful.

With the review of notes and literature complete, the researcher began to analyze the responses from the personal interviews and categorized the various questions, after coding, into classifications, which will be discussed in chapter four.

Once the classifying was complete, the researcher began to look for commonalities and differences, those also were grouped. With all documentation assembled the researcher then compared the data to material from the literature review and field note compilation summaries.

The next step involved a direct comparison of the data from the personal interviews, written summaries, literature reviews and field notes and conducted a group session with the individuals involved. Additionally, the supervisor requested an individual meeting, which had no bearing on the outcome. This discussion session was held to deliver, in a generalized manner, information gleaned from the research. This enabled the participants an opportunity to discuss any issues they thought had not been addressed once the information and results had been delivered to them. The underlying purpose was to ascertain any new ideas and suggestions that could help identify any needs not addressed. During the focus group meeting the participants indicated that their concerns or issues had been fully addressed, therefore the only matter left to conduct was to present the findings to the group after which time the focus group meeting concluded. Discussion of the results, conclusions and recommendations of the research study will be discussed in Chapter five.

Method of Analysis

This study was conducted using a qualitative method. In this qualitative analysis the researcher's responsibility was to determine if in fact a training needs assessment was warranted. To arrive at the conclusion and in order to make sound recommendations based upon the findings, the researcher used a comparison of all of the documented written material, personal interviews and literature reviews for support.

Once the analysis of data was complete, the researcher then formulated a table which listed each outcome for comparison reasons and in order to assemble a summary to justify the results and determine if a training needs assessment should be employed. The results of the tabling will be discussed in the next chapter.

Summary of the Chapter

This chapter discussed the methods used to conduct the research. Also described here were the participants of the study, the instrumentation used in the research, a summary of the procedures followed to conduct the inquiry and an explanation of the analysis procedure conducted for the research. Chapter four, the next chapter, provides a discussion of the results and detailed implications of those findings.

Chapter Four

Results and Discussion

Introduction

This chapter reports on the findings of the researcher. The findings were determined after the analysis of the data which included personal interviews, field summaries, survey forms and focus group session. The presentations of these findings include direct quotes and evidence of current organizational training methods which were compared in the analysis to determine if a training needs assessment is warranted. In describing the findings, the researcher will introduce elements from the survey to explain in detail the outcome.

Results of the Study

The researcher began this study as a project derived from an initial field study, conducted in the prior academic year. One of the main purposes of this study was to determine if a training needs assessment was conducive for this organization. This issue was discovered during the documentation and observations conducted within the field study. The researcher arrived at this conclusion based upon the observations or how training is currently conducted and then how it is applied while on the job.

To clearly represent the findings of this study it will be necessary to give *background information on the current process of training within the organization.*

Initial problem

Through observation conducted in the field study and from the analyzed data and personal interviews the researcher learned that the current method for training at the outstation is conducted by the affiliate major airline company. This requires that

outstation employees on a rotation basis commute to one of two major facilities to attend training classes. Since the outstation employees are subordinate employees to those of the major affiliates stationed at the major facilities, there is no timely or organized scheduling for training procedures as the major station employees are trained on a firm schedule because they are located in the proximate zone. This means that although outstation employees receive notice of training they are factored in to be trained when time and conditions allow. As described in the previous chapter, the participants of this study included two fulltime and two part-time employees. Due to the random scheduling of training time for the outstation employees training is administered in an at will situation. This presents the first of the major problems with training for the outstations. All airline employees are required to be trained and re-trained in various categories for a variety of job tasks. At the major facilities there is an abundance of employees and therefore specialization is possible. At the outstations, because of the small group of employees it is necessary that every individual learns and knows how to perform every task associated with airline operation. On the positive side this enables the employee to become well versed in all station functions; on the negative side some employees are not capable of performing certain functions. Additionally when training is not provided in a timely and organized method, this causes some employees to be fully trained, some employees to be moderately trained and other employees to be basically trained. In the organizational structure it is obvious that some employees will know more than others and therefore be called upon to perform certain tasks, on the other side, the employees who have only basic skills are relegated to performing basic tasks, this creates an unequal distribution of tasks assignment.

Along with this major concern two additional underlying problems develop. The first underlying problem is that since all employees are not trained equally, using the description above, and because randomization in training selection occurs it could be and has been possible that the fulltime employees lack training in areas, and certain part-time employees have completed all necessary training. Therefore the problem is evident in that the people who need to learn all tasks because they are fulltime, lack skills and therefore the skills and tasks that should be their responsibility fall to part-timers to handle. Outside of part-timers working overtime or not being available to cover a shift, the responsibility then relies on the supervisor to cover personally all of the shifts where uncertified or untrained employees may be working, this becomes another underlying issue.

The principal management structure has in place certain training directives that all outstations follow. Yet in the final analysis it is the responsibility of each station manager to determine who and when an employee attends training when a training date comes down from the major facility.

Presently the station manager selects the employee to attend training based on employee availability that corresponds to the training dates, irregardless of status or seniority and with no regard for the order or topic of the training session. This means that the possibility of an employee who has not been trained in luggage handling might receive training in luggage screening simply because they are available on that date. The result of this will be that the outstation will have an employee qualified to screen luggage, but is prevented from using those skills because they have not been certified to handle luggage. In the final analysis of this method, the training has become moot.

Determine Target Group

Because of the complexity in this study the researcher looked at two target groups. Group one consisted of the station employees and group two consisted of the station manager. As discussed in the previous chapter employees were surveyed and asked about their perception of training and training procedures of the outstation. The results indicated that all of the surveyed employees are aware of their current situation, but every employee failed to even suggest a method to alleviate the situation. Based upon the direct personal interviews and survey forms gathered and analyzed the researcher discovered comments such as:

> "Training is very good in Minneapolis, but we should all know how to do everything"
>
> " If we could hold training in our own station everybody would have a chance to learn the whole system, that way when there is a fulltime opening everyone would be qualified"
>
> " We need to be trained in a way that lets us have some kind of clue as to what we will be doing on our jobs. I like my job working for the airlines and the free travel is good but after being here for seven months, I still don't know how to use the computer system except to do ticketing"

These sentiments are compounded by the fact that even though some employees may have all of the training modules completed, airline policy and FAA restrictions prohibit training outside the certified classroom; therefore employees cannot show their colleagues how to do an additional task.

With regards to the station supervisor, or the participant in group two, this study conducted a direct observation, namely the field study conducted the previous academic year. A personal one on one interview was also conducted, as indicated in the previous chapter. The results yielded some positive insight to the perceptions of the station manager. First, the station manager receives training in station policy; all directives come from the home office in Detroit, Michigan. The policy training does not encompass direct passenger service, customer service or physical properties. It is necessary and prudent that the station manager should be trained in station policy, which makes positive management sense, however at the same time the station manager receives field training on a rotation basis, but has never undergone human resource or personnel management training. This presents the challenge in the examination and observation of the participant in this target group. During the personal interview the station manager indicated he:

> "Is considering letting someone else make up the weekly schedule because he often doesn't do a good job of it and everyone always wants to trade work shifts", additionally, "I have to consider who won't work with who because they don't get along, then I can't let *two basic skilled* employees work together because they don't know how to do certain things" also, "There are only three people who know how to open, so they have to keep rotating with each other and that doesn't give them a chance to have better shift hours".

From these comments the researcher developed a sense that the station manager is aware that there are scheduling problems based on training needs, yet he also was at a

loss to explain what method could be employed to help stabilize and make the organization function.

During the course of the personal interview specific issues were discussed to address the problematic concerns. In the interview the station manager disclosed that he felt a "system" of some kind could be developed to aid in personnel and specifically training matters. As the researchers discussed and presented the major findings of the study the station manager agreed that he would be interested in reviewing the findings and read over the conclusions and recommendations.

Because it is apparent that the outstation has no formal system for training policy or procedures the most obvious course of action would be able to assists in the development and application of a useful model.

Training Related or Non-Training Related

Since the key problems have been identified, the next step in the research process is to determine if the problems are training related or not. Because this study focused on whether or not a training needs assessment would be warranted looking at this issue is appropriate.

Through examining all of the data collected, comparisons to the review of the literature and from statements made by key personnel of the subject outstation, the results indicate that this is a training related problem. Specifically it addresses the key issues as outlined in the introduction chapter which posed the question of whether or not this organization would make a good candidate for a training needs assessment. Factually, this study may serve as a precursor to this endeavor.

On reporting the findings with respect to each target group some interesting characteristics were discovered.

The employee participants were surveyed and asked questions specifically addressing issues of training needs. In order to see an overall consensus of how the participants view training needs the following chart details the recorded answers to one very distinguishing question form the survey:

5. Do you think this organization offers: a) Too much training b) A good mix of training c) The wrong types of training Respondents: 3 of 4 d) Too little training e) Too much formal training and not enough on-the-job training f) Too much on-the-job training and not enough formal training Respondents: 1 of 4

The respondents indicate a clear perception of their training needs.

The second group participant consisted of one person the station manager. Although the station manager also completed a survey form and participated in a personal interview, several key factors were discovered and discussed in detail with the participant. One of the key issues focused on the nature of this study and was explained in chapter one, the introduction. After explaining the Instructional Design System and in particular how organizations can develop systems to assess training needs, the station manager appeared receptive to the idea of utilizing a model to structure and assess the training needs.

To illustrate how an ISD and ADDIE model could be designed to clarify training needs, the researcher developed a rudimentary example to demonstrate the findings concerning the participant of group two, the outstation manager and shared the demonstration with the participant.

Below is figure 2.1 which is a brief chart of specific findings for this participant:

Actual Performance		Discrepancy Reason
Managers are unable to apply basic ADDIE principles	Managers are able to apply basic ADDIE principles.	Managers lack knowledge of basic IDS principles
Managers are unable to generate IDS Action cases	Managers are able to generate IDS Action cases.	Managers do not have the skills necessary to generate ISD Action cases.
Managers are ineffective ISD coaches for employees	Managers are effective ISD coaches for employees	Managers do not have the ISD skills necessary for coaching learners.
Managers are resistant to utilize ISD principles when designing training	Managers should utilize ISD principle when designing training.	Managers lack knowledge and skills of ISD principles.

Figure: 2.1 Abbreviated survey results: Station Manager

This brief example and the determination of the group one compiled answers, show a clear need both in fact and in perception for an organized instructional design model to assist with a training needs assessment, which would enable organizations to function more efficiently and productively.

Report to Decision Makers

The field study was conducted with the prior approval of management located in the home office in Detroit, Michigan. During negotiations to conduct a field study, the researcher was asked if a possibility would exist to report the findings directly to the home office. There were no in-depth discussions concerning interpretation of the material, however for purposes of this study a comprehensive proposal may be compiled at which time it will be reported to decision makers located in the home office of the organization.

On a more appropriate level, the station manager will have access to all of the report findings. Since the station manager is the decision maker in immediate context and

was a participant in this study some of the major issues have already been uncovered. (See figure 2.1 above).

In chapters one and two, the researcher noted that the task of a well done instructional analysis begins by identifying the problem. Through the analysis process and discussion of findings the key problems have been identified and brought to the attention of appropriate organizational representatives.

Summary of the Chapter

In this chapter, the researcher discussed the findings of the study. These findings were determined by analyzing the interview answers, reviewing the documentation, and by analyzing the group session. These findings were then divided into subheadings:

1) statement of the initial problem,

2) determination of the target group(s),

3) collection description of the data,

4) discovery of relationship to training problems or no training problems

5) data reporting to organization decision makers.

During this discussion comparisons with the review of the literature were made and examples were offered to clarify position and findings.

The following chapter will provide the summary, conclusions and researcher recommendations.

Chapter Five

Summary, Conclusions and Recommendations

Introduction

This chapter is divided into three main sections: 1) summary of the study; 2) conclusions of the study and 3) recommendations based on findings in the study.

Summary

The purpose of this study was to look at a specific organization and describe the current training practices to see if the organization and structure could be aided by implementing a training needs assessment. The researcher gave background information and was able to formulate research questions, based on observations made during a field study of the subject organization, made one academic year prior.

The researcher used survey interviews and a group session to collect data necessary for production of this study. Similarly, the researcher's field notes and documentation were also used to arrive at a reliable conclusion.

To effect an orderly analysis of the data, the researcher divided the findings into five manageable categories to study the data. The categories included: 1) identify the initial problem, 2) determine and identify the target group(s), 3) collection of the data, 4) identify if data is training related or non-training related, and 5) summary to report the data to decision makers. The researcher also compared the review of the literature and introduction chapter to the current practices of the subject organization. Additionally, a field study conducted by the researcher in the prior academic year provided notes and journal entries that were also used to identify issues or problems which supported the findings of this study.

In the next section, the researcher will offer the conclusion of this study. The conclusions are followed by the researcher's recommendations for future needs and are listed in order of priority based upon the outcome of this study. Also, the future recommendations will include suggestions for implementing a model plan of action to help structure training for the organization.

Conclusions

The researcher found two main concerns after reviewing the interview data, conducting a review of the literature and from field observations. The two main concerns are 1) There appears to be no structured training program in the organization and 2) management, the decision maker in this study, lacks the necessary skills to implement a training procedure.

The first issue is vital to the survival of the organization. As discussed in chapter one, people constitute the organization. Without proper planning and procedures it is difficult for any organization to maintain productivity and efficiency.

Although the subject organization does use training practices they are more detrimental to the overall success of the organization and people. Additionally, there appears to be no verifiable form of training schedules or applicability of the semblance of what is considered training for this organization. The participants and employees, as well as the supervisor or manager all concur in their interview that there is a definite lack of training. Yet, not one person noted that there was a definite lack of training assessment.

The training currently practiced by the organization is not structured and random. This has lead to disorganization and inequality distribution of job tasks. Due to this reason alone the organization does not operate with maximum efficiency. With no formalized planning or procedures in place optimizing employee efficacy is difficult at

best. Does the current training system provide specifically for the tasks required? Based on the data collected for this study, including personal interviews and group session discussion it seems unanimous that there appears to be no training assessment in place.

For these reasons it seems clear that this organization requires a determined and structured plan of action to help in the development of a training program to allow the organization to function properly. After discussing the second concern found, I will endeavor to offer a specific recommendation to address this first concern.

The second major concern the study showed is that the people in charge of making training decisions, in this organization, the station manager lacks the necessary skills to implement a successful training needs assessment. This conclusion was arrived at based upon the information gleaned from the field study conducted, of which observations were made specifically related to the subject's specific duties and on the interview, group sessions and personal discussion with the participant. Several factors were analyzed and discussed with the participant and the researcher was advised that the participant has had no formal training in personnel management or training assessment and therefore cannot effectively formulate a plan of action. Therefore, it was suggested, and discussed and reviewed in the previous chapter, that this decision maker who is the participant receives some formal training education.

In concluding the findings concerning the second major concern it is quite evident that the participant is receptive to the specific needs regarding training in this organization. Therefore, it is felt, by this researcher that a positive plan of action can be developed to aid in the successful training needs assessment, based upon the findings of this study.

Recommendations that speak to the first issue should be positively impacted once a formalized plan for training is in place. Recommendations for the second major concern should also be positively impacted with a formalized plan for training is in place. With regards to the organization, any type of structured training plan should have a positive impact in this organization due to the fact that they currently 1) have no training procedure in place, 2) are receptive to having a training policy effected and 3) the management and decision makers concur.

Having compared the findings to the review of the literature and based upon the information from the participants it seems very likely that any change to the organization training assessment would be an advantage with positive effects.

Recommendations

Based on the overall data and review of the literature and the purpose of the study, this researcher would recommend that the organization move to conduct a training needs assessment. Because this study advanced the theory that a needs assessment may be appropriate and the findings concurred, it seems logical that the organization may follow this study's formula.

Additionally, the very first recommendation the organization should consider is to use this document to amass a basis to conduct a training needs assessment.

As was discussed in chapter one, this researcher wanted to investigate if a training needs assessment would be warranted. Due to the information that has been analyzed it is this researcher's recommendation that the organization employ an Instructional Systems Development utilizing the ADDIE Model. This model will provide the most efficient and effective model for the organization to follow.

This model is appropriate because this organization has no formal plan in place to either implement or assess training needs. Clearly, the organization can see that there is a definitive need for training. Yet if the person responsible for the training does not have the skills, it seems more appropriate that the organization follow a systematic plan.

This study will propose that the organization utilize the ADDIE model to become functional: *Adapted from Don Clark 1995*

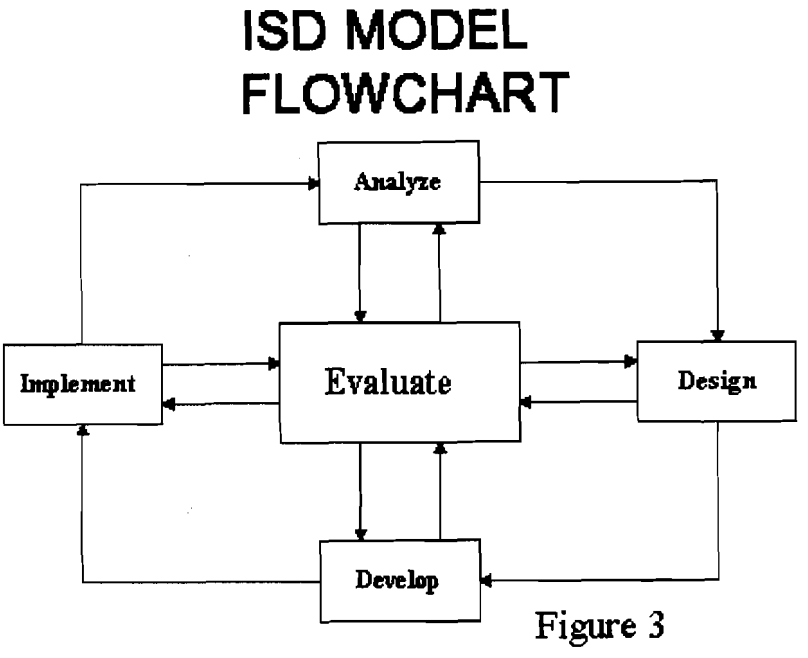

Figure 3

This chart describes the process that will enable the dysfunctional organization to develop a clear training needs assessment. Because the participants in the study accept that training needs clearly exist following an organized formula will help alleviate the disconnected environment they are currently operating under.

Lastly, the researcher would recommend, based on the findings of this study that a formulation for this plan should be conducted in the immediate future and that the foundation of this suggested model is such that all participants can become immediately engaged.

Future Needs Assessments

This section states the recommendations from the researcher on how future needs assessments should be conducted by the organization.

Because this will be this first assessment done for this organization it is still necessary to project future needs assessments, because the process if dynamic.

Since the organization will already have a practical working knowledge based on their initial training needs assessment, they should prepare themselves to conduct needs assessments on an ongoing basis.

When conducting future needs assessments the most important steps for the organization would be to:

- Determine the target groups
- Collect the data (instrumentation, interviews, surveys)
- Tabulate the data material
- Organize the results
- Analyze the data in an objective manner
- Report the findings to the decision maker
- Determine if this is a training related issue or non training related

Following these steps will enable a report to be compiled that can be reviewed to assess the condition and specifically target the deficiency.

Overall this researcher found that by conducting a training needs assessment the organization will show a determined benefit. Using a well thought out design can only improve the performance and conditions within the organization and utilize the maximum efficiency of the stakeholders involved.

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APPENDIX A

Consent Form

Consent Form

This research studies the necessity for a training needs assessment for your organization. The results of the study will be applied to conduct an assessment of the organization.

Before asking you a number of questions, I would like you to read and sign the consent form, indicating that you understand the potential risks and benefits of participation, and that you understand your rights as a participant. If you have any questions, please contact Meleina A. Sega, primary researcher at (715) 831-9260 or Joe Benkowski, research advisor at (715) 232-5266.

RISKS
There is little or no risk to you in answering the interview questions. Your responses are completely confidential.

BENEFITS
Although the results of this study may benefit the organization for conducting present or future needs assessment, there is no direct benefit to you by participating in this study.

CONFIDENTIALITY OF RESPONSE
Your answers are strictly confidential. Only the primary researcher will have access to the confidential raw data. The interviews will be tape recorded. Upon completion of the study, the researcher will return the tape to you or destroy the tape to ensure confidentiality.

RIGHT TO WITHDRAW OR DECLINE PARTICIPATION
Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. Should you choose to participate and later wish to withdraw from the study, you may discontinue your participation at this time without incurring adverse consequences.

NOTE: Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher or research advisor and second to Dr. Ted Knous, Chair, UW-Stout, Institutional Review Board for the Protection of Human Subjects in Research, 410 Bowman Hall, UW-Stout, Menomonie, WI 54751, phone (715) 232-1126.

I attest that I have read and understood the above description, including potential risks, benefits and my rights as a participant, and that all of my questions about the study have been answered to my satisfaction.
I hereby give my informed consent to participate in this research study.

_____ _____

Signature Date

APPENDIX B

Employee Survey Form

Employee Survey

We are looking for ways to improve our training program and would like your feedback on your training requirements.

1. Your Job Title:

2. Type of training received. For each type of training or education listed below, check the box that applies to you.

	Could not have done without it	Of great help	Somewhat helpful	No Help	Did not receive
Formal Schooling					
Apprenticeship					
Employer training program					
On the Job Training					
Help from coworkers					
Instruction Manuals					
Job Aids					

3. What type of training would you recommend to someone starting a job like yours?

4. Would further training help you now? And if so, what kind of training?

5. Do you think this organization offers:

f) Too much training
g) A good mix of training
h) The wrong types of training
i) Too little training
j) Too much formal training and not enough on-the-job training
k) Too much on-the-job training and not enough formal training

6. Any comments on how we could improve the company-training program (use back if needed)?

APPENDIX C

Supervisor Survey Form

Supervisor & Manager Training Survey

We are looking for ways to improve our training program and would like your feedback on your staff training requirements.

1. What type of training do you and your employees require?

2. If you could divide 100 percent of the training effort among the following topics, how would you do so?

- Each column should add up to exactly 100 percent.
- Assign no percentage to topics in which you do not want training.
- For the rows listed as "Other," enter the type of training that you believe is needed.

	For yourself	For your direct reports	For those who report to your direct reports
1. Leadership			
2. Computers			
3. Time Management			
4. Counseling			
5. Performing Reviews			
6. Writing			
7. Other _____			
8. Other _____			
9. Other _____			
10. Other _____			
TOTAL	100%	100%	100%

3. Do you think this organization offers:

l) Too much training
m) A good mix of training
n) The wrong types of training
o) Too little training
p) Too much formal training and not enough on-the-job training
q) Too much on-the-job training and not enough formal training

4. Any comments on how we could improve the company-training program (use back if needed)?