

EVALUATION OF AN INSTRUCTIONAL PACKAGE
FOR INDUSTRIAL TRAINERS.

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A Thesis-Equivalent

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ABSTRACT

The Evaluation of an Instructional Package for Industrial Trainers

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A package for industrial trainers was designed and assessed in relation to a specific training program at a major Canadian bank. An informal pilot evaluation was undertaken to examine critically every aspect of the training system beginning with program design and continuing through to on-the-job training/performance results. The manual aims at helping trainers analyze and improve their teaching effectiveness in a classroom situation. It provides trainees to prepare, plan, teach and evaluate a lesson through a knowledge of basic principles of learning and instruction; to provide practical experience in the preparation and presentation development of lessons; and to maintain a high standard of teaching in the bank. The review of the related research investigated training and evaluation processes in industry, and recommended a systems approach to the design and development of this project. Certain elements of microteaching were adapted in this study, namely, the small sample size, and the use of the videotape in the recording of an effective presentation by trainees.

A sample of 14 training officers were selected for two workshops studies, for a duration of five days each. Needs analysis was conducted initially to determine the training objectives, and a curriculum model for trainers was formed. Subjects were administered a pre and post test for the last workshop only to measure for knowledge and retention of the course content; each subject delivered a 2-minute and 15-minute videotaped

presentation, to be reviewed and critiqued later. Course/Instructor/Video evaluations, informal interviews, and 3-month follow-ups comprised the remaining assessment. Correlations were computed among these variables: sex, age, education, number of years of bank experience, months of training experience, and present position.

Results of the evaluation showed strong approval and acceptance of the program. At least 90% claimed to be more confident in their ability as trainers and improvements were noted significantly in the area of preparing and delivering an effective presentation. On all scales, subjects rated the manual as highly effective and useful on-the-job as it provided the major input into the successful outcome of the program. The videotaped presentations were found to be the highlight and the most memorable experience. Findings indicated significant increases from the 2-minute to 15-minute video presentations. A number of factors potentially related to performance on the training program were examined; no significant interrelations were found. The 3-month follow-up revealed that more than half of the participants were beginning or have applied newly learned material on-the-job. Participants reported improved changes in their interpersonal and presentation skills with fellow trainees.

It is hoped that this pilot study will set the framework for future training instructors in the bank. Future research will hopefully evaluate more workshops of this nature, and extend itself to a larger population group under more controlled conditions.

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Chapter I

INTRODUCTION

The importance of industrial training and evaluation must be recognized more widely in order to measure the extent and effectiveness of training programs. Improvements of training depends on the measurement of results against training objectives, and efficient control of the system is only possible by the feedback which evaluation provides. In this era of rapid, technological change, new concepts, materials, processes and machines are appearing that affect occupational education and development of the labour force. These changes, and many others, have an effect on job education and training. The training patterns of the organizations must fit themselves into the evolving structure of the environment. Curriculum must be in line with the social needs and technological changes. The methods of instruction must be in keeping with the latest and best understanding of how people learn and how they can be taught more effectively.

There is a definite need for training research to be oriented towards business and industry. Research of an evaluative type, which is fundamental to sound program development, has been very limited. Little or no evidence has been gathered regarding the results or effectiveness of training program evaluation.

The objective of any training program is to change human behavior in such a way as to improve the efficiency of the company. This change will be reflected in employee attitude, skills, and knowledge. The course of action is to examine critically every aspect of the training system in terms of their needs, objectives, programs, participants, instructors, and

management.

Everyone who is responsible for a training function is concerned with the operating effectiveness of his program, but research techniques have rarely been used for determining such effectiveness. The reason given most often is that there is a lack of qualified personnel in training departments to conduct the evaluation required.

The trainer has the responsibility of keeping abreast of the technological changes in the field covered by his curriculum. Therefore, individual courses and training programs must be constantly evaluated, revised, and refined.

Every organization, no matter how small, includes at least one member who is responsible for training employees. A training and development professional has a unique opportunity. Very few occupations in industry have as their charter the creation of experiences dedicated to helping fellow employees fulfill their career aspirations. Most jobs have as the end product of their labour the generation and manipulation of financial, electro/mechanical or administrative processes. They must add the uniqueness of the individual to the demands of the job and find ways to optimally match them.

The existence of a training and development role is necessary, because organizations, in order to achieve their desired output, need someone who is clearly responsible for:

- + training people to do their present tasks properly.
- educating certain employees to assume greater responsibilities in the future.
- developing people and organizations for futures.

The training role has five major responsible areas: (1) determining training needs (2) establishing training objectives (3) selecting instructional methods, media, and developing instructional materials (4) conducting and administering training, and (5) evaluating training.

Proper selection and organization of trainers can be one of the most significant decisions made in the overall success of the training operation and increased production.

On-the-job, effective training can make an individual's work a more pleasant and satisfying experience, and as employees are the organization's most valuable asset, it is important to provide them with the knowledge and skills necessary to do the job. This, to a large extent, determines the success of the organization. The reason for the existence of a training program is so that the organization will benefit maximally as its employees grow in the acquisition of knowledge, abilities, and attitudes. As well, training represents a major corporate investment in many companies.

Evaluation is an ongoing process that begins even before the first thought of training. It should provide the framework for all the activities in the total human resource training/development program.

There are three basic reasons for evaluation:

- (1) To ensure that training and development programs make the contributions to the goals and objectives of the organization that they were established to provide. Evaluation is used to the degree to which the objectives of the program have been established.
- (2) To collect the data needed to improve the effectiveness and efficiency of every aspect of the training and development system - personnel, facilities, equipment, policies, programs, and procedures.
- (3) To determine the cost/value ratio of the program.

Evaluation thus becomes the process of determining whether progress is being made toward stated objectives at a reasonable rate and expense. Results are the ultimate measure of the effectiveness of the training function. A good training program without effective evaluation is like an investment without profit control.

The purpose of this thesis-equivalent was twofold:

- (1) To develop an instructional training package (manual) for industrial trainers at a major Canadian bank.

- (2) To evaluate the effectiveness of the package as it relates to the performance level of the trainers and the training program. This evaluation was carried out on two "Train-the-Trainer" workshops held by the bank:

- Workshop I: December 7-11, 1981
- Workshop II: March 8-12, 1982

The training package (manual) was developed for several reasons:

- for use in the classroom.
- to act as a reference, referral guide for instructional trainers.
- to contain technical and practical information on learning principles; audio-visual aids; instructional theory and design; and on-the-job training.

The manual was needed and developed to update and replace old material previously used for workshops of this nature. The package will be used by future participants attending the Train-the-Trainer workshops, and as a reference guide for trainees interested in becoming more effective and competent training instructors. It was felt desirable by the bank to enlist the aid of this researcher to assist and develop an effective manual using instructional skills, media, research, analysis, and evaluation to its fullest capacity. As well, an educational technology specialist was seen to possess the necessary background, skills, and knowledge to assess effectively the manual and the training program.

In this thesis-equivalent, evaluation techniques were applied to assess the Train-the-Trainer program. These are the evaluation techniques which will be used in the assessment process:

- the administering of a pre and post test for the March workshop to measure the knowledge of course content before and after.
- the ratings of the 2-minute and 15-minute videotape critique forms to assess delivery and presentation skills.
- a Video Feedback/Evaluation Questionnaire to measure participants' attitudes.
- Course Evaluation: to determine how effectively the course has achieved its objectives; to determine how the content, course organization, presentations, methods of instructions, and participant expectations can be improved to make the workshop more efficient in transferring the learning; and to evaluate the performance and effectiveness of the instructors.
- 3-month Follow-up Evaluation: to measure participants' attitudes and behavior changes toward the workshop while on-the-job.

The "Train-the-Trainer" Program/Workshop

Trainers in the bank play an important part of the organizations' development. Not only must they become effective instructors, they must help their trainees grow in their knowledge, abilities, and attitudes both as employees and as individuals. This is the reason for the existence of a training program. The organization benefits as its employees grow in capacity and understanding. Trainers are needed to determine HOW the skills, methods, techniques, and equipment can be produced to meet organizational goals in the most effective and efficient way possible. In order for the system to run continuously, they must be able to effectively transmit their knowledge onto their trainees. There is a need to engage trainers, during the period within which they are acquiring their expertise, in experiences which will train them, educate them, and develop them. These programs must provide for both short-term and long-term skills and knowledge.

The "Train-the-Trainer" program was developed in 1978 to provide an opportunity for bank instructors to analyze and improve their teaching effectiveness. Workshops are given by the Human Resource Training and Development Department. Each year, a letter is sent out from the Montreal Head Office to districts (provinces) across Canada and worldwide listing three to four dates of when each workshop will be held. On the average, workshops are held every three to four months, in any one of the major cities in Canada. District managers are requested to submit their list of potential candidates for the mentioned dates.

The purpose of the workshop is to help trainers in the banking industry to effectively fulfill their responsibilities as a "training instructor". At the end of the one-week workshop, trainers should be able to:

- describe and apply basic learning principles in the classroom and in the field.
- design and evaluate classroom sessions.
- deliver an effective classroom presentation.
- interview, monitor, and coach trainees and/or branch staff in the classroom and in the branch environment.
- plan and administer the training functions within their mandate.

The workshop gives trainers an opportunity to analyze themselves as instructors and learners and to participate actively in all phases of a trainer's work. A variety of techniques are used to help them acquire the skills and knowledge they will need as trainers, such as role-playing, group exercises, games, discussions, and lectures. Exercises and problems are based upon realistic situations, and whenever possible, drawn from real life.

The Train-the-Trainer program provides opportunities for trainers to systematically produce a unit of instruction, test it out, evaluate its effectiveness, and revise it as needed. Future trainers should be exposed to a variety of learning situations while they are learning. Because a trainer must always work with human resources, it is essential that any training program for trainers provide multiple opportunities over an extended period of time for interacting with other people under both simulated and real conditions.

In a bank situation, a large amount of money is allotted each year to the development and coordination of training programs and courses as well as to the ongoing production of new training materials. The bank's philosophy is to encourage and support all employees in their personal development within their present positions and to prepare them for future responsibilities. Through this development, they will undoubtedly increase their own efficiency and productivity.

CHAPTER 2

REVIEW OF RELATED RESEARCH

Introduction

A review of the literature on the evaluation of training and a study of the evaluation provisions contained in a large number of training and development programs indicate that little has been done to measure training in terms of its effect upon the productive efficiency and morale of an organization. Even in the few cases where studies of the impact of such training have been made there arises the question as to whether the training program was responsible for the improvement, or whether other factors were involved.

The objective is to determine how well the training job has been done in terms of the needs of the trainers and the organization, as well as the resources available to meet these needs. Training is viewed as a processing system which converts input (trainees) to outputs (trained employees whose capabilities have been enhanced through training). Evaluation is a decision-making process that may be hampered by data that is unreliable, untimely, or incomplete. Training, therefore, may not be evaluated for a number of reasons, including lack of perceived need and lack of knowledge and skill on the part of the trainers.

The review of related research in this section identifies four important areas that contributed to the design and development of this thesis-equivalent: (1) Training (2) Evaluation (3) Microteaching, and (4) Videotaping.

Training

Training in business and industry is one of the most rapidly expanding fields today. Not only are corporations involved in specific job training, but they also are becoming active in providing broader educational/developmental programs for employees (Peterfreund, 1976). IBM now spends over \$750 million per year and General Motors over \$1 billion annually on training (Thomas, 1981). The number of training professionals needed as well as the skills of those trainers continue to increase. Between 1976 and 1982, it is expected that management training alone will increase 83 per cent (Schwaller, 1980). In a recent survey of 113 companies, 71 per cent reported that they have in-house training development and production facilities and staff and expect a 60 per cent expansion over five years. Other estimates predict that corporate training media departments will grow at a rate of almost 40 percent per year (Laughead, 1977). The preparation of new professionals in this area should be of great interest to both industry and higher education.

Training and Education

In any discussion of training, it is important to establish the difference between training and education. The job training system differs from the formal educational system in that training concerns the improvement of immediate on-the-job performance (the learner's current job). It focuses on the immediate application of learning, the development of skills and behavior, direct relations to a job, current needs, job-and person orientations, and specific task requirements. A formal educational

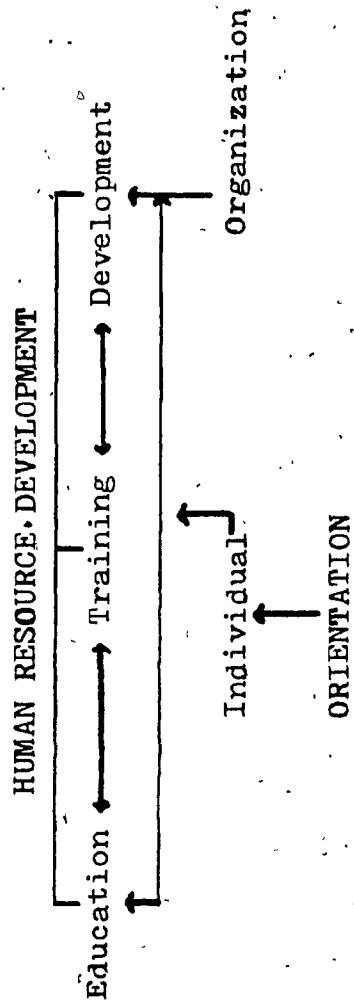
system encompasses all those activities which prepare an individual to function in a wide range of situations at some point in the future.

Therefore, education centers on future applications of learning, development of knowledge and attitudes, indirect relationships to a job, all occupational roles, and implied learning for use in unpredictable situations. While the specific focus may differ, training will be effective to the degree that: (1) the formal educational system adequately provides the basic knowledge, skills, and attitudes necessary as a foundation for training the existing pool of manpower in job skills, and (2) the manpower development function has adequately provided that the behaviors to be acquired are for skills which will be used in the economy. Job training cannot be divorced from the formal educational system, though their goals and approaches may differ. Effective training will yield a level of job performance consistent with previously established standards.

Training is an important element of human resource development. Figure 1 indicates the importance and interrelatedness of education, training, and development in a human resources department. While education and training focuses on the individual, 'development' is aimed toward the individual and the organization. Development relates to learning experiences that build on the worker's potential to respond to new organization needs or goals (Olson & Berne, 1980). It not only embraces 'training' and 'education', but also contains efforts at building character, interpersonal skills, self-awareness, and other dimensions of personal growth and behavior (Peterfreund, 1976).

FIGURE 1

TRAINING AND SELF-ORIENTATION



The Role of Training

A complete training system incorporates into its design the transition of skills application from instruction to the job, as well as the management and organizational structure in which the skills must be performed. The key to training involves changing behavior in an individual to produce an increase in quantity, or an improvement in the quality, of an individual's contribution to the goals of the organization. The trained behavior must be measurable and observable. As well, it must also be transferable to the job, and relevant to the goals of the organization. By definition, training is "an acquisition system by which people acquire knowledge and skills they didn't previously possess" (Laird, 1980 p. 18), and/or the systematic development of the attitude/knowledge/skill behavior pattern required by an individual in order to perform adequately a given task or job (Stammers & Patrick, 1975).

The scale of the training function will vary with the size of an organization; in some firms, the function will be explicitly reorganized - e.g. in a "training office or department - but in others it may be implicit." A well-organized training staff spends time teaching, diagnosing training needs, establishing objectives, selecting trainees, and developing and evaluating instruction. The goal is to make sure that good instruction is both received and then used. A training program, in order to be effective, not only must change the knowledge and the attitudes of the participants, but, even more importantly, must change their job-related behavior so that their performance is mirrored in better organizational results.

Training represents a major corporate investment in many companies. In a banking system, the philosophy is to encourage and support all employees in their personal development within their present positions and to prepare them for the future responsibilities. The skills, attitudes, and abilities of the employees to a large extent determines the success of the bank, and are the bank's most valuable asset in terms of increasing their efficiency and productivity. On-the-job, effective training can make an individual's work a more pleasant and satisfying experience.

The role of training in the 1980's is predicted to expand sharply. Professional trainers must increasingly be concerned with creating effective programs and substantiating their values. More sophisticated evaluative strategies will be used as organizations seek useful evidence regarding the effectiveness of training. Such evaluations can be expected to focus on outcomes that are observable and measurable in on-the-job behavior.

The trainer has many diagnostic tools to assess learning needs: those used should be problem-centred, based on principles of adult learning, and should lead to specific program performance measures. Learner involvement should be an integral part of the training needs assessment process. The trainer and trainees should collaborate on the program design to produce agreed-upon changes in employee performance.

The critical incident technique of training design relies on observed data and must address four concerns: (Stein, 1981, p. 14):

1. Behaviors leading to effective job performance.
2. Behaviors leading to ineffective performance.
3. Behaviors which could be changed to lead to effective performance, and
4. Attitudes, skills, and knowledge leading to success or failure.

Training must not be held simply for training's sake. Selecting appropriate training calls for timely information and an awareness of needs. Some training techniques include the following:

1. Behavior modeling,
2. Role-playing,
3. Simulation and gaming,
4. Laboratory and sensitivity training,
5. Discussion,
6. Programmed or self-instruction,
7. Organization development techniques,
8. Films, videotapes, and/or closed circuit television, and
9. Lectures.

(Donaldson and Scannell, 1979, p. 76-84).

To be effective, the trainer should be familiar with proposed programs and all equipment to be used.

The Transfer of Training

Many current training programs are not optimally effective because their designers and presenters fail to consider adequately the need to facilitate transfer of training to work environment (Leifer and Newstrom, 1980). A good program - one that produces change within the training context itself - is still inadequate if it fails to induce significant new behavior on the job.

Issues Essential to Training Transfer:

1. The trainee must be intellectually aware of the situations in which new skill is most appropriate.
2. The training session itself must be related to recognizable job issues and tasks.
3. The opportunity must be provided for proactive planning for implementation, and
4. Reinforcement must be provided while trainees are still experimenting with new skills.

The period after the training session provides the real test of effective transfer. The most common technique for assessing transfer is that of "follow-up evaluation, where trainees are asked to assess the impact of the training after a 30 - day or three month interval. A progress report might also be sent to the manager or participant, or both, immediately following the training. This should outline strengths and weaknesses observed in training practice sessions. If a learning 'contract' was developed, some reference to the specific task outlined by the trainee as a potential opportunity for skill use should be made in the report" (Leifer and Newstrom, 1980, p. 45).

Transfer of training should be a major concern to human resource development professionals. The trainer's impact must extend beyond the classroom; it must be integrated with actual on-the-job conditions. A clearly defined system should be initiated which unites the trainer, trainee, and the manager, where possible, in the transfer process.

A Systems Approach to Training

Training in industry is done in the context of the total plant environment; it is but part of a larger system of production. If training is to be effective, the issues and problems of development must be considered. Although the systems approach to training is relatively new to many practitioners in industry, it does not represent new thinking. Ralph Tyler was conceptualizing such an approach to instruction as early as 1935. Shortly thereafter the military demonstrated its feasibility and effectiveness. Recently, major inroads have been made into the field of industrial training (Gammuto, 1980,

p. 1). The systems approach has proven to be a valuable means of determining valid training objectives and subject matter and as an aid in selecting and devising effective instruction. It can minimize failure and maximize success.

Training does not function in isolation. Brethower and Rummier (1979, p. 15) states that "It (training) must contribute to the larger, total corporation. If it does not contribute, then it will cease to function. Also, any attempts to maximize its output or effectiveness will be neutralized by the need for the total system to optimize all the sub-systems (specifically, this is done through budget allocations)." In other words, a System is an arrangement of regularly interacting objects, people, or events which work together to perform one or more function (Romiszowski, 1973). A training system may be defined as the organizational principle by which a training operation may be developed. In a systems approach, the resulting system will be maximally effective and efficient. It involves a set of principles which emphasizes a clear definition of objectives and specific design and refinement of the means by achieving the objectives. By applying a systems approach to training, trainers can be conscious of what they are doing and what the effects of different types of training effort may be.

The training function has these system characteristics:

(Brethower and Rummier, 1979, p. 15):

1. Its output is the input to another part of the system. It does not function in isolation, and must contribute to the larger, total system. If there is no contribution, the system will cease to function.
2. It responds to data, must be correct, and must adapt, or die.
3. It is controlled by the evaluation criteria, as it adapts.

The boundaries of a system must be defined, and balanced to accomodate influence and change. In its simplest form, the system

consists of input, program (subject matter for learner), and output. The input is defined by stating the characteristics of the learners. This includes sex, age, basic skills, prior knowledge of the subject matter, aptitudes, level of education, motivation, attitudes toward training and toward using what they learn. The output is defined by stating precisely (1) what the learner must be able to do upon completion of the training, (2) the levels of proficiency desired, and (3) the conditions under which the trained behavior must be demonstrated.

Brethower and Rummler (1979) identify these key components of an ideal training system, consisting of the receiving system (i.e. the jobs or organization) and the processing system (the training function):

1. Inputs into the system: students or trainees.
2. Processing system that converts inputs into outputs: instructional lesson, a course, or a training department.
3. Outputs of the processing system: trained, or educated, students or trainees.
4. Receiving system: the job.
5. Mission goal, or stated goal of the receiving system: the training course.
6. Evaluation of the accomplished goal: This evaluation measures the output of the receiving system and matches that output against the stated criteria for the mission.
7. Evaluation of the quality and quantity of the outputs of the processing system: This evaluation requires measurement of the processing system outputs and their comparison with the product criteria.
8. Feedback to the processing system on the outputs of the processing system and attainment of the mission goal.

Eight systems are found in training departments:

1. Static systems of training.
2. The clocklike system.
3. The cybernetic system.
4. The cell system.
5. The plant system.
6. Training as an organism.
7. The training department as a social organization.
8. Training as a social movement.

(Odiorne, 1979, p. 45)

The cybernetic concept of training appears to be in great favor

currently. Cybernetics is a form of communication theory that treats organizations and organisms as being alike in that both can display behavior. It has a number of advantages, the foremost of which are:

(1) It causes training to start from the top down, or at least have the endorsement of superiors of the trainees, and (2) It brings about identification of training needs through the trainer briefing himself on the nature and intensity of behavior change messages confronting the trainee on the job.

Figure 2 provides a flow chart of the key ingredients in successful training (Broadwell, 1979, p. 158). For training to be effective, it must include all these steps between the trainer and the trainee: INPUTS -----> TRAINING -----> OUTPUT; and the information contained in them.

Figure 3 represents the 10 essential steps to a systems approach to training (Gammuto, 1980, p. 83), while Figure 4 shows a "general systems model" compared with a "training systems model" (Figure 5).

The following are common components of a systems approach: (Romiszowski, 1973, p. 5-6).

1. Analysis of the greater system into which the system being designed is to fit. (i.e. purposes, objectives of system under design).
2. The synthesis or construction of a trial solution to meet objectives.
3. Testing and evaluation until an optimal solution is developed.

In training, a more detailed approach to the design of learning systems may involve the following:

1. Analysis of the total system: trainee's job, environment, or education leads to a precise statement of learning objectives together with relevant measures which may be used to test attainment of the objectives.
2. Designers apply learning theory to the design of draft course materials.
3. Evaluation of the measures developed at the first stage. The real test of success is whether the trainee performs proficiently

Figure 2: Steps in Successful Training

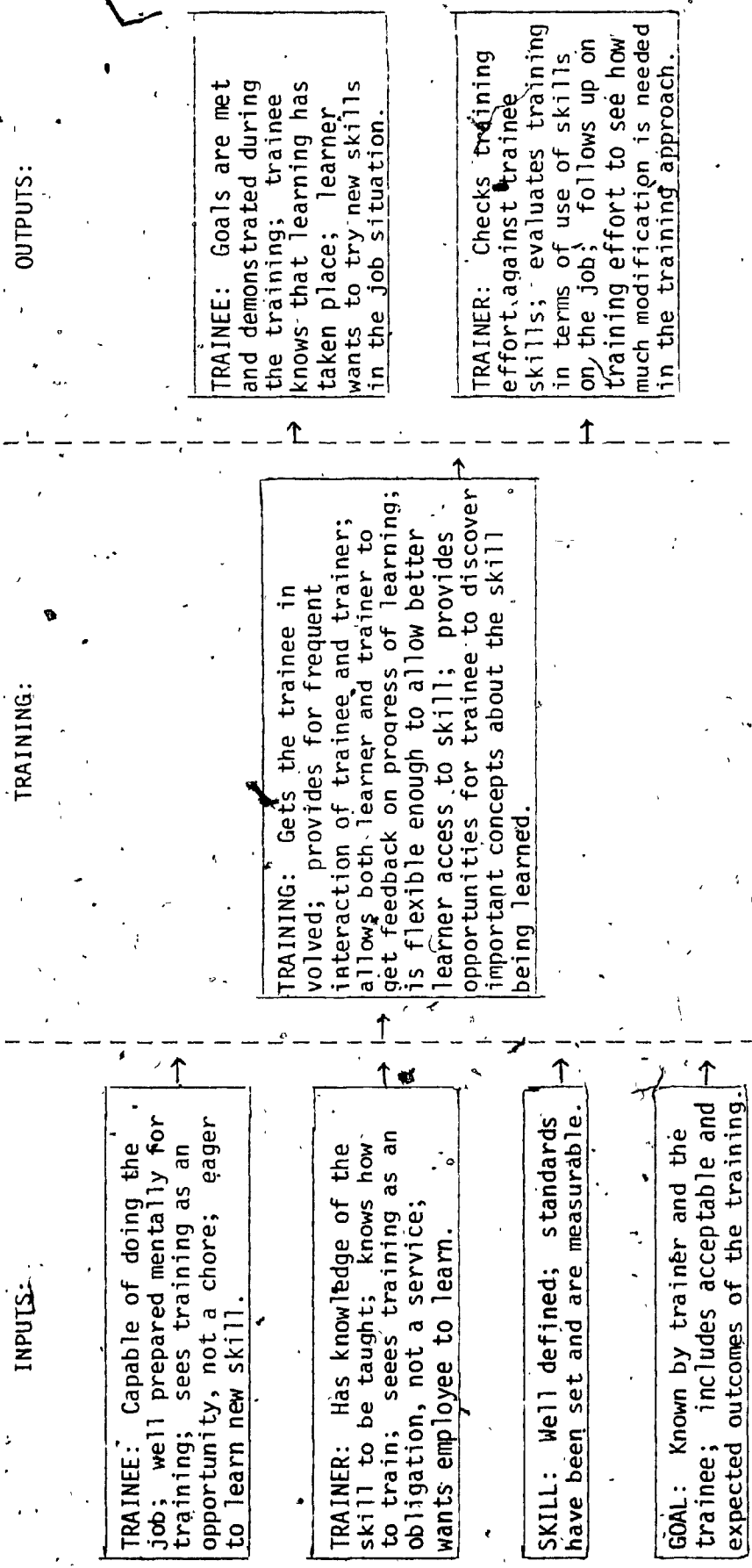
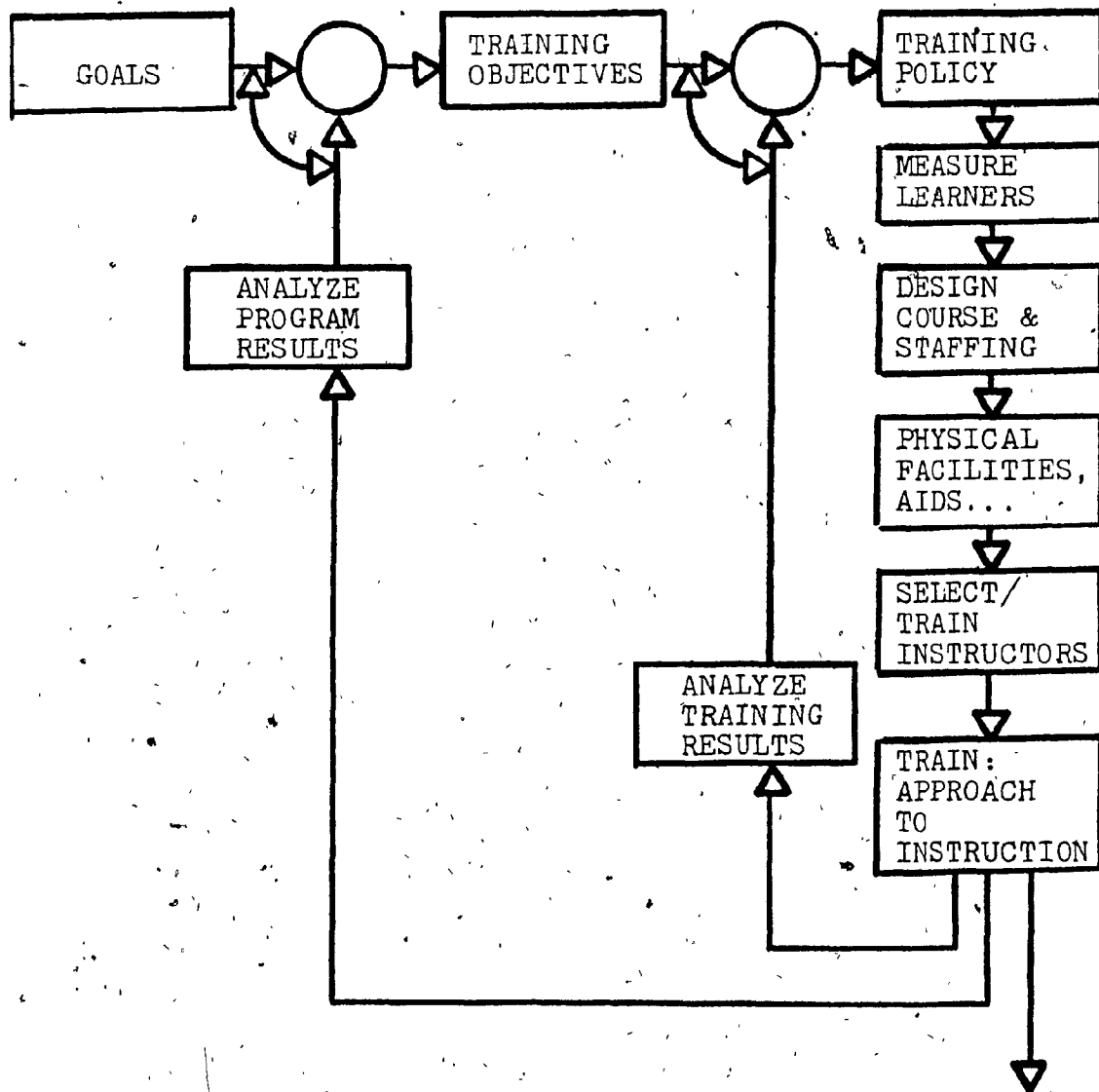


FIGURE 3

A SYSTEMS APPROACH TO TRAINING



(Gammuto, 1980)

FIGURE 4

A GENERAL SYSTEMS MODEL

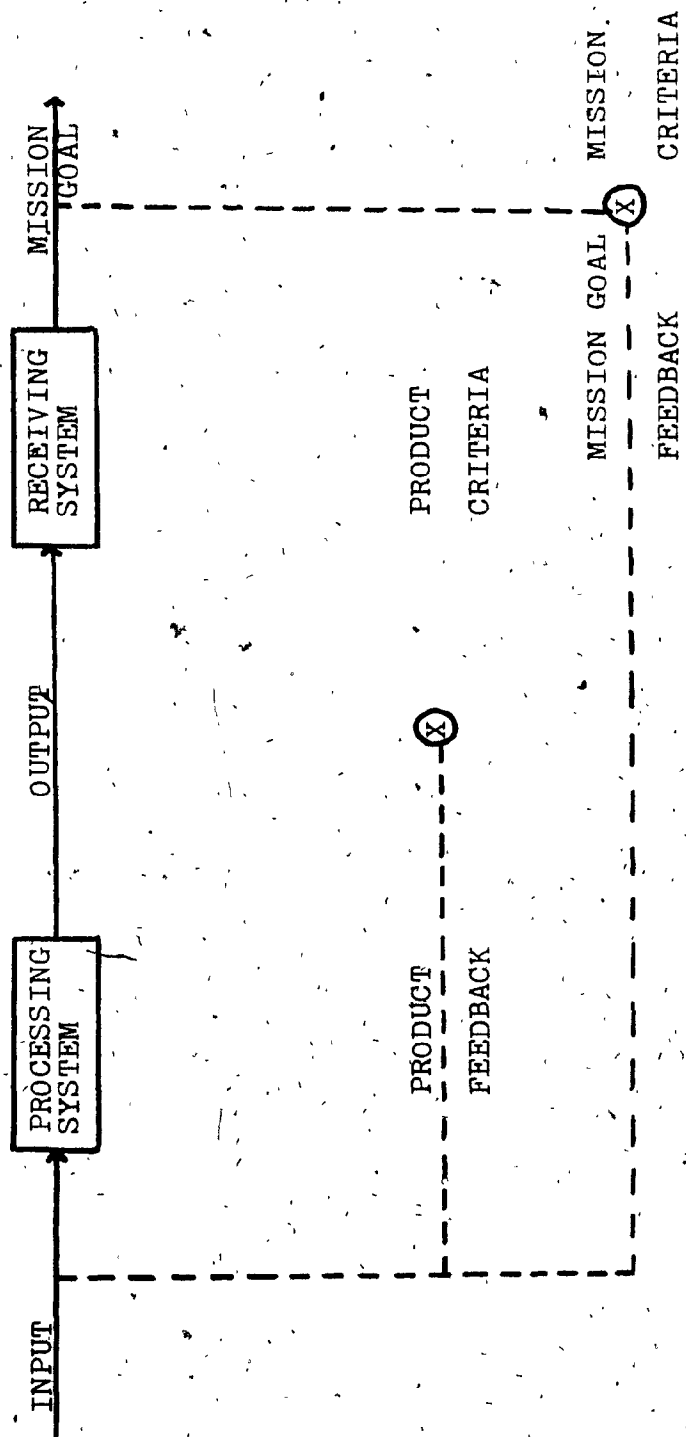
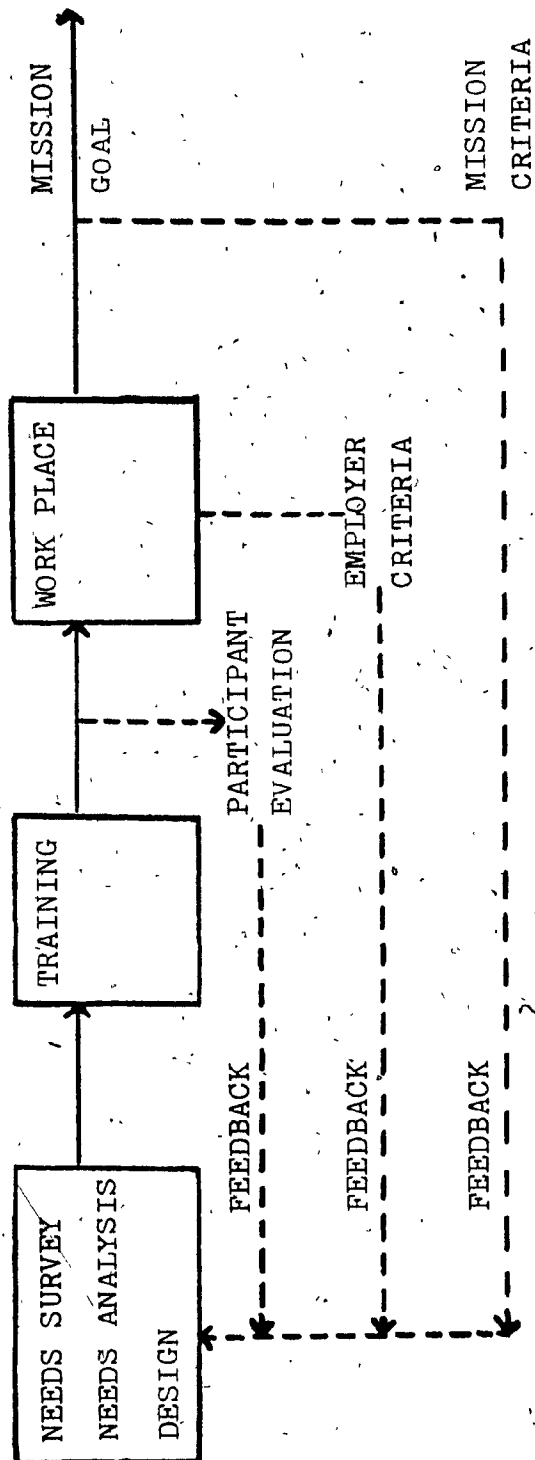


FIGURE 5

A TRAINING SYSTEMS MODEL



on the job. Finally, there should be a continual evaluation or monitoring of the course.

This systems approach gives focus to training design and accommodates most methods of organization to accomplish training goals. The development of this thesis-equivalent uses the systems approach consisting of these five major phases:

- RESEARCH
- ANALYSIS
- DESIGN/DEVELOPMENT
- OPERATIONS
- EVALUATION

The Role of Trainers

Trainers should be selected for their knowledge and skills of the program. Unfortunately, it usually works out that there isn't sufficient time or the facilities to prepare them for this task. Most trainers are neither trained nor suited for the job of training.

Chalofsky and Cerlo (1975) have identified four roles of the trainer: (1) learning specialist, (2) consultant, (3) program manager, and (4) administrator. Similar to this categorization is that developed by the Civil Service Commission in describing the Employee Development Specialist: (1) training administrator, (2) consultant, (3) career counsellor, (4) learning specialist, and (5) program manager (Jorz and Richards, 1977). White (1979) listed nine roles of the trainer:

(1) analyzing needs and evaluating results, (2) designing and developing training programs and materials, (3) delivering training, (4) advising and counselling, (5) managing training, (6) maintaining organizational relationships, (7) research, (8) development of professional skills and expertise, and (9) development of basic skills and knowledge. Finally, Rossett and Sharpe (1981) identify trainers as systematic problem-solvers,

whose activities include: (1) instructional analysis, design, development, and evaluation, (2) media production, management, and liason, (3) interpersonal skills for interaction with clients and subject-matter experts, and (4) platform, presentation, and workshop skills.

Four major roles emerge to form a model core curriculum for training trainers: (1) Management, (2) Training/Communication skills, (3) Design and production of materials, and (4) Selection and evaluation of techniques. The credibility and success of trainers are dependent on their display of these skills: they act as role models. Lefton and Buzzotta (1980, p. 15) identifies these four axioms of training:

1. Create an environment where people want to learn and where they retain learning.
2. Effective presentation is not the only factor.
3. The trainer should have the ability to interact with trainees so that the trainee is motivated.
4. The trainer should have the ability to adapt training to each individual trainee.

Trainers are in effect salespeople trying to sell learning to the trainees. They must have motivational skills, interpersonal skills, and understand group dynamics. In the quest for professionalism, trainers must remember that the trainees in the learning system are adults with an inventory of knowledge and skills. A trainer must develop steady and appropriate feedback opportunities in the entire learning process and provide positive reinforcement. Trainers must also strive for accountability in their profession.

The basic function of a trainer is to provide and manage the experiences in which learning can take place. In the development/evaluation of this thesis-equivalent, four major areas have been identified by this researcher to form a curriculum development model for trainers:

(1) The trainer as Designer (2) The trainer as Presenter (3) The trainer

as Consultant, and (4) The trainer as Administrator.

(1) The trainer as Designer (Developer) of course material:

As a developer of course materials, the trainer must competently implement these techniques associated with the systematic design of instruction:

- needs analysis
- task analysis
- formulation of goals and objectives
- select content and its sequence
- select appropriate instructional methods(s), media, and instructional delivery systems
- recognize and work with human, organizational, and instructional constraints
- apply the concepts of adult learning theory
- use multiple evaluation techniques and strategies
- utilize constructively the data gathered during the evaluation phase of the design process

(2) The trainer as Presenter of course material:

Future trainers should be exposed to a variety of learning situations, and be able to adapt instructional procedures to the level of sophistication of the learners. Some instructional techniques include the following:

- lecture
- demonstration
- laboratory
- case study
- seminar
- discussion
- presentation
- simulations and games
- individualized instruction
- self-instruction
- computer-based instruction
- role-playing
- sensitivity training

(3) The trainer as Consultant:

As a consultant, the trainer must:

- be an expert in human resources development
- be able to offer explicit answers to specific questions; and be able to answer a question by proposing two or more possible solutions
- serve as a change agent (to stimulate and sensitize the thinking of management by offering advice and guidance)
- interact with people in realistic situations

(4) The trainer as Administrator:

As an administrator, the trainer has the responsibility of:

- managing and guiding the functioning and development of a human resources development program
- selecting and training personnel to serve as trainers
- planning, developing, budgeting for, and arranging for appropriate facilities
- working on a direct, effective, personal basis with people in and outside of the organization

The literature is also filled with statements supporting the qualifications of former teachers to assume roles in corporate training. Crapo (1979) cites several factors supporting the transition between education and industry: teachers have higher education relate well to others, are adept at planning, can handle A-V equipment, know how to hold attention, are able to field questions, etc. Nitsos (1981) points out that it is possible for one to enjoy roles in both industry and academe. After a comparative analysis of tasks in industry versus education, Streit (1981) suggests that technologists, whatever their jobs, are much more alike than different in the skills and competencies they need.

Evaluation

The Role of Evaluation

Evaluation is a process or set of activities comparing results against goals and established criteria (Monat, 1981). It is an aspect of management control, and answers basic questions in a rigorous, neutral, objective, and unbiased manner. Tracey (1977, p. 28) defines evaluation as a "systematic means of assessing the extent to which training and development plans have been carried out and programmed objectives have been attained."

The purpose of evaluation is to ensure that training and development programs make the contributions to the goals and objectives of the organization that they were established to provide. Evaluation is used to determine the degree to which the objectives of the program have been achieved. As well, data collected will identify and improve the effectiveness and efficiency of every aspect of the training and development system - personnel, facilities, equipment, policies, programs, and procedures.

The evaluation of a course may have two purposes: (1) research into general principles of teaching/learning or (2) the development of a particular set of course materials.

These two roles may be carried out independently, or together. It is probably best to carry out the course development and the basic research functions of evaluation together. (1) Do the present course materials work? (2) Where and how could they be improved? (3) What generally applicable information can we learn from the exercise? (Romiszowski, 1973, p. 7). The evaluation procedures should be designed

to answer all three questions as fully as possible.

Evaluating the Effectiveness of Training

The process for evaluating training provides a systematic approach for formulating and implementing an overall evaluation plan. A training system should be maintained only as long as it produces the desired results. Therefore, measurements of the effectiveness of training are vitally important. In a total measurement system, evaluation activities take place in four stages: (1) during the initial planning, (2) throughout the learning experience, (3) at the conclusion of the training, and (4) at periodic intervals after the program ends.

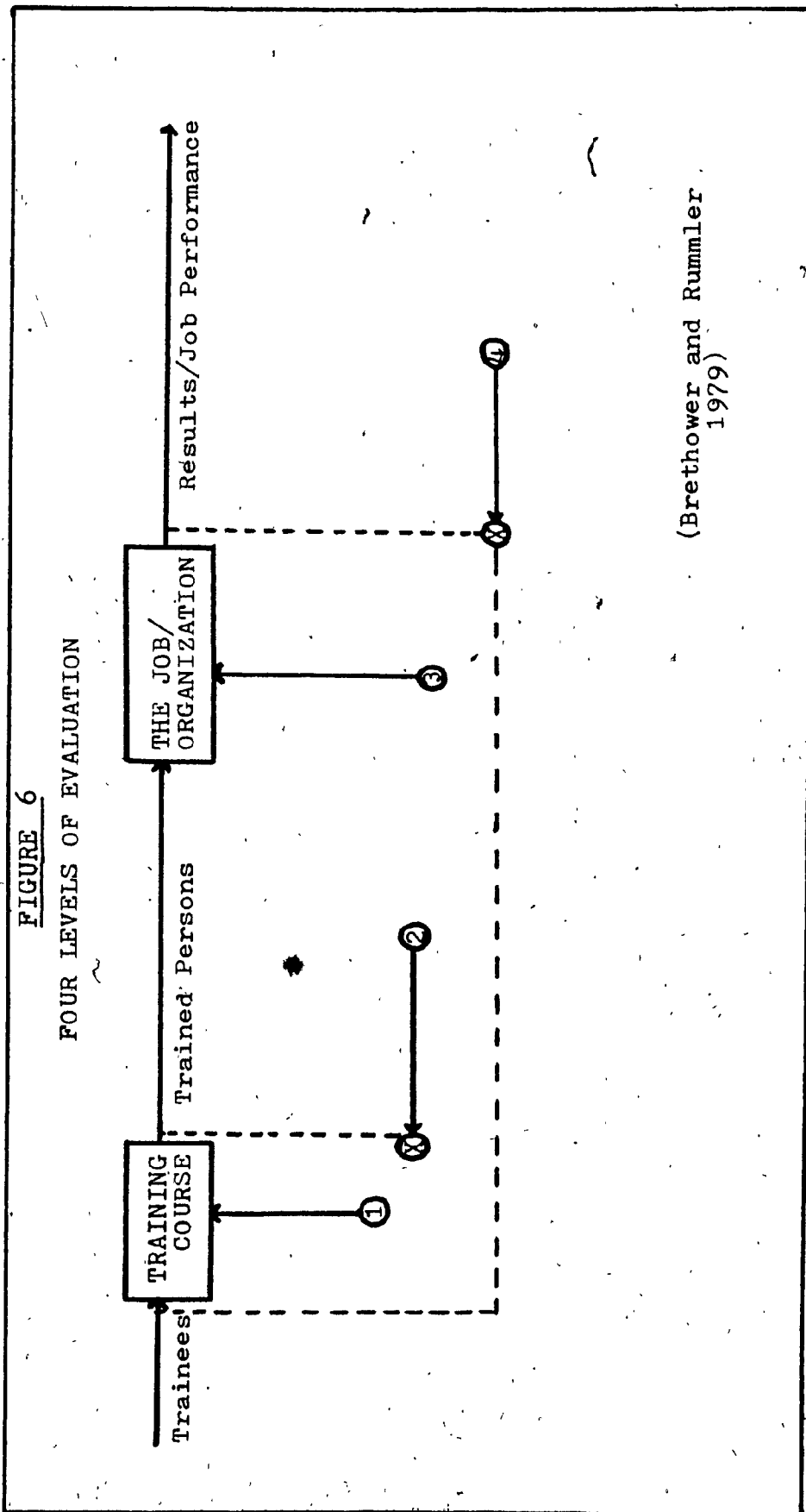
Evaluation is an aspect of management control. It is a systematic means of assessing the extent to which training and development plans have been carried out and programmed objectives have been attained. The data collected will identify weaknesses/strengths of the program, as well as the personnel, facilities, and equipment. The most widely used concept of evaluation by trainers is Kirkpatrick's (1967) four category model, and Brethower and Rummier's (1979, p. 17) adapted version of it: (See Figure 6).

KIRKPATRICK (1967)

1. Reaction: Participant's impression of how well they like the program.
2. Learning: The extent to which the training content was assimilated.
3. Behavior: Changes in job behavior.
4. Results: Changes in organizational variables: e.g. costs, productivity, turnovers, absenteeism.

BRETHOWER & RUMMLER (1979)

- Do trainees like the training?
Are they happy with the course?
- Do trainees learn from the training?
- Do trainees use what they learn back on-the-job?
- Does the organization benefit positively from the newly learned performance?



Schwind (1975) agrees with this model, but added a fifth category: attitudes, because attitude changes may be the objective of a program and they can be measured. Evaluation not only answers the question "Did the training program have the intended results?", but also another important area arises: "Did training achieve its objectives at a reasonable cost?" Therefore, six criteria for effective evaluation of training can be postulated: (1) reaction, (2) knowledge, (3) attitudes, (4) behavior, (5) organizational results, and (6) cost-effectiveness.

Chabotar (1977, p. 24) identifies nine essential steps of the evaluation process:

1. Investigate the background and the needs of the training program.
2. Determine resources and constraints.
3. Set objectives and goals.
4. Decide on the questions evaluation will answer. Especially important is "To what extent did the program meet its objectives?" Others include: cost-effectiveness, usefulness, need...
5. Choose a research design.
6. Choose evaluation instruments:
 - trainees' knowledge and attitudes.
 - quality and impact of the training process.
 - interviews, questionnaires, tests, observations.
7. Implement the evaluation.
8. Analyze the data generated by the evaluation.
9. Report and utilize the evaluation's conclusions.

Evaluation should be an on-going process in order to ensure the continued effectiveness of the training. It overrides and provides the framework for all the activities in the total human resource development program.

Based on the literature review examined so far, this thesis-equivalent hopes to:

- conduct a formal evaluation of a training program.
- measure the extent and effectiveness of the program.
- competently implement training techniques associated with the systematic design of instruction.
- examine critically every aspect of the training system in terms of their needs, objectives, participants, instructors, and management; beginning with program

design and continuing through to on-the job training/ performance results.

Microteaching

Microteaching is a training concept that can be applied at various pre-service and in service stages in the professional development of teachers. It was developed by Allen and others (1967 and 1969) at Stanford University in the early 1960's where it was initially designed to provide teacher trainees with practice in teaching before they entered the schools. The emphasis upon the study and analysis of teaching during the 1960's resulted in attention being given to various teaching skills involved in the teaching - learning process. It was designed to provide teachers with a safe setting for the acquisition of the techniques and skills of their profession. The beginning teachers in the Stanford Teacher Education program needed a realistic training situation in which to practice before they took on classroom responsibilities. They spent the eight weeks prior to their initial teaching assignment in a micro-teaching clinic later adopted as an in-service training technique. Experienced teachers used microteaching for similar practice purposes, but frequently adjusted the Stanford approach to fit their own needs. They also used the practice setting of microteaching not only for skill training, but also to try out new curricular materials and instructional techniques. Beginning and experienced teachers found microteaching a safe, realistic setting in which to develop professional competencies.

By definition, microteaching has been described as a system of controlled practice that make it possible to concentrate on specific teaching behavior and to practise teaching under controlled conditions (Allen and Eve, 1968). Microteaching presents a scaled-down teaching

encounter, scaled down in terms of class size, lesson length, and teaching complexity (McAleese and Unwin, 1971). It has wide application in the preservice and in-service training of teachers and is equally effective in the training of education administrators, business executives, salesmen, nurses, equipment operators ... well-adapted to almost all training situations which are competency-oriented. Figure 7 compares two different microteaching approaches (Hargie and Maidment, 1979, p. 8): (A) the Mini-Teaching Programme and (B) the traditional Microteaching Programme.

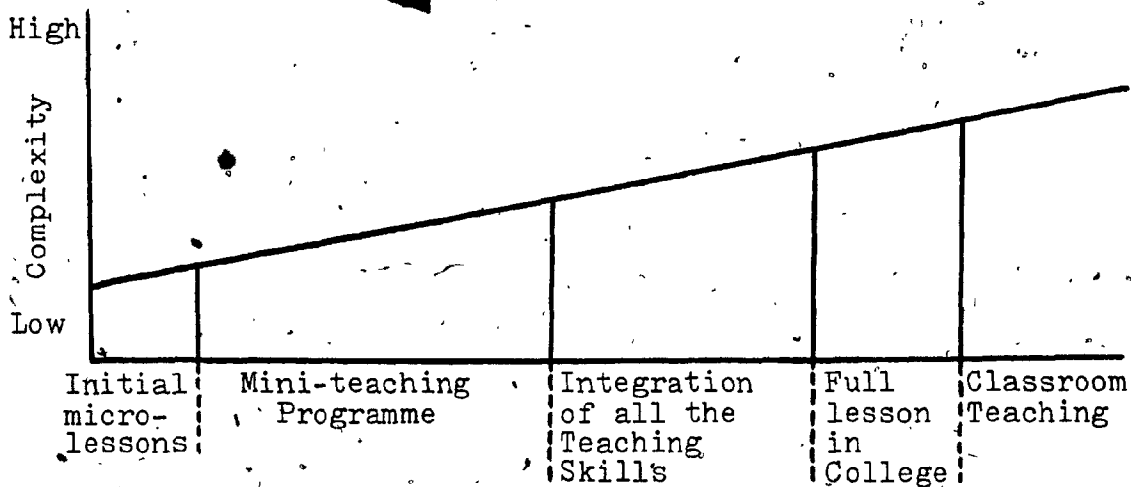
Microteaching is a practice system which permits a teacher trainee to develop or improve his/her skill in applying a particular teaching technique. It combines the elements of preparation, application (teaching), feedback, evaluation (critique), modification, and in most cases, reapplication (reteaching). In other words, there is a systematic sequencing of skill application, critical feedback, and reapplication.

In general, the characteristics of microteaching are those of a systems approach. Allen and Ryan (1969, p. 2-3) describe microteaching in this way: "microteaching is real teaching that lessens the complexities of normal classroom teaching by focusing on training the individual to accomplish specific tasks, thus allowing for increased control of the practice which, in turn, gives a focus to the individual's feedback that allows it to be greatly expanded beyond the usual knowledge-of-results dimension normally experienced in teaching". In microteaching, attention is focused on specific teaching skills, which are practised for short periods (from 5 to 20 minutes) with a small group of subjects, usually 4 to 7. Immediate feedback on the microlesson is usually provided by means of videotape recordings, but audiotapes, supervisor's comments, trainee's criticisms or some combination of these have been used. On the basis of

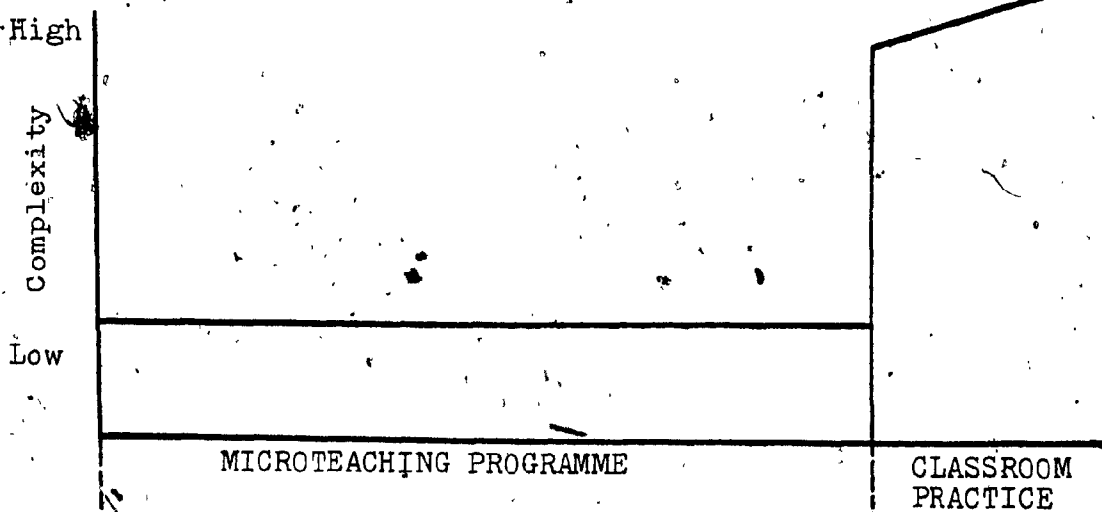
FIGURE 7

A COMPARISON OF THE TWO MICROTEACHING APPROACHES

A. THE MINI-TEACHING PROGRAMME



B. THE TRADITIONAL MICROTEACHING PROGRAMME



(Hargie and Maidment, 1979)

the feedback provided, the teacher analyzes and restructures the lesson in order to teach it to a second group of subjects. Again this is followed by feedback which is analyzed and evaluated for improvement. By employing this "teach-reteach cycle", it is possible to give the trainee the opportunity to put into practice at once what he/she has learned from the feedback on the first attempt.

The scaled down class size, lesson length, and teaching complexity concentrates on one or a small group of related teaching skills at a time. In other words, the classroom in miniature is brought into an experimental situation where the effectiveness of variables in facilitating the acquisition of teaching skills can be assessed. Microteaching provides trainees with a practice setting for instruction in which the normal complexities of the classroom are reduced and in which the trainee receives a great deal of feedback on his performance.

Allen and Ryan (1969, p. 2) identified five essential propositions that are encompassed by microteaching:

1. Microteaching is real teaching in which students and teachers work together in a practice setting.
2. Microteaching lessens the complexities of normal classroom teaching. Class size, scope of context, and time are all reduced.
3. Microteaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of instructional skills, the practice of techniques of teaching, the mastery of certain curricular materials, or the demonstration of teaching methods.
4. Microteaching allows for the increased control of practice. The rituals of time, students, methods of feedback and supervision, and many other factors can be manipulated. Therefore, a high degree of control can be built into the training program.
5. Microteaching expands the normal knowledge-of-results or feedback dimension in teaching.

Immediately after a brief microlesson, the trainee engages in a critique of his/her performance. With the guidance of a supervisor or colleague, the trainee analyzes aspects of his own performance in light of his goals. The trainee and supervisor review response forms that are designed to

elicit reaction to specific aspects of his teaching. Essentially, videotape playbacks help show the trainee's performance and how it can be improved. The use of a videotape allows both a visual and sound recording of the teaching sessions, thus providing an objective reference for subsequent supervisory conferences and the use of evaluation instruments designed to assist in the analysis of the teaching behavior recorded. Video feedback plays an important role in motivation and self-involvement during the initial stages of training in verbal skills.

In microteaching, the trainee is given immediate feedback through the process of videotape playback and critique. The general routine follows the procedure of first seeing the skill to be learned or developed. The viewing of a videotape model is a common procedure, but this step could take many forms. For this step, the skill is reflected by a teacher in an actual teaching situation. In step two, the trainee develops a short lesson which includes the teaching skill observed in step one of the procedure. By the third stage, the trainee teaches the lesson to a small class for a short period of time, during which the lesson is videotaped. The trainee views his videotaped lesson in the fourth stage with a critique from an instructor or his/her peers. Following viewing, the trainee makes revisions in the lesson and reteaches the lesson a short time later.

Although videotape recording equipment is most commonly used in microteaching, it should be pointed out that, depending on the skills to be practised, audiotape equipment may sometimes be as useful as videotape.

Feedback on the trainee's microteaching performances can be provided in a number of different ways - through videotape or audiotape replay, self-analysis, supervisor's comments, peer-group discussion,

trainee comments, observation schedules, and check lists. It is important that self-analysis be encouraged.

The role of the supervisor in microteaching is complicated. He/she may be required to take up to five functions (Trott, 1977). During the assessment/replay sessions, he may view and/or listen with the trainee; he may provide advice; he may give information about the subject matter and how to teach it, and he may suggest possible alternative methods to try during the reteach. The supervisor should be able to explain to the trainee the 'good' and 'bad' points of his performance and the implications of any other forms of feedback.

The problem of whether certain kinds of supervisory behavior are effective in changing certain kinds of teaching behavior will still exist. It has been found that those who received verbal supervisor feedback and viewed the video playback, showed greater changes in behavior than those who received verbal feedback only. (McAleese and Unwin, 1971).

Selecting a Microteaching Model:

Selection decisions involve the following options: (1) learner options, (2) feedback options, (3) reteach options, and (4) evaluation options.

In the learner options, there are three alternatives: (1) teach to real pupils, (2) teach to peers, or (3) teach to both pupils and peers.

Feedback options involve any of the following: videotape, audio-tape, critiquer, learner or any combination of these. Videotape has become firmly established as an almost indispensable part of the microteaching process, and is used in over 80 percent of existing microteaching programs. Videotape provides not only verbal feedback but also feedback relative to

all nonverbal behaviors manifested by teacher and learners. Feedback from a critique is also desirable since the critiquer, as an objective observer, may be more sensitive to the strengths and weaknesses associated with the performance of a particular lesson. The best approach is to use a combination of videotape feedback and critiquer feedback as this combination provides both subjective and objective feedback. When trainees teach to peers, the trainees may also receive feedback from the peers they teach.

The reteach options offers three possibilities: (1) no reteach, (2) systematic reteach, and (3) trials to criterion.

Evaluation implies judgment as to the relative degree of professional competence attained by the trainee. Three options are available: (1) self-evaluation by trainees, (2) objective evaluation by observer-critiquer, and (3) both self-evaluation and critiquer evaluation. This is the best option since it adds the dimension of objective evaluation by the critiquer to the subjective evaluation by the trainee. In addition, it is "desirable to allow the trainee to share in the evaluative process as cooperative evaluation is more likely to produce behavior change on the part of the trainee." (Jensen, 1974, p. 14).

Selection and Training of Critics/Evaluators

The most critical component in a microteaching system is the behavior of the critic/evaluator. Effective critiquing is essential if the system is to produce maximum results. In general, a positive approach is more effective. A critiquing session is basically an experience in human interaction, therefore its purpose is to contribute to the production of behavior change. The best way to define learning is behavior

change, for evaluation is based upon observed change in behavior.

The effectiveness of a microteaching program is to a large degree a function of the effectiveness of the critics. When critics are used, a non-threatening, nonpunitive microteaching situation should be maintained. Critics who can offer useful suggestions, point out errors to trainees and at the same time make the critiquing session a positive learning experience can do much toward guaranteeing the success of the program. Critic-training should be presented in the form of a microteaching lesson. Critics learn to critique by serving as learners in a microteaching experience. In such a training model, critics can alternately play the role of learner and critic, and in the process develop a feel for the interaction that characterizes a critique.

Microteaching can be a 'safe practice environment' in which the trainee can make mistakes without fear of receiving a poor grade or low rating. The trainee should be encouraged to make maximum input. In other words, the trainee should assess his/her performance and be able to initiate the critiquing session. As well, the trainer should consider the use of peers as critics in which trainees critique each other.

Microteaching in Industrial Training Programs

Microteaching has grown steadily to the point where it not only has wide application in the educational training of teachers, but in industrial training as well. Microteaching is well-adapted for almost all training situations which are competency-based, and can provide a practice environment in which the trainee can develop and demonstrate competence.

The applications and implications of microteaching for in-house personnel training in industry are significant and very substantial. Microteaching can provide the core of a competency-based training program that will cut costs and at the same time generate improved personnel training. In business and industry, competency-based training is unquestionably the most rational approach to the problem of training in-house personnel. When it comes to corporate expenditure, the training operation is in poor relation. Most training strategies offer little or no concrete evidence of output. The usual procedure of employing outside consultants who lecture, and of renting or purchasing training films or tapes are based on the notion that training is telling. In industrial training situations, the most significant factor is that of permitting the trainee to demonstrate his competence. The development of trainee competence in a certain skill provides the only viable alternative measure of output in a competency-based approach to training. Microteaching is the ultimate weapon in competency development, and for industry, the most significant issue concerning training is the cost/effectiveness of the training program. The best training approach is one that best reduces costs and best improves effectiveness.

Microteaching can best approach this by selecting a trials-to-criterion approach. A trials-to-criterion model is one in which a trainee reteaches a lesson only if he fails to demonstrate criterion performance in his initial teaching session. This procedure in effect makes the initial teaching session a kind of pretest which can be used to screen trainees for more extended training. Since this diagnostic screening process is based upon observed performance, the program director can make accurate judgments as to who needs training and who

does not. In addition, microteaching cuts costs by placing priority upon the identification of critical skills.

To develop an in-house microteaching training program, Jensen (1974, p. 70), listed 11 procedural steps to undertake:

1. Organize and coordinate contributions of management and labor representatives in identifying specific training needs.
2. Identify target training population.
3. Identify behavioral objectives (outputs for each need).
4. Assess financial and other constraints.
5. Develop alternative approaches, including estimated costs and short justification of each approach.
6. Obtain firm approval from management and labor with regard to the selection of the best alternative.
7. Develop lesson modules with each module dealing with a single behavioral objective.
8. Train critics.
9. Schedule trainees for microlessons.
10. Implement scheduled lessons, with trainees performing lessons until they reach criterion performance.
11. Design follow-up evaluation procedures to assess validity of lessons and effectiveness of microteaching as a training mode.

Warr (1969) suggested four categories that are useful, in the planning stage: (1) context: assessment of training needs. (2) input: human and material resources that are available (3) process: monitoring of the training program in progress, and (4) outcome: immediate attitude change, intermediate changes in job performance, and long term changes in organizational effectiveness. Microteaching is an output-oriented approach, and its output is measured in terms of the competencies demonstrated by trainees at the conclusion of their lessons.

Practice and Constraints

Almost all the practice in teaching is on-the-job practice, and for that reason, there are several limitations. As well, practice in the classroom brings with it certain constraints. For one thing, trainees are there to be skill fully taught, not practiced on. Practice must

take place within a larger block of time. It must be intergrated into the flow of the longer lesson. Also, the skill or technique practiced must fit well with the lesson specified for that day. Most important, in the classroom, there is only limited opportunity for the trainee to receive feedback on performance.

There is no single button that one can push to produce micro-teaching. One must select, from the possible combinations of variables, those which best fit the parameter of requirements and constraints defined by a particular instructional need.

In 1975, a questionnaire survey was carried out in the UK to discover the extent to which teacher educators were using educational technology in the pre-service preparation of teachers (Blushan, 1976). It was found that cine films, video cassettes, tape slide combinations, film strips, language laboratories, games and simulations, individual assignment sheets, and programmed texts are used as they might in any other form of higher education. Most of the programmes were commercially produced, there being very little evidence of the production or even adaptation of programmes by users. It also emerged from this survey that two innovations, which are more specific to teacher training, were becoming popularly used. These were: systematic training in teaching skills by means of "microteaching in one form or another", and observation of classroom interactions using specific category systems (eg. Flanders, 1970).

Videotaping

Studies in the last half of the sixties have yielded few reports oriented specifically to the utilization of videotape recordings for the self-improvement of teachers in the classroom. Emphasis appeared to be more upon studies designed to measure effectiveness of other aspects of classroom teaching such as programmed instruction, educational television, and other media for learning and teaching.

The use of videotape technology in the modification of teacher performance has been researched primarily with student teachers. Even when student teachers are studied in their public school classroom assignments, the instructional situation is atypical. Student teachers may be more concerned with pleasing the immediate supervisor or teacher.

Studies involving performance of regular classroom teachers and videotaping in public schools are rare. Even rarer are those in industrial settings. Much research is still required on the modification of teaching performance in day-to-day instructional programs in the schools and in industry.

Thompson and Skinner (1970) provided the following outlines of uses of videotape technology in education: (1) the use of microteaching techniques to focus on and shape teacher behavior, (2) the use of videotaped classroom situations to supplement direct classroom observation and field experiences, (3) the development of instructional materials for both preservice and inservice teacher education programs, (4) the development of simulated classroom materials, (5) immediate feedback of teaching performances of inservice and preservice teachers, (6) analysis and research of teacher behavior, student behavior, and student-teacher inter-

action, (7) supervisory analysis of student teaching and of inservice teaching, and (8) application to general and special teaching methods.

Extensive review of other research related to videotaping of teachers in classrooms reveals that this technique can be effective in changing both attitudes and performances if carefully used and if certain conditions are created. These conditions should give teachers the incentive to and the conceptual knowledge about what to attend to in the experimental situation. The videotaping situation should not just identify the instructional aspects that need to be changed by the teacher, but should provide sound pedagogical and personal reasons for making the changes as well. Careful instrumentation and adequate situational controls are necessary for producing precise results.

One of the most critical skills in self-assessment is the use of videotape recorder. Videotaping was used in this study to denote the act of visual and audio reproduction of a sequence of prepared activities in order that repeated viewing and evaluation might occur. The advantages of the videotape recorder is widely recognized: "The VTR minimizes the potential for subjectivity, since the subject does not need to be dependent on his/her memory for recall. It provides a permanent record which can be played at the subject's convenience, and offers the opportunity to view the tape several times. The videotape recorder captures two dimensions of the teaching act - verbal and nonverbal behavior" (Bailey, 1979, p. 39).

The past few years have seen a marked increase in the use of videotape equipment to record teacher performance for subsequent analysis and evaluation. The advantages of videotaping over live observations are strong: the videotape provides a complete and objective record which

can be repeatedly analyzed and since the tape can be stopped and replayed any number of times, there are no immediate limitations as to rate and/or complexity of the skills to be recorded.

When videotape recording is used the immediacy of feedback is not necessarily a critical factor in the acquisition of teaching behavior since the televised replay vividly reinstates the subject's performance. Not more than a week should elapse between practice and video feedback.

There is often apprehension about facing television cameras and the possibilities of invidious post-mortems. People are acutely conscious of their own image. McAleese and Unwin comment upon the 'cosmetic' effect. This is the concern with personal attributes rather than with teaching techniques exhibited by trainees hearing and seeing themselves on a television screen for the first time. The trainees focus on aspects of their appearance and voice as a result of self-viewing. Unfortunately, little evidence is available as to the extent of the cosmetic effect.

What is evident is that videotaping has become almost an essential part of the microteaching process.

Conclusion

The term microteaching now covers a variety of usages, many of them scarcely recognizable when compared with the original Stanford model. Some elements are central to the concept of microteaching and as such should be a prerequisite for planning implementations. If microteaching is to be 'micro', there must be a reduction in the complexity of the teaching situation, in the form of shorter lessons, fewer subjects, and a concentrated focus on a small number of teaching skills at some stage. Not all need to be implemented in a microteaching program, but some elements must be present in order to entitle a training program "microteaching".

In the development/evaluation of this thesis-equivalent, certain elements of microteaching have been adapted based on this review of the literature, namely:

- small subject samples (7 per workshop).
- the use of videotape involving self-and instructor evaluations.
- recording of an effective presentation by trainees.

In regard to the major parts of the literature examined, the research supports the importance and necessity of training program evaluation. Measurements of the effectiveness of training are vitally essential during the initial planning, throughout the learning experience, at the conclusion of the training, and at periodic intervals after the program ends. Evaluation is an on-going process that commences even before the first thought of training. It ensures efficient control of the system.

Advantages and Disadvantages of VIDEO (As A Training Medium):Advantages:

- provides a permanent record.
- minimizes potential for subjectivity/no need to be dependent upon memory for recall.
- opportunity to view the tape repeatedly.
- captures two dimensions of the presentation: verbal and non-verbal behavior.
- can be used in small groups to view.
- can be used in bright rooms.
- easy to operate. (eg: rewind, play back).
- can support other forms of instruction.
- packaged training courses.
- no lighting required.
- captures special events permanently.
- can be used to "shape" behavior. (i.e. feedback)
- can provide different perspective.
- can be erased or edited.

Disadvantages:

- limited audience due to screen size.
- in-house productions may be of poor quality.
- should not be used to replace lecture, discussion, practice, etc.
- participants may become overly anxious and perform poorly.
- requires some skill to set up equipment.
- costly if not used often.
- may be threatening.
- trainees may "play to camera" and be distracted.
- difficult to edit.
- good production difficult without studio and crew.

Chapter 3

METHOD

Subjects

Seven subjects were selected by district managers/supervisors in collaboration with the Montreal Head Office Training and Development Department for the December workshop and seven subjects again for the March session. The dropout rate was nil for both sessions. A total of eight males and six females participated in the workshops. The majority have had little or no training experience. Age ranges of the subjects fell between 26-43 years, and all worked for the same major Canadian bank. Most have travelled from east and west Canada to attend the two workshops held at the Montreal Head Office.

In general, the selected candidates were new to the training field, and were responsible for training and instructing other trainees, be it in the classroom or on-the-job. Subjects were recommended and encouraged to attend by their managers/supervisors.

A total of four female instructors headed the two workshops; one major instructor and an assistant per workshop. Instructors were experienced training/development officers selected for their training and teaching competence in their respective subject matter fields. All of the instructors served a variety of functions. Among these were: lecturers, resource people, advisors, interpreters of trainee feedback, and general morale boosters. However, the major instructors served as raters and evaluators of the video presentation, and rated each presenter accordingly with critique instruments designed especially for this purpose.

Procedure

This evaluation exercise examined two workshops conducted for the Train-the-Trainer program: one in December 1981 and one in March 1982. Both workshops were five days in length, beginning at nine in the morning and ending at five in the afternoon. Both sessions included a Sunday night introductory session where the instructors, participants, and this researcher briefly discussed intentions and expectations of the workshop.

The central theme for both workshops was for the participants to deliver an effective presentation in front of a group, and to ultimately develop confidence and competence as a trainer through practice and on-the-job experience. The structure and content of the workshop was geared towards reaching the participants through an informal atmosphere, using modern training methods and techniques, such as role-playing, games, simulations, slides, and videotaped presentations.

The workshop was held in a classroom set up especially for seminars of this nature (See Appendix E). Equipment and materials were set up the Friday before the workshop began. Each session began with an introduction to the agenda, some brief history of training in general, and an overview of the major concepts related to training. Subjects were asked to analyze their own prior training and instructional experience. Exercises and games were employed to reinforce major concepts. Subjects also reviewed behaviors and characteristics essential to becoming a successful trainer.

During midweek, subjects prepared a presentation using a variety of audio-visual materials and equipment to prepare them for an effective implementation of the presentation. After each presentation, videotapes

were made of each presenter, and also rated by the major instructors.

The workshops ended with the subjects evaluating the workshop itself. Following this evaluation, subjects discussed and compared the workshop experiences with other related program experiences.

For the purpose of this study, a pretest and posttest was constructed by this researcher to measure subjects' achievement levels. As was mentioned earlier, the pretest and posttest were not administered for the December workshop because of time and administrative constraints. By the next workshop held in March, the pretest and posttest were completed and administered by this researcher. It should be noted that this was the first time that formal testing of this nature was undertaken in the bank.

The pretest contained a total of 40 items, broken down into 12 multiple choice questions, 15 true/false items, 3 fill-in-the-blank responses, four objective examples, and 6 verb identifications. The content related strictly to the outlines of the training manual.

The posttest also contained 40 items broken down into 12 multiple choice questions, 14 true/false items, 5 fill-in-the-blank responses, and 6 definitions. Content was also related to the pretest and training manual based on training and learning principles. Both tests had a total raw score of 40 points. To measure consistency of the new instruments, reliability estimates were calculated via Cronbach's alpha.

To evaluate the videotaped presentation, two "critique" instruments were supplied by the bank: (1) The "Personal Projection Observation Guide - 2-minute video" (Appendix N), consisting of a 14 item checklist. Total score for the 2-minute video was out of 42 based on a 4 point rating scale: 3=highly effective, 2=effective, 1=needs more attention,

and 0=not good. (2) The final critique instrument was the "Presentation -Feedback - 15 minute video" (Appendix 0), listing a 20 item checklist with a total score of 60, also on a 4 point scale: 3=very good, 2=good, 1=could be better, 0=not good.

To evaluate the effectiveness of the manual and the training program, these instruments were used:

- Course/Instructor Evaluation
- Video Presentation/Evaluation
- Needs Analysis (pilot study)
- 3-month Follow-up Questionnaire

Throughout the week, this researcher conducted informal interview sessions with each subject, collecting data of a personal and attitudinal nature. Subjects were enthusiastic about the study, and gave extensive feedback in helping this researcher evaluate the manual and the workshop together.

Sunday Night: Introductory Session:

For both workshops, a "get-together" was set up in the participants' hotel hospitality room where drinks and cocktails/hors d'oeuvres were served in an informal, relaxed atmosphere. This researcher was also present for this "get-acquainted" session.

The sessions began with brief introductions; instructors and participants described background and work experiences (as well as the purpose

of this researcher being present), and two small groups were informed to discuss "what concerns/fears, or preconceived ideas did you have prior to this workshop?" Responses were marked down on flip charts, and discussed with the whole group afterwards. Some of the major ideas/concerns and expectations were:

- to learn new observations and techniques.
 - to be able to talk in front of people with confidence and control.
 - to be able to handle group participation.
 - to strengthen delivery skills.
 - to use techniques and skills with competence and professionalism.
 - to use the videotape as an exercise of support, not criticism.
- Participants were mainly concerned with how they were going to come across facing the video and what other people's reactions would be.

The major concern was in the area of the presentations:

- how to conduct an effective and well-planned unit of instruction.
- how well it will go.
- how they will look on camera, and to the whole class.
- how to control shaking and nervousness in front of the camera, and in front of a group.
- how to prepare a seminar.

It was also felt that a small group allowed for a more relaxed, informal atmosphere, since it promotes increased participation and better exchange of ideas.

Day 1: Monday

The pretest was administered on the morning of the first day of the workshop for the March session only.* A 20 minute time limit was allotted, and subjects were advised of the confidentiality of the testing.

*As was mentioned earlier, the pretest and posttest were not administered for the workshop in December because of time and administrative constraints.

The pretest was corrected immediately and feedback of results were provided. Subjects responded well to the session and encouraged more testing of this nature for future participants, as this was the first formal testing of this nature administered to this workshop.

Subjects were later exposed to the videotape and camera during the late morning. As an introductory session, each subject was to present a timed 2-minute talk with the video. The 2-minute Personal Projection Observation Guide was used as a critique form for rating (See Appendix N). After viewing the taped presentation, each subject commented on his/her platform and presentation skills. Then the instructors and the rest of the group made their critique of the subjects' presentation. Most of the feedback was quite positive. The majority expressed nervousness and lack of confidence, but after playback of the video, it was felt that they didn't look as nervous on camera as they had thought or felt. There was also a strong emphasis on appearance and the way people perceived themselves to be more inferior than the others, while in actuality everyone felt the same way.

Day 2: Tuesday

Preparation and planning for presentations: using the manual for guidelines and examples.

Day 3: Wednesday

Subjects presented their 15-minute talks in front of the camera, and were rated on the 15-minute "presentation-feedback" critique form by themselves, the instructors, and the rest of the participants (see Appendix 0). Three major areas were rated in the critique form: Instruction, Delivery, and Organization. Each section contained sub-items, and were noted by the instructors to highlight the effective behaviors of the presenter, and one or two key behaviors which the presenter might change or improve on in order to become a more effective training instructor. All presentations were timed in order to give presenters an idea of how long their sessions ran.

Day 4: Thursday

Video Playback and Critique: After video playback of individual presentations, each subject gave his/her own critique of the performance, and drew upon self-analysis, attitudes, and reactions of strong points identified. The instructors and the rest of the class then reinforced or supported the observations made.

Day 5: Friday

The posttest was administered on the final day of the workshop. A time limit of 20 minutes was allotted as in the case of the pretest.

Feedback and answers were immediately made known. Subjects were again advised of the confidentiality of the results of the testing, and that scores did not reflect how well they performed in the workshop as a whole, nor would the scores be made public in their work environment.

Course/Instructor Evaluation sheets were filled out at the end of the day. Subjects were also instructed to write a "Personal Contract" to themselves (see Appendix P). A three-month follow-up evaluation would later be conducted, and one section would contain information of the subjects' contract fulfillment, with the other about on-the-job applications of newly learned materials.

Needs Analysis

Training needs assessment is an initial stage of any training program development. A diagnosis of what training should involve is necessary before training can be effective. The development of the manual was based on a needs analysis (pilot study) conducted by questionnaire in early October 1981 to identify areas of need for training instructors. Results of the questionnaire sent to previous participants were compiled and helped construct the two workshop outlines for December 1981 and March 1982 (see Appendix L).

Participants rated topics by checking off "NEED TO KNOW" or "NICE TO KNOW" areas on a "BASIC" or "ADVANCED" level of importance.

The majority of the participants (N=30) rated their needs in a

consistent manner. About 90% rated most of the topics in a "NEED TO KNOW" area, with about a 60% split in a "BASIC" area of instruction.

These topics consisted of:

- . learner changes, reinforcement, sequence content, instructional techniques, aids and equipment, testing, planning and directing a workshop, keeping interest high, questioning skills, speech personality, composure, creating and controlling participation, motivation, power and authority, resistance and stress, feedback, and identifying good training branches.

On a more "ADVANCED" level, participants chose these "NEED TO KNOW" topics:

- . principles of learning, learning styles, instructional objectives, interviewing trainees, monitoring trainees, and on-the-job training.

The following topics were chosen on a "NICE TO KNOW/BASIC" level:

- . andragogy, pedagogy, presenting short speeches, and group dynamics.

Based on the needs analysis results, these major headings were identified for the manual: Training Process, Instructional Theory, Instructional Design, Delivery Skills, Group Leadership, Presentations, and On-the-Job-Training.

Materials

The materials and equipment used for the two workshops consisted of the following:

1. Manual (Instructional Training Package)

This included a student and instructor manual that was produced by this researcher in collaboration with one major instructor and one

research assistant. This researcher's major role in the manual development* was to assist in the implementation of training techniques associated with the systematic design of instruction. The major areas of input consisted of research, design, analysis, and evaluation.

The aim of the manual was to enable bank instructors to analyze and improve their teaching effectiveness. To become competent training instructors, the instructor must be provided with the proper skills and knowledge necessary to do the job. Trainers must be subjected to experiences in which learning can take place. To be effective, trainers must take on duties as designers, presenters, consultants, and administrators. The manual was designed to reinforce those skills and responsibilities.

The manual thus assisted trainees to prepare, plan, teach, and to evaluate a lesson through a knowledge of basic principles of instruction; to provide practical experience in the preparation and presentation of lessons; and to maintain a high standard of teaching in the bank. The package contained descriptions and discussions of the skills to be practiced, directions for presentation preparation, and evaluation guides for the analysis of feedback and on-the-job training.

The primary consideration in the development of the manual was to update and replace old material used in past workshops. In actuality, the design of the total training package was directly related to the needs analysis. Based on the results of the needs analysis, the content of the manual was structured and sequenced appropriately. Resources and other variables were evaluated in terms of cost-benefit.

*The manual comes as a supplement to this thesis-equivalent.

Because of the rapidly changing nature of today's curriculum and the needs of the learners, continuous monitoring and updating of instructional materials are essential. The purpose of continuous evaluation for instructional development is not only to insure effective instruction, but to keep development costs and time at minimum levels. Specific evaluation instruments were designed by this researcher for the purpose of these two workshops and for future ones as well: pretest, posttest, needs analysis, video presentation evaluation, and 3-month follow-up questionnaire.

The manual involved three months of preparation, research, analysis, editing, printing, and other miscellaneous details. All equipment and costs were provided for by the bank. A cost analysis study was not conducted due to the many uncontrollable factors and constraints of such a large training operation. For example, slides were produced by the graphics department; typing of the manual was completed on word processor; and printing was completed by the printing department. Because the manual contained extensive written information, it was necessary that all material be printed rather than transferred to video. The manual was designed to act as a guide and referral point for present and future training instructors, and provided easier access than a video tape. Video reproductions are used by the bank to present short, demonstrative materials.

II. Video

Because the central theme of the workshops was for the trainees to

deliver an effective presentation, videotape recordings were made of each presenter and later replayed and reviewed. The needs analysis indicated that video would play an important role in the trainees' self-involvement and motivation during the initial stages of training in presentation skills. Videotape was seen to be a suitable medium of assessment as it allowed the capture of two dimensions of the teaching act - verbal and non-verbal behavior. It has been found that those who receive verbal supervisor feedback and view video playback show greater changes in behavior than those who receive verbal feedback only (McAleese and Unwin, 1971).

Videotaping also allows a sequence of activities to be recorded for repeated viewing and evaluation. Since the tape can be stopped and replayed any number of times, there are no immediate limitations as to rate and or complexity of the skills to be recorded.

Equipment

For details of equipment used, see Appendix F.

Evaluation

Evaluation techniques were used to assess the overall training package. Subjects provided verbal and written feedback through interviews, tests, and questionnaires, in addition to the taped presentations.

Data collection was based on the following:

- the administering of a pre and posttest for the March workshop to measure the knowledge of course content before and after.
- the ratings of the 2-minute and 15-minute videotape critique forms to assess delivery and presentation skills.
- a Video Feedback/Evaluation Questionnaire to measure participants' attitudes.
- Workshop/Course Evaluation.
- Instructor Evaluation.
- 3-month Follow-up Evaluation.

Classroom observations and informal interviews were conducted to measure for reactions, attitudes, and changes in subjects' behavior as a result of attending the workshop.

A 3-month follow-up questionnaire was conducted after the workshops to account for on-the-job effectiveness and application of newly learned materials and skills.

Data were analyzed using parametric statistics. Variables such as age, sex, education, number of years of banking experience, number of months of training experience, present position, motivational factors, and prior knowledge were examined cursorily.

Chapter 4

RESULTS

I. Statistical Analysis

The general theme of this study was to evaluate the overall effectiveness of the training program in relation to the workshops, the manual, and the performance level of the trainees. Statistical data consisted of test achievement, with the major focus on trainees overall ability to prepare and deliver an effective 2-minute and 15-minute classroom presentation.

Although the small sample of subjects ($N=14$) does not provide much leeway for true experimental design and analysis, this researcher was nevertheless interested in testing out certain factors and variables that might have contributed to the success of the training program. Because of the emphasis on training, it was very difficult to maintain strict experimental conditions. The results reported in this section reflect an attempt to control as many variables as possible given the small sample of subjects, and the priority of training during the workshops.

Demographic data was collected and categorized in the following manner: sex, age, education level, number of years of bank experience, number of months of training experience, and the present position of the trainees. These data cover the two workshops held in December and March. Table 2 displays the demographic data, giving absolute frequencies and relative frequencies (percentages) of each category.

For the two workshops evaluated, there was a total of six females and eight males, ranging from 26 to 43 years of age. In terms of

TABLE 2
DEMOGRAPHIC DATA SHOWING ABSOLUTE AND RELATIVE FREQUENCIES

VARIABLE	ABSOLUTE FREQUENCIES *	RELATIVE FREQUENCIES (PERCENTAGES)
<u>Sex</u>		
Female	6	42.9
Male	8	57.1
<u>Age</u>		
26	1	7.1
28	4	28.6
29	2	14.3
31	1	7.1
32	1	7.1
33	2	14.3
36	1	7.1
38	1	7.1
43	1	7.1
<u>Education</u>		
High School	4	28.6
CEGEP/Vocational	4	28.6
University	6	42.9
<u>Number of years bank experience</u>		
4	3	21.4
5	1	7.1
6	2	14.3
7	1	7.1
8	2	14.3
9	2	14.3
12	1	7.1
13	1	7.1
21	1	7.1
<u>Number of months training experience</u>		
0	1	7.1
1	2	14.3
3	4	28.6
4	1	7.1
5	1	7.1
6	1	7.1
7	1	7.1
9	1	7.1
12	1	7.1
25	1	7.1
<u>Present Position</u>		
Training Officer	8	57.1
Program Development Officer	5	35.7
Manager of Training	1	7.1

*N=14

educational background; 42.9% of the participants obtained a university degree, while the rest fell within the high school and CEGEP range. Number of years of bank experience ranged from 4 to 21 years; for training experience, the range was between 0 and 25 months. Fifty-seven percent of the subjects were new training officers, with the remainder consisting of program and training development officers. Only one of the subjects was a manager of training.

A pre and posttest was administered for the second workshop (March) to measure subjects' test achievement. As stated earlier, testing was not effected for the first workshop (December) due to time and administrative constraints.

The pretest contained 40 items, and test performance was scored by the number correct (1=right, 0=wrong). The maximum score was therefore 40 points. Table 3 lists the pretest raw scores for each subject (N=7), the mean and the standard deviation. As indicated by the table, raw scores were relatively high, with a mean score averaging 30.9 out of a possible 40 points, and a standard deviation of 2.7. Because this was an instrument newly developed by this researcher, Cronbach's alpha reliability estimate was calculated. As shown in Table 3, $r = .47$, showing a moderately positive correlation coefficient for the pretest instrument. Item analysis for nominal data was computed for the pretest instrument. Appendix G reports the breakdown of each item, including the difficulty index, standard deviation, and discrimination index of each item. Results indicated that the pretest was a relatively simple instrument.

In view of the fairly high scores for the "simple" pretest, it was felt by this researcher and the instructors of the workshop that it was

TABLE 3

PRETEST AND POSTTEST
RAW SCORES, MEAN, STANDARD DEVIATION
AND CRONBACH'S ALPHA
MARCH 1982 (N=7)

PRETEST RAW SCORES (maximum score=40)		POSTTEST RAW SCORES (maximum score=40)	
	33		25
	25		26
	30		26
	34		27
	32		29
	32		29
	30		23
	<hr/>		
<u>M:</u>	30.9		26.4
<u>S.D.</u>	2.7		2.0
<u>R:</u>	.47		.32

necessary to design a more difficult posttest with the same content as the pretest.

The posttest also contained 40 items, with a maximum raw score of 40 points. The difference in results between the posttest and the pretest can be seen in Table 3. There was a considerable difference between the posttest raw scores and the pretest results. Mean score for the posttest averaged 26.4 as compared to the pretest mean score of 30.9. The reliability coefficient, (Cronbach's alpha) for the posttest instrument was $r = .32$. Item analysis as calculated in Appendix H indicated a fair distribution of easy and difficult items.

To identify the trainee's ability to deliver an effective presentation, two measures were looked at for both workshops: (1) the 2-minute video presentation using the "personal projection observation" guide instrument, and (2) the 15-minute video presentation using the "presentation feedback" form. These "critique" forms had already been in use by the bank to evaluate trainees' performance. The forms were rated on a 4 point scale by one of the major instructors (3=highly effective or very good; 2=good, or effective, 1=could be better, needs more attention; and 0=not good).

Total score for the 2-minute video presentation was out of 42; and 60 for the 15-minute presentation. Table 4 illustrates the mean (25.2), and standard deviation (1.9) for the 2-minute video presentation. Item analysis for nominal data was computed for this instrument as shown in Appendix I. The difficulty index indicated a fair representation of item variances.

Table 4 includes the mean and standard deviation of the 15-minute

TABLE 4

MEANS, PERCENTAGES, AND STANDARD DEVIATIONS
FOR DECEMBER 1981 AND MARCH 1982
2-MINUTE VIDEO AND 15-MINUTE VIDEO

	M [*]	%	SD
2-MINUTE VIDEO	25.2	60.0	1.9
15-MINUTE VIDEO	48.4	80.6	5.6

N=14

*Total maximum scores for the 2-minute and 15-minute videos are 42 and 60 respectively.

video presentation. Mean scores averaged 48.3 out of a possible 60; with a standard deviation of 5.6. Computed also was item analysis for nominal data as shown in Appendix J.

Correlations were computed between the 15-minute and 2-minute video presentations in the December and March workshops. All correlations were calculated by Pearson's R. Data was pooled for both workshops (N=14). Table 5 illustrates a low positive correlation of .381 between the 15-minute and 2-minute presentations. Table 5 also shows intercorrelations among a total of seven variables: 15-minute video; 2-minute video; sex, age; education; number of years of bank experience; and months of training experience.

Low positive correlations were found between the 2-minute presentation and sex (.038); number of years of bank experience (.211); months of training experience (.072); and a moderate positive correlation between age (.496). Only education resulted in a low negative correlation of -.113.

In comparison with the 15-minute presentation, a low to moderate positive correlation was found for sex (.242) and education (.112). Low negative correlations were found for age (-.067); number of years of bank experience (-.281); and months of training experience (-.078).

TABLE 5
CORRELATION MATRIX: INTERCORRELATIONS AMONG 7 VARIABLES
DECEMBER AND MARCH WORKSHOPS

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
15 MINUTE VIDEO (1)	1.000	.381	.242	-.067	.112	-.281	-.078
2 MINUTE VIDEO (2)		1.000	.038	.496	-.113	.211	.072
SEX (3)			1.000	-.176	.668	-.391	.073
AGE (4)				1.000	-.097	.874	-.035
EDUCATION (5)					1.000	-.361	.310
# YRS. BANK EXPERIENCE (6)						1.000	-.149
# MTHS. TRAINING EXP. (7)							1.000

N=14

II. Attitude Evaluation Results

The effectiveness of the training program was assessed by measuring participants' attitudes on the course, its content and delivery, its relevancy on the job, and attitude toward the video sessions.

The following sections provide results of participants' responses to these evaluation instruments:

- Workshop Evaluation
- Video Evaluation
- 3-Month Follow-up Evaluation

Workshop Evaluation Results:

The overall responses to the workshops were very positive and important. The majority of the participants thought the course was well-organized, well-prepared, educational, and provided a great learning experience. The material was well-sequenced and tightly controlled considering that most of the material was recently developed.

The course met the participants' objectives of increasing confidence (particularly in the classroom), and decreasing apprehension of talking in front of a classroom situation. It helped to improve on skills they were not aware of.

In terms of the workshop material (manual), participants felt it to be extremely practical and beneficial to them in the classroom and on-the-job. They felt that because of the technical and practical knowledge obtained, they will indeed be better equipped to handle their jobs.

The next section presents Tables listing the results of participants' responses/attitudes to the program:

- TABLE 6: Rating Scale Comparing Averages of Participants' Feelings
- TABLE 7: Rating Scale of Course Objective Achievements
- TABLE 8: Effectiveness of Techniques
- TABLE 9: Manual Evaluation
- TABLE 10: Instructor Evaluation

TABLE 6: Rating Scale Comparing Averages of Participants' Feelings

Based on a rating scale of 1 to 5: 1=Strongly Disagree
2=Mildly Disagree
3=Undecided
4=Mildly Agree
5=Strongly Agree

(Note: 5.0 indicates perfect agreement).

Confidence of abilities as a trainer	4.6
Application to job	4.9
Integration of past experiences with new skills	4.8
Can use new information and techniques in work	4.8
Time in program well spent	4.9

N=14

TABLE 7: Rating Scale of Course Objective Achievements

On a rating of 1 to 10, where 1=no success, 5=moderate success, and 10=full success, participants rated how well they felt the workshop has been successful in helping them achieve the course objectives. (Note: 10.0 indicates perfect success).

Apply basic learning principles in classroom and in the field	8.6
Design and evaluate classroom sessions	9.0
Deliver an effective classroom presentation	9.6
Coach and administer trainees in the branch environment	7.6
Plan and administer training functions within their mandate	7.8

N=14

TABLE 8 : Effectiveness of Techniques

Numerals in boxes indicate number of responses marked by each participant. (N=14)

	Very Effective	Effective	Undecided	Not Very Effective	Ineffective
Pre-Course Assignment	1	11	2		
Case Studies	8	6			
Role-Playing	5	4	3	2	
Instruction Game	10	3		1	
Objectives	9	5			
Presentation Outline	13	1			
Games	8	4	2		
Problem Behavior	5	8	1		
Video Sessions	8	5	1		
Presentation Feedback	12	2			
Handouts	2	11	1		
Group Discussion	9	4	1		
Lecture	5	8	1		

TABLE 9 : Manual Evaluation

Topics Found Most Useful:	.Instructional Design .Video Presentations .Delivery Skills .On-the-Job Training
Topics Found Least Useful:	.Instructional Theory .Group Leadership
Most Interesting:	.Instructional Design .Video Presentations .Games and Exercises .Group Leadership
Least Interesting:	.Instructional Theory .Role-play of On-the-Job
Best Presented:	.Instructional Design .Effective Presentations
Worst Presented:	.Instructional Theory .Training Process
Too Advanced:	.Instructional Theory .Pre-Course Assignment (very theory-oriented)
Too Elementary:	.Training Process

TABLE 10: Instructor Evaluation

Workshop I (December 1981): Instructor #1
 Workshop II (March 1982): Instructor #2

Numerals in boxes indicate the number of responses marked by each participant; N=14

	Very Effective	Effective	Needs Improvement
WORKSHOP ORGANIZATION:			
Instructor #1:	5	2	
Instructor #2:	6		1
KNOWLEDGE OF TOPIC:			
Instructor #1:	7		
Instructor #2:	6		1
SPEED/PACE OF PRESENTATION:			
Instructor #1:	5	2	
Instructor #2:	2	4	1
ADAPTING TO GROUP'S LEVEL:			
Instructor #1:	6	1	
Instructor #2:	2	4	1
AVOIDING DISTRACTING BEHAVIOR:			
Instructor #1:	5		2
Instructor #2:	5	1	1
EYE CONTACT:			
Instructor #1:	7		
Instructor #2:	5	1	1
ENCOURAGING PARTICIPATION:			
Instructor #1:	7		
Instructor #2:	5	1	1
MAINTAINING INTEREST:			
Instructor #1:	6	1	
Instructor #2:	4	2	1
QUESTIONING TECHNIQUE:			
Instructor #1:	6	1	
Instructor #2:	1	4	2
GETTING FEEDBACK/TESTING LEARNING:			
Instructor #1:	6	1	
Instructor #2:	5	1	1
EMPHASIS ON KEY POINTS:			
Instructor #1:	5	2	
Instructor #2:	4	2	1

III. Video Evaluation Results

The following section summarizes participants' responses to the video evaluation questionnaire.

- When did you find out that your presentations would be videotaped?
All of the participants found out prior to coming to the workshop. Most had heard from previous participants about the workshop content. Also, the pre-course material supplied this information about 2 weeks prior to the beginning of the course.

- Was this the first time you presented in front of a group?
Based on 14 responses, 5 answered yes, and 8 answered no.

- And in front of a camera: Did that affect your attitude or behavior? How?

75% felt the usual nervousness and "butterflies in their stomach". Surprisingly, more than half the participants were not really aware of the camera at all. They were more conscious of their "classmates" looking directly at them. In this way, they felt somewhat uneasy and displayed more nervousness and lack of confidence when presenting to their own peers. The camera did not seem to affect their behavior, but being in front of the class did. Although their reactions to the camera were minor, the presentations for criticism and analysis did create anxiety and nervousness.

- What was your first reaction about doing a presentation in front of a group/class?

80% felt nervous, scared, and a bit apprehensive about what to talk about, and then how to prepare and give a good presentation. The major fear was the lack of confidence displayed. Most of the participants have had no practical experience at giving presentations to groups before, only on one-to-one situations.

- Did you find the manual helpful/useful to plan out your presentation?

All the participants found the manual to be very useful and very effective for preparing and giving presentations.

- Which section(s) did you find the most/least effective?

All felt that the breakdown of the manual by sections provided a very logical approach to analysis of a learning group and presentation development.

Most Effective:

- writing objectives
- lesson planning
- audio-visual materials
- sequencing material
- testing
- participant analysis

Least Effective: - some of the more "theoretical" sections
 Some felt that points can be illustrated with examples or exercises.
 In other words, they enjoy learning by doing, not reading.
 - delivery skills: should be longer and more in-depth

- In what way did the lectures/assignments/exercises in class help you to prepare for your presentations?

Very helpful, and organized material in a manner that was clear and concise. The exercises and lectures in class helped to structure the presentations and provided participants with the necessary tools. The instruction related to presentation development was extremely useful in preparing and giving the presentation. It reinforced the many aspects of preparing and presenting a learning experience that was informative and practical. Most of all, it provided the participants with a feeling of confidence as they felt that they were 'reasonably' prepared.

How valuable were the critique (feedback) forms you received from the rest of the participants and the instructors?

They were valuable but only to a small degree. Most of their peers were quite lenient in their analysis and most tended to support each other. Participants did not feel it appropriate to critique one of their peers - therefore, all critique forms were very positive. However, all were appreciative of how their peers perceived their presentations as it was the group that created anxiety in the first place. They were provided with a number of different insights on how well they did. The feedback from the instructors was more valuable and significant. Instructor critiques were more detailed and focused on good and bad features of the presentations. The oral feedback received from the leader pointed out in a very constructive manner the weaknesses and strengths displayed.

- You were asked to give a 2-minute video presentation Monday morning. Was this effective in helping you to prepare for the 15-minute presentation? Why?

The exposure helped to relieve some of the fear, and broke the ice. It helped some of them to overcome the shyness toward the camera, and gave them the opportunity to talk in front of the class for the first time. Seeing themselves on video allowed them to identify areas to concentrate upon - such as nervous habits, distractions, etc. This gave them a start on what they wanted to change or improve on. The 2-minute presentation helped relieve some of the anxieties and helped them better prepare for the 15-minute presentation.

- How do you feel now that you have done your presentation?
80% felt more confident and more at ease. Some were enlightened to see themselves on camera. As their own critic, they felt the video helped them be a little more confident and objective about their skills/ or lack of it. There was also a strong improvement in their 15-minute presentations from the previous 2-minute presentation. The most important aspect was the increased confidence, and being able to better prepare and give a good presentation. The majority of them felt that with improved confidence, the rest will come with additional practice to build on strong points already identified and by working on one area at a time. The initial presentation was an icebreaker in that the shock of seeing oneself on video was over prior to the main presentation.

3-Month Follow-up Results

A follow-up questionnaire was sent out 3 months later to participants who attended the December 1981 and March 1982 workshops. Participants rated the Needs Analysis form (from the pilot study) and evaluated the course and manual to determine their effectiveness once back on-the-job.

Responses to the "NEED TO KNOW" and "NICE TO KNOW" areas rated similarly and consistently with the needs analysis (see Appendices for comparison of needs analysis and 3-month follow-up results). Here, participants indicated they wanted principles of learning, instructional objectives, evaluation, interviewing and monitoring trainees, and on-the-job training in an advanced level - the same items identified in the needs analysis. But, participants indicated a more advanced level than indicated in the pilot study for these topics: learner changes, identifying and sequencing content, selecting and developing instructional aids, planning and directing a workshop, keeping interest high, generating good questions, speech personality, composure, motivation and analyzing performance problems on-the-job.

The manual and other course materials were also rated as being effective, while the video sessions and presentations were highly effective and significantly contributed to the success of the program.

3-Month Follow-Up Responses

The following are results of the evaluative feedback obtained 3 months after participants attended both workshops.

After 3 months back on-the-job, participants still felt the workshops were of a beneficial value to them. The material presented was definitely of use in a classroom situation, and is still being referred to. Participants noted an increase in personal skills with trainees, along with management of course preparation and instructional techniques in the classroom.

The next section displays the questions and summarizes the answers obtained in the follow-up.

- Would you recommend the workshop to your colleagues?
90% of the participants answered yes to this question. They found the workshop extremely helpful in preparing them as a training officer, as it gave them definitions of a good trainer and how to become one. The most important aspect of the course prepared the participants for classroom presentations and to become better prepared and organized for instructional purposes. All in all, the course was good just as a 'confidence builder'.
- Who should attend this type of workshop? Why?
Anyone who is involved in the training field - to build confidence, to learn guidelines for preparation and evaluation of a training seminar; also to evaluate oneself as a trainer (i.e. the 15 minute presentation). People who are also new at the training function should attend because it shows them what is expected and what can be achieved on-the-job. Also, any individual who is appointed in a training position after being approximately 2 months on-the-job which will enable that person to relate the course content to their own particular situation.

- Could this experience provided by the workshop have been gained by you elsewhere?

90% responded no. The remaining 10% felt that, at the same time, part of the knowledge could have been gained by experience. However, they noted that this would probably have occurred after numerous mistakes which now perhaps have been avoided by taking this workshop.

- How many workshops of this nature have you attended?

None. All hope to attend future ones of this nature.

- Have your job responsibilities changed since the workshop?

There has been no real change in job responsibilities. Most have been conducting classroom workshops of their own.

- Did the workshop prepare you for your training responsibilities?
- Based on a rating scale of 1 to 7, the average response resulted in 6.0.*

1	2	3	4	5	6*	7
not at			to some			to a great
all			extent			extent

- Rate your confidence as a trainer as a direct consequence of this workshop.

On a rating scale of 1 to 7, the average level of confidence rated a 5.0.*

1	2	3	4	5*	6	7
no confidence			confident			extremely confident

- To what degree are you using the concepts, information, and techniques as presented?

The average response resulted in a 5.5* rating based on a scale of 1 to 7.

1	2	3	4	5*	6	7
not at			average			to a great
all			application			extent.

- What sections of the precourse material/manual/handouts have you used?

- Instructional Theory
- Instructional Design
- Delivery Skills
- Presentations
- Classroom Set-Up
- Feedback
- Writing Objectives
- Practical experience obtained during the workshop involving informal and formal video sessions.

- Now that you've been on-the-job for a while, what areas do you personally feel you could use additional training in?
 - more on presentational skills be it teaching training classes, or giving seminars to school groups, etc.
 - being able to motivate a person to learn. Someone may possess knowledge to do a job, but without the motivation to do the job, it won't be done well. Lack of motivation is a problem in branch training.
 - areas of group leadership.
 - areas of video presentations.
 - additional training in human behavior such as motivation, understanding various personalities and analyzing performance problems.
- What changes would you like to make to the training manual?
 - All thought the manual was well laid-out and organized. The content was extremely helpful and relevant. More than half of the participants wanted more information on the basics of one-to-one training.
- Most memorable event of the workshop.
 - video playback of presentations - the closed circuit TV and the initial shock of a camera and television screen set up in the classroom.
 - the apprehensive, slightly scared feelings of having to stand in front of peers, and to give a 15-minute presentation.
 - nervousness and the feeling of pressure hindered some learning. The anticipation and waiting to do the presentation was nerve-racking.
 - "video playback allowed us to see ourselves as others would".
- Value of the workshop as preparation for current role.
 - increased self-confidence.
 - helped plan a better course outline and preparation of seminars and classroom teaching.
 - gave practice on one-on-one interviews, and various training situations and techniques.
 - helpful in developing goals and assessing the key areas of a training officer.
 - usefulness of audio-visual aids.
 - to be able to keep the classroom attentive and in control.
 - presentation pointed out weak and strong areas.
 - manual is an excellent referral point for ideas and suggestions.

Chapter 5

DISCUSSION

Based on the findings, several conclusions can be stated regarding the outcome of the training program. In spite of some methodological problems with the evaluations, it has been possible to obtain some preliminary information on the effectiveness of the "Train-the-Trainer" program. Data, however, are drawn from relatively small samples.

In regard to the manual, this researcher feels that the objective has been met in terms of meeting the performance needs of the trainees and the workshop. Based on the evaluation results, the manual was highly effective in presenting information necessary for the preparation and performance of the trainee's presentation. It was felt that their instructional skills/techniques improved greatly due to the manual's logical approach to presentation development. Suggested revisions to the manual consisted of only minor technical and cosmetic changes to suit the trainee's level.

All participants would be willing to take another course of this nature, and would recommend it to their colleagues. At least 90% claimed to be more confident in their ability as trainers as a direct result of the course.

As can be seen from the rating scales, results indicate highly positive feelings towards the outcome of the training program. Improvements were indicated in their confidence in their abilities as trainers, and in the practical applications to their job. They had benefited professionally from this experience, especially in the area of on-the-job training. Findings from the 3-month follow-up indicate that more than

half of the trainees are beginning or have applied newly learned material on-the-job. Long-term effects seem to show that trainees can use the new information and techniques in their work.

Because the manual was specifically designed for programs of this nature, its success was confirmed by trainees' report that it was still being referred to, and of great use in a classroom situation. From the 3-month follow-up, most participants have been conducting classroom workshops of their own since the program, and have noted improvements in their interpersonal and presentation skills with other trainees.

The data suggest, that those attending had been especially affected by the microteaching experience. The majority of participants felt that improvements were gained in the area of preparing and delivering an effective presentation. The videotape heightened the experience, and may have contributed a major part in the successful outcome of the program. Results show that the video may have had a positive influence on the presentations based on the significant increase in scores from the 2-minute to 15-minute video presentation. However, it is also possible that the differences in the length of production and in the evaluation forms caused this increase in scores.

Another major drawback in this evaluation was the omission of inter-rater reliability testing. For internal consistency, it is essential to determine how various raters compare on their evaluations of presentations. Without a relatively high percentage of inter-observer agreement, it is difficult to make an accurate statement about the behaviors being measured. In the bank's training program, however, each presentation was rated by the major instructor alone. In future, it would be advisable to have two

or more parallel evaluations to permit an examination of inter-rater reliability.

In terms of achievement testing, analysis was somewhat limited. High pretest scores seemed to indicate that the test was a relatively simple instrument. All subjects enrolled with some "pre-course" knowledge of instructional objectives from the materials sent out to them two weeks prior to the workshops. The lower posttest scores are probably a better reflection of absolute and relative knowledge of the material covered in the training program. Test construction is a problem requiring further attention in the training program.

The evidence does not indicate that any of the factors examined played a major role. It is logical to expect that certain variables such as age, the number of years of bank experience, and the number of months of training experience might have had some significance in subjects' test performance and presentation ability. It is interesting to note that these variables had some impact on the pretest and 2-minute video, but not on the posttest and 15-minute video. More importantly, findings indicate no relationship between performance and the level of education obtained nor the gender of the trainee. One major reason that no effects of age, experience, etc. were found was that the sample was small and very mixed. In order to analyze the impact of these factors, a larger sample size is required.

For the selection of training participants, one must be careful in setting up common entrance criteria for trainees. A careful selection process, attuned to the nature of the course, needs analysis, and trainee's future use of the instruction will make the training program more cost-effective. Special care should be taken to identify individual

trainee skill levels and years of training experience. In other words, the bank must take the responsibility of selecting participants with similar training backgrounds, needs, and basic abilities.

As indicated earlier, the overall effectiveness of the training program might be attributed to many factors. Considerable effort was expended on the development of the manual. Subsequently, attention centered on the video presentations. Physical resources were made available. Numerous experts contributed as well. In many ways, because of the total involvement of the organization; the wide scope of the project; and the lack of focused attention on test design, experimental control was indeed limited. Even so, this researcher is fairly confident that responses and results obtained were representative of training officers throughout the bank. This aspect was checked by examining the needs analysis of previous participants, and by informal interviews with present participants. The patterns of replies were consistent with results from the course evaluations and 3-month follow-up questionnaires.

It appears that the effectiveness of any industrial training system will be related to the degree to which its instructional components are organized within this restrictive framework.

This study was truly a unique experience for this researcher, especially in the area of knowledge gained, and in organizing human interaction and resources to make a training program function efficiently. The most beneficial results are the ones flowing from a consistent application of the principles of educational technology to problems in the design and operation of training programs.

Recommendations for Future Work

This study was intended as a basis for more thorough investigation to be undertaken later. Below are some points to consider for future Train-the-Trainer workshops.

- (1) Conduct cost-benefit analysis of the training program prior to program development and after.
- (2) Evaluate more workshops of this nature to cover a larger sample size for statistical validity, and more controlled experimental design and analysis.
- (3) Improve modifications of teaching methods/instructional aids to train in the most efficient way possible.
- (4) Determine the most useful criteria in the selection of trainees for the program.
- (5) Acquaint the training personnel with methods of controlled research and statistical techniques, as well as the necessity and importance of evaluation.
- (6) Focus on the application of learning principles and theories to practice.
- (7) Workshop Evaluation
 - On the subject of presentations, a new approach could be utilized, such as asking participants to prepare a workshop prior to the course, deliver it on the first day, then redesign it and redeliver so that participants may be able to measure their progress as the week develops.
 - The topic chosen for presentations could be the same for all participants to facilitate evaluation.
 - Another approach would be to have two presentations: one on Monday with no pre-course instruction(s), and then repeated on Wednesday or Thursday with data obtained during the course.

(8) Video Evaluation

- The presentations should be increased to 20 minutes as this appeared to be the average time length of each presentation.
- Show a tape of a good presentation and point out good points as well as a bad one and discuss shortcomings.

How good the evaluation is depends on the appraisal procedures used, the extent to which these procedures were systematically and impartially applied, and the quality of the analysis of the data obtained. The relative contributions of the training can only be estimated. Where other phases of management are good, training results will be good. Since training deals principally with behavior change, judgments should be tempered with the knowledge that such change comes slowly, and that with training/evaluation, we do not seek to remake the organization, but to achieve some favourable modifications in what its people do and how well they work together. The trainer has the responsibility of keeping abreast of the technological changes in the field covered by his curriculum. Therefore, individual courses and training programs must be constantly evaluated, revised, and refined.

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APPENDIX A

TRAIN THE TRAINER

WORKSHOP OUTLINE

Monday & Tuesday

● Overview of the Training Process

- Role of Training
- Qualities of a competent trainer

● Instructional Theory

- How to apply adult learning concepts
- How to apply the principles of learning
- How to identify the different learning styles of your trainees
- How to identify the changes that you want to occur in the learner, (i.e. attitude, skill, knowledge)
- How to apply positive reinforcement theory in learning

● Instructional Design

- How to write instructional training objectives
- How to identify and sequence content
- How to select and apply instructional techniques, (i.e. role play, case study, lectures, programmed instruction, gaming and simulation . . .)
- How to select and develop instructional aids (i.e. charts, handouts, overhead transparencies, slide/tape, film, video . . .)
- How to develop and use test instruments for learner performance evaluation, including advantages and disadvantages of various types of measurement tools

- How to evaluate the effectiveness of the course content and presentation in achieving its objectives
- How to plan and direct a workshop

● Effective Presentations

- How to keep interest high
- How to generate good questions
- How to respond to difficult questions
- How to evaluate and strengthen your speech personality (voice, mannerisms, posture . . .)
- How to handle stress and maintain composure (nervousness)

- Group Leadership

- How to set an effective learning climate
- How to create and control participation
- How to increase motivation to learn
- How to handle power, conflict and authority
- How to handle the dominating and quiet personalities
- How to handle resistance

- Feedback Techniques

- How to give one-on-one personal feedback
- How to generate and control group feedback to a participant

Tuesday evening

- Work Session on Presentation

Wednesday a.m. &
Thursday a.m.

- Presentations
- Video Review of Presentations

Wednesday p.m.
Thursday p.m. &
Friday

- On-the-job Training
 - How to interview and monitor trainees
 - How to improve on-the-job training
 - How to analyze performance problems on-the-job
 - How to identify good training branches

APPENDIX B

Name _____

Present Position _____

Training Experience (# of months) _____

Level of Education obtained _____

TRAIN THE TRAINER

Fact Sheet

1. Describe the training activities you are responsible for.

a. On-The-Job

b. In the classroom

2. How many trainees or branch staff are you currently responsible for?
Which courses and how many of each will you have conducted prior to
attending this seminar?

3. Briefly outline your banking experience (and number of years) by listing
previous positions held and their duration.

4. List any experience and education you have had in the field of training.

5. What is the subject of your presentation?

APPENDIX C

NOTE: Each Correct Response is Worth One Point

TRAIN THE TRAINER - PRETEST

Directions: Read the following statements and circle only one correct response for each question.

1. The role/function of training is:
 - A. To change behavior (and improve performance)
 - B. To reduce waste, accidents, turnover, lateness and absenteeism
 - C. To teach correct usage of new tools, machine processes and methods
 - D. A and C
 - E. All of the above
2. A good training design:
 - A. Requires the facilitator to follow all instructions contained in the Leader's Guide
 - B. Uses audio-visual materials extensively so the class won't get bored
 - C. Allows an instructor to be flexible and encourages learners to negotiate objectives
 - D. B and C
3. Training is appropriate if:
 - A. Employees are unmotivated to meet standards though they are capable of doing so
 - B. There is a shortage of financial, human, physical and technological resources
 - C. The change in behavior can be measured
 - D. There is conflict with the attitudes, values of local procedures
4. Andragogy is:
 - A. The art and science of helping children learn
 - B. The total training process
 - C. The art and science of helping adults learn
 - D. The same as pedagogy
5. Which statement best describes what learning is?
 - A. Relating new ideas to already known information
 - B. When there is guidance by a teacher or teaching materials
 - C. A change in behavior as a result of experience involving skills, attitudes and knowledge
 - D. Learning will happen more quickly if we have a model behavior to imitate

6. The components of a complete objective are:
- A. Condition, overt behavior, criteria
 - B. Performance, condition, learner, criteria
 - C. Condition; learner, overt verb, object, criteria
 - D. Object, condition, criteria, learner
7. Feedback is:
- A. An informal evaluation of the progress of trainees
 - B. The art of feeding back responses
 - C. A form of verbal praise
 - D. A type of questioning strategy
8. The purpose of evaluation is to:
- A. Identify deficiencies in the total learning process
 - B. Compare results against established objectives
 - C. Clarify the role of training in changing organizational performance
 - D. A and B
 - E. B and C
9. Which statement is not a useful guideline to follow when using a flip chart?
- A. Lettering should not be less than 2" high
 - B. Write down as much as possible on the first sheet
 - C. Write at the top of the page first
 - D. Red should be used as a highlighter only, never as a main color
10. When using an overhead projector, it is best to:
- A. Use a projector with large groups
 - B. Turn the projector off when you have finished showing the transparencies
 - C. Prepare transparencies in advance
 - D. All of the above
 - E. None of the above
11. Which item is considered crucial for choosing a successful training branch?
- A. Complexity of the branch
 - B. Experienced program supervisor
 - C. Morale
 - D. Does branch want a trainee?
12. Four steps are involved for "on-the-job-training" - (1) employee preparation, (2) job presentation, (3) performance try-out, and
-
- A. Evaluation

- B. Cost-analysis
- C. Follow-up
- D. Participant analysis

Fill in the correct response in the space provided:

1. Behavior consists of these three parts: knowledge, attitude and _____.
2. The two most important qualities of an evaluation tool are _____ and validity.
3. "Where do you think a supervisor's first responsibility lies?" is an example of an _____-ended question.

TRUE AND FALSE

Circle "T" if your response is TRUE and "F" if it is FALSE

- | | | |
|---|---|---|
| 1. Training is appropriate if there is a <u>short</u> supply of financial, human, physical or technological resources. | T | F |
| 2. A terminal objective describes <u>exactly</u> what the student will be able to do at the end of a course. | T | F |
| 3. One disadvantage of using case studies is that it is <u>not</u> relevant or realistic to the <u>jobs</u> of the participants. | T | F |
| 4. There is no one <u>best</u> training technique. | T | F |
| 5. A trainee's progress <u>can</u> only be measured by written tests. | T | F |
| 6. Objectives need not be clearly stated at the beginning of a course. | T | F |
| 7. Communication is a <u>one-way</u> process. | T | F |
| 8. On-the-job training is essentially telling people what to do. | T | F |
| 9. One form of trainee follow-up is a telephone interview. | T | F |
| 10. Having a good sense of humor is an important quality for trainers. | T | F |
| 11. A good way to measure a change in attitude is to conduct an interview. | T | F |
| 12. New ideas are best learned if related to already known information. | T | F |
| 13. The process of training should provide for observable behavior so that performance can be measured. | T | F |
| 14. A leader is <u>only</u> concerned with group development. | T | F |
| 15. Everyone learns at the <u>same</u> rate. | T | F |

For the objective below, (bracket) the condition(s), circle the performance, underline the criteria, and box the object.

Given the current interest rate, you will be
able to calculate unearned interest for term-
plan loans meeting the standards of the Corporate
Accounting manual:

Indicate whether these action verbs are COVERT (c) or OVERT (o):

_____ to know
_____ to fully appreciate
_____ to identify
_____ to understand
_____ to compare
_____ to write

Answer Sheet: Train the Trainer Pretest:

Multiple Choice:

- | | |
|------|-------|
| 1. E | 7. A |
| 2. C | 8. D |
| 3. C | 9. B |
| 4. C | 10. D |
| 5. C | 11. A |
| 6. C | 12. C |

Fill-in-the-Blank:

1. Skill
2. Reliability
3. Open

True and False:

- | | |
|------|-------|
| 1. T | 9. T |
| 2. T | 10. T |
| 3. F | 11. T |
| 4. T | 12. T |
| 5. F | 13. T |
| 6. F | 14. F |
| 7. F | 15. F |
| 8. F | |

Objective:

(Given the current interest rate,) you will be able to calculate unearned interest for term-plan loans meeting the standards of the Corporate Accounting manual.

Verbs:

- | | |
|------|------|
| 1. C | 4. C |
| 2. C | 5. O |
| 3. O | 6. O |

APPENDIX D

Note: Each Correct Response is Worth One Point

TRAIN THE TRAINER - POSTTEST

Directions: Read the following statements and circle only one correct response for each question.

1. The role/function of training is:
 - A. To change behavior
 - B. To provide better methods of selection
 - C. To have an optimum level of productivity
 - D. A and B
 - E. A and C
2. Training is not appropriate if:
 - A. There is no demand for specific skills
 - B. Employees are motivated to meet standards
 - C. There is an abundance of financial, human, physical, and technological resources
 - D. The change in behavior cannot be measured
3. Choose the statement that does not apply to what training can do.
 - A. Develop new skills, knowledge, understanding, and attitudes
 - B. Reduce waste, accidents, turnover, lateness, and absenteeism
 - C. There is no demand for specific skills
 - D. Fight obsolescence in skills, technologies, methods, and products
4. Which is true of an andragogical learning environment?
 - A. Dependence
 - B. Teacher-oriented planning
 - C. Subject-centered learning
 - D. Immediacy of application
5. Which is true of a pedagogical learning environment?
 - A. Mutual collaboration between teacher and student
 - B. Self-directiveness
 - C. An authority-oriented climate
 - D. A problem-centered learning environment
6. One of the laws of learning states that "adults learn when there is a need to; leading to self-motivation." This is the law of:
 - A. Association
 - B. Readiness
 - C. Effect
 - D. Exercise

7. Choose the item that does not include a level of learning:

- A. Understanding
- B. Competence
- C. Knowledge
- D. Awareness
- E. Assimilation

8. Which of the following is not within the purpose of participant analysis?

- A. The name of every individual to be trained
- B. Introduction, Presentation, Application, and Closure
- C. Objective, Presentation, Test, and Closure
- D. Introduction, Objective, Presentation, and Test

10. Which instructional technique does not provide immediate feedback to the learner?

- A. Game
- B. Role-playing
- C. Simulation
- D. Demonstration
- E. In-basket

11. Which item is considered crucial for choosing a successful training branch?

- A. Morale
- B. Experienced program supervisor
- C. Complexity of the branch
- D. Does branch want a trainee?

12. Choose the most appropriate purpose of evaluation.

- A. A form of testing and measurement
- B. A process used to compare results against established objectives
- C. To clarify the role of training in changing organizational performance
- D. To be performed by the people in the training department

TRUE AND FALSE

Circle "T" if your response is TRUE and "F" if it is FALSE.

1. Evaluation is the same thing as measurement. T F
2. One of the goals of group leadership is to resolve group problems. T F
3. A leader is concerned with self and group development. T F
4. One alternative to training is to change working conditions. T F
5. The techniques used to deliver the content is called process. T F
6. To be empathetic is to act disapprovingly of people. T F
7. Structured learning refers to any form of learning controlled by the student. T F
8. The purpose of a participant analysis is to identify entry behaviors. T F
9. Media and Materials are instructional techniques. T F
10. One type of evaluation is feedback. T F
11. One type of branch visit is a progress check. T F
12. Counselling is a common type of interview. T F
13. A good questioning strategy is to begin with closed questions and move in to open-ended questions. T F
14. When giving a presentation, a good way to control nervousness is to use eye-contact. T F
15. To be effective, on-the-job training must involve an analysis of the job which is to be learned. T F

Fill in the correct response in the space provided:

1. Another word for adult learning is _____.
 2. Learning involves a change in _____.
 3. An _____ is a good way to measure a change in attitudes.
 4. _____ is a need, idea, emotion, or organic state that prompts an individual to action.
 5. Videotape recording captures two vital dimensions of the presentation: Verbal and _____ behavior.
- _____

Briefly explain/define the following:

1. OVERT BEHAVIOR: _____

2. KNOWLEDGE: _____

3. RELIABILITY: _____

4. TERMINAL OBJECTIVE: _____

5. CRITERIA: _____

6. TRAINING: _____

7. CONDITION: _____

8. CLOSED QUESTION: _____

Answer Sheet: Train the Trainer Posttest:Multiple Choice:

1. E
2. D, A
3. C
4. D
5. C
6. B
7. C
8. B
9. B
10. D
11. C
12. B

True and False

1. F
2. T
3. T
4. T
5. T
6. F
7. F
8. T
9. F
10. T
11. T
12. T
13. F
14. T
15. T

Fill-in-the-blank:

1. Andragogy
2. Behavior
3. Interview
4. Motivation
5. Non-verbal

Explain/Define:1. Overt Behavior:

- An OBSERVABLE and MEASURABLE behavior.
- the actual performance.

2. Knowledge:

- refers to FACTS, CONCEPTS, PRINCIPLES, RULES, POLICIES
- the information or "subject matter" that the trainee needs to know.

3. Reliability:

- degree of accuracy with which a test MEASURES exactly what it actually measures.
- CONSISTENCY.

4. Terminal Objective:

- describes the TERMINAL or FINAL performance expected of the student at the END of what segment of learning.
- specifies what the student MUST BE ABLE TO DO at the END of the training program.

5. Criteria:

- the STANDARD OF PERFORMANCE that is ACCEPTABLE.

6. Training:

- a process of GAP-FILLING by which you CHANGE BEHAVIOR or improve performance by moving individuals from their entering behavior to the terminal behavior.

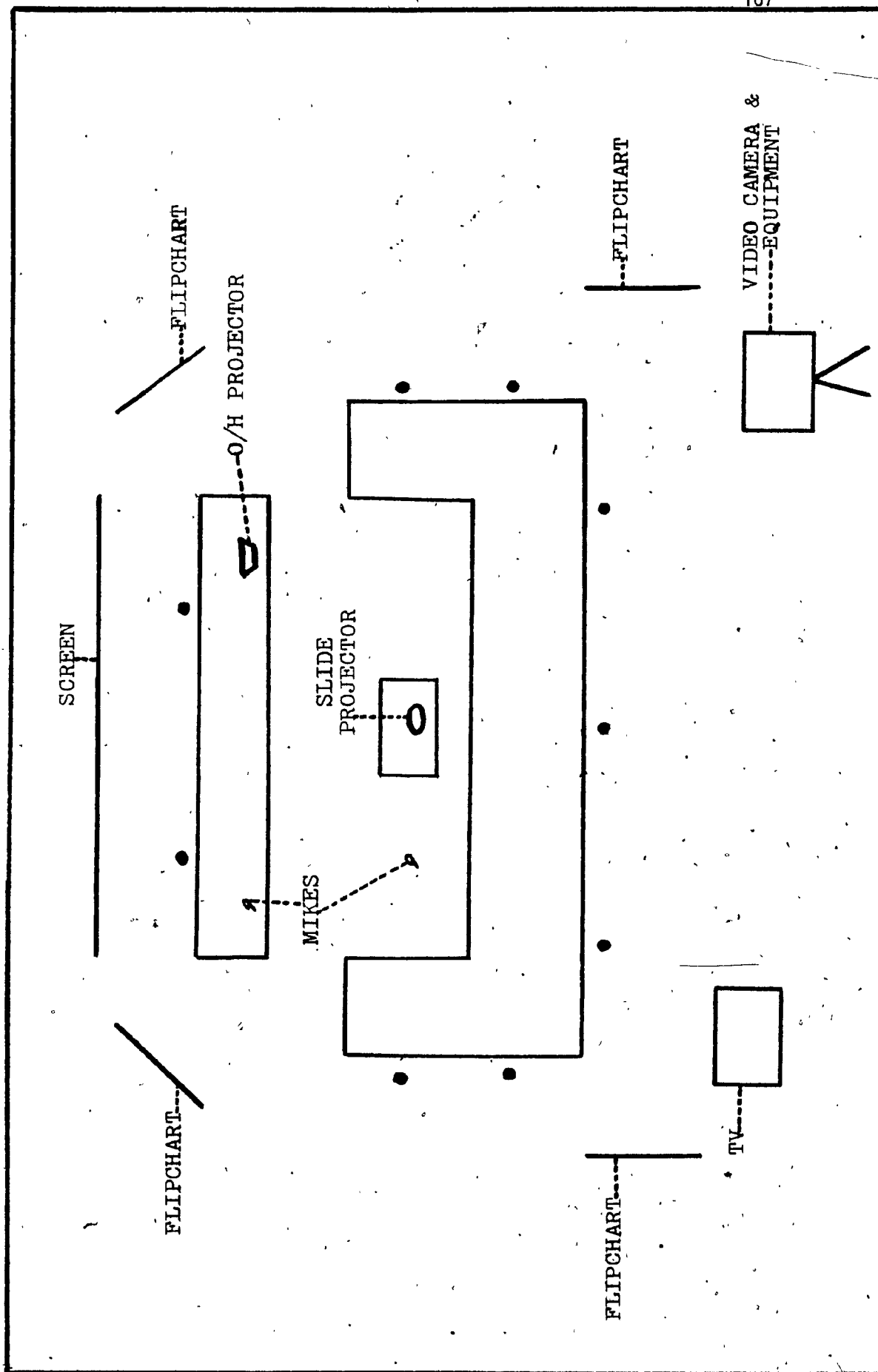
7. Condition:

- RESTRICTIONS under which the behavior will be performed.

8. Closed Question:

- asks for a YES or NO type answer/response.
- asks for WORDS; not essays or paragraphs, or lengthy details.

APPENDIX E



CLASSROOM SET-UP

APPENDIX F

Audio-Visual Equipment and Materials

- .audio-cassette player and audio tapes.
- .film projector (spare bulb), and training film used by the bank.
- .slide projector (spare bulb), and slides of 'training' principles.
- .overhead projector (spare bulb), and overhead transparencies.
- .7' X 7' screen.
- .TV camera: black/white with tripod and head suitable for pans, tilts, equipped with zoom lens.
- .video tapes 3/4" (6 ninety-minute tapes).
- .TV recorder 3/4".
- .TV monitor.
- .Microphone (2) with long leads.
- .extension cord.
- .flip charts (4), with flip chart paper.
- .blank overhead transparencies and overhead felt pens.

Sundry Supplies

- .name tags/cards.
- .sharpened pencils; sharpener.
- .writing pads; pens.
- .stapler and staples.
- .pointer.
- .chalk.
- .three-hole paper puncher.
- .scissors.
- .felt pens.
- .scotch/masking tape.
- .timer/alarm clock.

APPENDIX G

PRETEST: ITEM ANALYSIS FOR NOMINAL DATA

Item	Difficulty Index	Standard Deviation	Discrimination Index
1	.57	.495	1.000
2	.57	.495	0.000
3	.71	.452	0.000
4	.29	.452	0.000
5	1.00	0.000	0.000
6	1.00	0.000	0.000
7	.57	.495	1.000
8	.57	.495	-1.000
9	.71	.452	0.000
10	.86	.350	1.000
11	0.00	0.000	0.000
12	.57	.495	1.000
13	.29	.452	0.000
14	0.00	0.000	0.000
15	.57	.495	1.000
16	.43	.495	1.000
17	.71	.452	1.000
18	.86	.350	0.000
19	.86	.350	0.000
20	1.00	0.000	0.000
21	1.00	0.000	0.000
22	1.00	0.000	0.000
23	1.00	0.000	0.000
24	.71	.452	-1.000
25	1.00	0.000	0.000
26	1.00	0.000	0.000
27	1.00	0.000	0.000
28	1.00	0.000	0.000
29	1.00	0.000	0.000
30	1.00	0.000	0.000
31	1.00	0.000	0.000
32	.71	.452	1.000
33	.71	.452	1.000
34	1.00	0.000	0.000
35	.86	.350	0.000
36	1.00	0.000	0.000
37	.86	.350	1.000
38	1.00	0.000	0.000
39	.86	.350	1.000
40	1.00	0.000	0.000

NOTE: Easy items have a difficulty index close to 1.00;
difficult items have a difficulty index close to 0.00

APPENDIX H

POSTTEST: ITEM ANALYSIS FOR NOMINAL DATA

Item	Difficulty Index	Standard Deviation	Discrimination Index
1	.29	.452	1.000
2	1.00	0.000	0.000
3	.71	.452	0.000
4	.14	.350	0.000
5	1.00	0.000	0.000
6	.29	.452	1.000
7	.29	.452	0.000
8	.14	.350	1.000
9	.29	.452	0.000
10	.57	.495	0.000
11	.29	.452	1.000
12	1.00	0.000	0.000
13	.29	.452	1.000
14	.86	.350	-1.000
15	1.00	0.000	0.000
16	.29	.452	-1.000
17	.71	.452	0.000
18	1.00	0.000	0.000
19	1.00	0.000	0.000
20	1.00	0.000	0.000
21	.29	.452	1.000
22	.86	.350	0.000
23	1.00	0.000	0.000
24	1.00	0.000	0.000
25	.86	.350	1.000
26	.86	.350	1.000
27	1.00	0.000	0.000
28	.86	.350	0.000
29	1.00	0.000	0.000
30	.29	.452	0.000
31	.43	.495	-1.000
32	.43	.495	0.000
33	.71	.452	1.000
34	.43	.495	1.000
35	.29	.452	1.000
36	.57	.495	0.000
37	.71	.452	-1.000
38	.86	.350	0.000
39	.86	.350	-1.000
40	1.00	0.000	0.000

APPENDIX - I

2 MINUTE VIDEO: ITEM ANALYSIS FOR NOMINAL DATA

Item	Difficulty Index	Standard Deviation	Discrimination Index
1	0.71	.350	0.000
2	0.62	.515	.333
3	0.52	.623	-.667
4	0.57	.452	-.333
5	0.67	0.000	0.000
6	0.43	.452	-.333
7	0.64	.258	0.000
8	0.69	.258	0.000
9	0.76	.452	0.000
10	0.48	.495	-.333
11	0.57	.452	-.333
12	0.60	.410	-.333
13	0.62	.515	-.667
14	0.52	.495	-1.000

APPENDIX J

15 MINUTE VIDEO: ITEM ANALYSIS FOR NOMINAL DATA

Item	Difficulty Index	Standard Deviation	Discrimination Index
1	0.81	.495	0.000
2	0.83	.500	0.000
3	0.76	.700	-.667
4	0.88	.479	0.000
5	0.76	.452	0.000
6	0.74	.558	0.000
7	0.79	.610	-.333
8	0.71	.639	-.333
9	0.74	.558	0.000
10	0.81	.623	0.000
11	0.93	.410	0.000
12	0.81	.495	0.000
13	0.76	.589	-.333
14	0.76	.452	0.000
15	0.74	.410	0.000
16	0.76	.589	-.333
17	0.71	.515	-.333
18	0.98	.258	0.000
19	0.93	.410	0.000
20	0.90	.452	0.000

APPENDIX K

VIDEOPRESENTATION/EVALUATION

1. When did you find out that your presentations will be videotaped?

2. Was this the first time you presented in front of a group/class?

Yes _____ No _____ How many others? _____

3. And in front of a camera? Did that affect your attitude or behavior? How?

4. In what way did the lectures/assignments/exercises in class help you to prepare for your presentation?

5. Did you find the manual helpful/useful to plan out your presentation?

Which section(s) did you find the most/least effective?

Most helpful _____

Least helpful _____

6. What was your first reaction about doing a presentation in front of the class and a camera?

7. How valuable were the critique (feedback) forms you received from the rest of the participants and the instructors?

8. You were asked to give a 3 minute video presentation Monday morning. Was this effective in helping you to prepare for the 15 minute presentation. Why?

9. How do you feel now that you have done your presentation? (Compare it to before giving the presentation -- ie, in terms of control, confidence, improvements made).

10. If you had to REDO your presentation, what changes (if any) would you add/delete?

11. Comments/recommendations for future workshops.

APPENDIX L

TRAIN THE TRAINER

NEEDS ANALYSIS -OCTOBER 1981

NEED TO KNOW TOPICSLEVEL: BASIC/ADVANCED

- How to apply the principles of learning. .Advanced
- How to identify the different learning styles of your trainees. .Advanced
- How to identify the changes that you want to occur in the learner, (i.e. attitude, skill, knowledge). .Basic
- How to apply positive reinforcement theory in learning. .Basic
- How to write instructional training objectives. .Advanced
- How to identify and sequence content. .Basic
- How to select and apply instructional techniques, (i.e. role play, case study, lectures, programmed instruction, gaming and simulation...) .Basic
- How to select and develop instructional aids (i.e. charts, handouts, overhead transparencies, slide/tape, film, video...) .Basic
- How to operate projection equipment and other training aids. .Basic
- How to develop and use test instruments for learner performance evaluation, including advantages and disadvantages of various types of measurement tools. .Basic
- How to evaluate the effectiveness of the course content and presentation in achieving its objectives. .Advanced
- How to plan and direct a workshop. .Basic
- How to keep interest high. .Basic
- How to generate good questions. .Basic

NEED TO KNOW TOPICSLEVEL: BASIC/ADVANCED

- How to respond to difficult questions. .Basic
- How to evaluate and strengthen your speech personality (voice, mannerisms, posture...). .Basic
- How to maintain composure (nervousness). .Basic
- How to set an effective learning climate. .Basic
- How to create and control participation. .Basic
- How to increase motivation to learn. .Basic
- How to handle power, conflict and authority. .Basic
- How to handle the dominating and quiet personalities. .Basic
- How to handle resistance and stress. .Basic
- How to give one-one-one personal feedback. .Basic
- How to generate and control group feedback to a participant. .Basic
- How to interview and monitor trainees. .Advanced
- How to improve On-The-Job Training. .Advanced
- How to analyze performance problems On-The-Job. .Basic
- How to identify good training practices. .Basic

NICE TO KNOW TOPICS

- How to differentiate between androgyny and pedagogy. .Basic
- How to present short speeches. .Basic
- How to observe group dynamics. .Basic

PART II:EFFECTIVENESS:

•Pre-course Assignment

•Effective.

Prepares you for the course and develops "mental set; prepares for thought processes of training; well-organized. Need more clarification required concerning each presentation.

•Case Study (Bill Sargent).

•Effective.

•Branch Visit Role Play.

•Effective.

•Exercises: Ways people learn.

•Effective.

Objectives.

•Very Effective.

Presentation Outline.

•Effective.

Test Items.

•Effective.

Problem Behavior.

•Effective.

•Video Sessions - informal.

•Very Effective.

•Presentation/Video Feedback.

•Very Effective

•Handouts.

•Effective

•General Group Discussion.

•Very effective.

•Lecture.

•Effective.

APPENDIX M

TRAIN THE TRAINER WORKSHOP EVALUATION

Please respond to the following items by noting your feelings and/or thoughts about the statements listed. Be as honest as you can, for the results will assist in the development and direction of future training programs.

1. I participated in this training program because (check the statement that is most applicable)

_____ I felt I personally needed to do so.

_____ I was encouraged to do so by my employer.

_____ The program was part of my work assignment.

_____ Other (please explain) _____

2. As a result of this course (check the space that best describes your thoughts).

I feel . . .	Strongly disagree	Mildly disagree	Undecided	mildly agree	Strongly agree
I am more confident of my abilities as trainer.					
I can apply this knowledge to my specific job situation					
I can better integrate my past experiences with the new skills/techniques I have learned.					
My time in the workshop was well spent.					

TRAIN THE TRAINER - WORKSHOP EVALUATION3. TECHNIQUES

	very effective	effective	undecided	not very effective	ineffective	Comments
Pre-course Assignment						
Case Study (Bill Sargent)						
Branch Visit Role Play						
Exercises: Instruction game						
Objectives						
Presentation outline						
Games						
Problem behavior						
Video Sessions - informal						
Presentation/Video Feedback						
Handouts						
General Group Discussion						
Lecture						

4. TOPIC

From the list of topics given on the outline page of your manual, select those topics which were:

Most useful:
Least useful:
Most interesting:
Least interesting:
Best presented:
Worst presented:
Too advanced:
Too elementary

5. INSTRUCTORS


Name: _____

	very effective	effective	needs improvement	Comments
Workshop organization				
Knowledge of topic				
Speed/pace of presentation				
Adapting to group's level				
Avoiding distracting behaviour				
Eye contact				
Encouraging participation				
Maintaining interest				
Questioning technique				
Getting feedback/Testing learning				
Emphasis on key points				
Summary technique				

Name: _____

Workshop organization				
Knowledge of topic				
Speed/Pace of presentation				
Adapting to group's level				
Avoiding distracting behaviour				
Eye contact				
Encouraging participation				
Maintaining interest				
Questioning technique				
Getting feedback/Testing learning				
Emphasis on key points				
Summary technique				

6. ANALYSIS FORM

<p>Please list below three learning experiences you have had this week which you now recall as a situation you remember, for it "taught you a lesson" or made a difference in your thinking and behaving. Make your writing anecdotal, brief, and eliminate proper names.</p>	<p>What was the major learning point you derived from this experience?</p>	<p>In what category you put this new acquired learning.</p> <p>(Check one or more)</p>
<p><u>Experience 1</u></p>		<p><input type="checkbox"/> New knowledge</p> <p><input type="checkbox"/> Improved skills</p> <p><input type="checkbox"/> Changed attitudes</p> <p><input type="checkbox"/> Changed behaviour</p>
<p><u>Experience 2</u></p>		<p><input type="checkbox"/> New knowledge</p> <p><input type="checkbox"/> Improved skills</p> <p><input type="checkbox"/> Changed attitudes</p> <p><input type="checkbox"/> Changed behaviour</p>
<p><u>Experience 3</u></p>		<p><input type="checkbox"/> New knowledge</p> <p><input type="checkbox"/> Improved skills</p> <p><input type="checkbox"/> Changed attitudes</p> <p><input type="checkbox"/> Changed behaviour</p>

7. GENERAL COMMENTS

1. What is your overall reaction to the workshop?

2. Using a rating of 1 to 10,, rate how well you feel we have been successful in helping you achieve the course objectives. A rating of (10) represents the highest possible, a rating of (1) the lowest.

Rating

- . apply basic learning principles in the classroom and in the field. _____
- . design and evaluate classroom sessions. _____
- . deliver an effective classroom presentation. _____
- . coach and administer trainees in the branch environment. _____
- . plan and administer the training functions within your mandate. _____

3. Can you suggest any changes for future sessions?

Name: _____

Note: signing this is optional. However, we would prefer that you do, so that we can discuss with you any questions or concerns which may arise.

APPENDIX N

PERSONAL PROJECTION OBSERVATION GUIDE - 2 MIN. PRESENTATION

How do you think _____ projected?

	Needs More Attention	Effective	Very Effective	Comment
1. Warm or cold				
2. Facial expression				
3. Body movement				
4. Posture				
5. Appearance				
6. Naturalness				
7. Eye contact				
8. Interested or not				
9. Sincerity				
10. Self-confidence				
11. Hand gestures				
12. Mannerisms				
13. Voice tone				
14. Voice drop				
TOTAL				

APPENDIX O

PRESENTATION FEEDBACK - 15 MINUTE PRESENTATION

Presenter's Name _____

	Very Good	Yes	No	Could be better
Introduction Did the instructor:				
- give an overview of the presentation?	_____	_____	_____	_____
- explain the relative importance of the material?	_____	_____	_____	_____
- motivate you to want to learn?	_____	_____	_____	_____
- outline the specific objectives?	_____	_____	_____	_____
- describe the presentation agenda?	_____	_____	_____	_____
<u>Remarks:</u>				

Delivery Did the instructor:				
- appear comfortable?	_____	_____	_____	_____
- encourage group participation?	_____	_____	_____	_____
- show and create enthusiasm in the subject?	_____	_____	_____	_____
- talk at your level?	_____	_____	_____	_____
- use eye contact effectively?	_____	_____	_____	_____
- have annoying habits?	_____	_____	_____	_____
- effectively use visual aids?	_____	_____	_____	_____
- acquire feedback to measure your understanding	_____	_____	_____	_____
<u>Remarks:</u>				

Organization Did the instructor:				
- have the subject broken into learnable segments?	_____	_____	_____	_____
- stress key points?	_____	_____	_____	_____
- cover the correct amount of material?	_____	_____	_____	_____
- give a properly paced presentation?	_____	_____	_____	_____
- summarize effectively?	_____	_____	_____	_____
- attempt to evaluate what you learned?	_____	_____	_____	_____
- know the material?	_____	_____	_____	_____
<u>Remarks:</u>				

APPENDIX P

CONTRACTING WITH YOURSELF

Psychological Contract:

A commitment to yourself or others to make a change.

Requirements:

1. Awareness of a problem (e.g. I smoke 30 cigarettes a day and that may lead to cancer).
2. Desire to change (I would like to quit smoking).
3. Statement of objective (Within 30 days, I will stop smoking):
 - a. Clear
 - b. Attainable
 - c. Definite time frame
4. Plan for review of progress (I will reduce my level of smoking by one cigarette per day. I will count the number smoked and post my progress on a big chart in front of my desk).
5. Meaningful reward (If I succeed, and sustain my abstinence for 6 months, I will treat myself to a vacation in _____.)

Directions:

Write yourself a letter, committing yourself to a change in behavior as a product of this seminar. Sign it, insert it in the envelope, address it to yourself, and we will mail it back for your review in three months.

Dear _____:

Sincerely,

APPENDIX Q

FOLLOW-UP QUESTIONNAIRE

Name: _____

PART I.

	How would you, as a trainer, rate the following topics?		If a need to know, indicate the level at which it should be covered.	
Topics:	Need to Know	Nice to Know	Basic	Advanced
1. How to differentiate between andragogy and pedagogy.				
2. How to apply the principles of learning.				
3. How to identify the different learning styles of your trainees.				
4. How to identify the changes that you want to occur in the learner, (i.e. attitude, skill, knowledge).				
5. How to apply positive reinforcement theory in learning				
6. How to write instructional training objectives.				
7. How to identify and sequence content.				
8. How to select and apply instructional techniques, (i.e. role play, case study, lectures, programmed instruction, gaming and simulation, etc.)				
9. How to select and develop instructional aids (i.e. charts, handouts, overhead transparencies, slide/tape, film, video, etc.)				
10. How to operate projection equipment and other training aids.				
11. How to develop and use test instruments for learner performance evaluation, including advantages and disadvantages of various types of measurement tools.				

	How would you, as a trainer, rate the following topics?		If a need to know, indicate the level at which it should be covered.	
Topics:	Need to Know	Nice to Know	Basic	Advanced
12. How to evaluate the effectiveness of the course content and presentation in achieving its objectives.				
13. How to plan and direct a workshop.				
14. How to keep interest high.				
15. How to present short speeches.				
16. How to generate good questions.				
17. How to respond to difficult questions.				
18. How to evaluate and strengthen your speech personality (voice, mannerisms, posture ...)				
19. How to maintain composure (nervousness).				
20. How set an effective learning climate.				
21. How to create and control participation.				
22. How to increase motivation to learn.				
23. How to observe group dynamics.				
24. How to handle power, conflict and authority.				
25. How to handle the dominating and quiet personalities.				
26. How to handle resistance and stress.				
27. How to give one-on-one personal feedback.				
28. How to generate and control group feedback to a participant.				
29. How to interview and monitor trainees.				
30. How to improve On-The-Job Training.				

	How would you, as a trainer, rate the following topics?		If a need to know, indicate the level at which it should be covered.	
Topics:	Need to Know	Nice to Know	Basic	Advanced
31. How to analyze performance problems On-The-Job.				
32. How to identify good training branches.				

TRAIN THE TRAINER - WORKSHOP EVALUATION

PART II

	Very Effective	Effective	Needs Improvement	Not Effective	Comments
Pre-course Assignment					
Case Study (Bill Sargent)					
Branch Visit Role Play					
Exercises: Ways people learn					
Objectives					
Presentation outline					
Test items					
Problem behavior					
Video Sessions - informal					
Presentation/Video Feedback					
Handouts					
General Group Discussion					
Lecture					

FOLLOW-UP

PART III

1. Would you recommend the Train the Trainer Workshop to your colleagues?

YES: _____ NO: _____

Why: _____

2. Who should attend this type of workshop? Why?

3. Could this experience provided by the workshop have been gained by you elsewhere?

YES: _____ NO: _____

If yes, where and why: _____

4. How many workshops of this nature have you attended? _____

Future ones? _____

5. Have your job responsibilities changed since the workshop? If yes, how?

6. Did the workshop prepare you for your training responsibilities? (Check on scale). Please explain: _____

1 2 3 4 5 6 7
not at to some to a great
all extent extent

7. How would you rate your confidence as a trainer as a DIRECT consequence of this workshop. (Check on scale) -

1 2 3 4 5 6 7
no confident extremely
confidence confident

8. To what degree are you using the concepts, information, and techniques as presented. (Check on scale)

1 2 3 4 5 6 7
not at average to a great
all application extent

9. What sections of the precourse material/manual/handouts have you used?
How?

10. Now that you've been on the job for a while, what areas do you personally feel you could use additional training in. Why? _____

11. What changes would you like to make to the training manual? (Include ideas for improvement, strenghts, weaknesses...) _____

12. Other- comments/suggestions:

PSYCHOLOGICAL CONTRACT AND LEARNING EXPERIENCE

PART IV

1. You committed to change certain aspects of your behavior in the "psychological contract" you completed at the end of the workshop (i.e. knowledge, attitude, skill). Have you achieved those goals? How? In what ways can these be related to the 3 learning experiences you identified in your workshop evaluation?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor blemishes or dust specks. The edges of the paper are slightly irregular.

APPENDIX R

CHART COMPARISON
OF
NEEDS ANALYSIS AND 3-MONTH FOLLOW-UP

*Needs Analysis
#3-Month Follow-up

Topics:	How would you, as a trainer, rate the following topics?		If a need to know, indicate the <u>level</u> at which it should be covered.	
	Need to Know	Nice to Know	Basic	Advanced
1. How to differentiate between androgogy and pedagogy.		* #	* #	
2. How to apply the principles of learning.	* #			* #
3. How to identify the different learning styles of your trainees.	* #			* #
4. How to identify the changes that you want to occur in the learner, (i.e. attitude, skill, knowledge).	* #		*	#
5. How to apply positive reinforcement theory in learning.	* #		* #	
6. How to write instructional training objectives.	* #			* #
7. How to identify and sequence content.	* #		*	#
8. How to select and apply instructional techniques, (i.e. role play, case study, lectures, programmed instruction, gaming and simulation, etc.)	* #		* #	
9. How to select and develop instructional aids (i.e. charts, handouts, overhead transparencies, slide/tape, film, video, etc.)	* #		*	#
10. How to operate projection equipment and other training aids.	* #		* #	
11. How to develop and use test instruments for learner performance evaluation, including advantages and disadvantages of various types of measurement tools.	* #		* #	
12. How to evaluate the effectiveness of the course content and presentation in achieving its objectives.	* #			* #

Topics:	How would you, as a trainer, rate the following topics?		If a need to know, indicate the level at which it should be covered.	
	Need to Know	Nice to Know	Basic	Advanced
13. How to plan and direct a workshop.	* #		*	#
14. How to keep interest high.	* #		*	#
15. How to present short speeches.		* #	* #	
16. How to generate good questions.	* #		*	#
17. How to respond to difficult questions.	* #		*	#
18. How to evaluate and strengthen your speech personality (voice, mannerisms, posture ...)	* #		*	#
19. How to maintain composure (nervousness).	* #		*	#
20. How to set an effective learning climate.	* #		* #	
21. How to create and control participation.	* #		* #	
22. How to increase motivation to learn.	* #		*	#
23. How to observe group dynamics.		* #	* #	
24. How to handle power, conflict and authority.	* #		* #	
25. How to handle the dominating and quiet personalities.	* #		* #	
26. How to handle resistance and stress.	* #		* #	
27. How to give one-on-one personal feedback.	* #		* #	
28. How to generate and control group feedback to a participant.	* #		* #	
29. How to interview and monitor trainees.	* #			* #
30. How to improve On-The-Job Training.	* #			* #
31. How to analyze performance problems On-The-Job.	* #		*	#
32. How to identify good training branches.	* #		* #	