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TRAINING VESTIGIALISM:
TEN EASY WAYS TO WASTE MONEY ON TRAINING

By Gael M. McDonald
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Abstract

Despite the frivolity of the title, the following discussion is not intended to be a didactic approach to the potential ills of training. Rather, this paper seeks to highlight ten potential pitfalls, or areas of current concern, in the training function in order to better facilitate attaining the inherent benefits of training, and the maximization of resources employed.

Introduction

Training has much to offer both individuals and organisations who wish to enhance performance, but, if not developed carefully, in many circumstances training vestigialism could occur. Regrettably as a consequence of not avoiding the threat of vestigialism the returns from training could be greatly diminished and as a result the training function over time may retain only marginal vestigial power in today's organisations.

Broadly speaking training vestigialism appears to be present when;

(1) The training function is used to achieve peripheral objectives, e.g. recognition and reward. These peripheral objectives, in many instances, could have been achieved by other, more cost-effective means.

(2) The resources used in the training process e.g. training methods, course content or program instructors, are either not appropriate, or not utilized to the fullest.

(3) The intended training outcome, either implicitly stated or implied, is not accomplished.

(4) Both the direct and indirect costs involved in the training process often far exceed the benefits derived.
Take the hypothetical example of the "up and coming" executive, who partly as a form of recognition, was sent on an expensive one-day training program which was conducted by an external training consultancy firm. Other than the glossy, promotional leaflet, very little was known about the course, but given face validity it appeared that the course would be appropriate for middle level management training. Whether the course was entirely appropriate for the executive concerned was not really considered. A week later a chance meeting at the elevator between the executive and the personnel manager prompts the personnel manager to ask, "Ah, John, now tell me how was that one day training program that you went on the other day?" The executive reflects for a moment, as he recalled what program the personnel manager was referring to and then remarks, "Oh, yes, that's right... good.... in fact it had a great lunch!"

The lift opens and the personnel manager gets it. Trying to clip his sentence before the lift door closes he hurriedly states: "We must talk about it sometime"... But he never does...

The training program probably cost in the region of HK$1,500 - 2,000 for the day and in all probability because the lunch was so good the executive lost out in the fight to control an overwhelming desire to doze off from 2:30 p.m. until 3:00 p.m. Does this all sound familiar? Although this hypothetical example is somewhat exaggerated, a few questions need to be addressed; did the executive learn anything? How much of the course content in the program was applicable to this job? What is the likelihood of transferring the course instruction to the actual work environment? i.e. how much of the information could be used? Was there any encouragement to use the course concept? Could recognition have been achieved in another form? And more importantly, was the course worth the money spent? And why wasn't there any evaluation?

Interestingly, in Hong Kong it has been suggested that training consultants are finding it far from easy to persuade local firms that the cost of developing management skills can be recouped in better performance (McGlothren 1986), although it should be stated that even though the example provided utilized a training consultancy firm, the points raised pertain to all training programs whether actualized internally or externally to the organization. In addition, wastage is equally prevalent in the preliminary and post stages of course development, as well as in the actual training programs themselves.

As a consequence of training vestigialism, many positive values that could be obtained from the training function are diminished and chronic wastage can occur. The problem is not restricted to Asia. An extensive American study undertaken in 1986 revealed that U.S. companies appear to be spending more on training but in reality they are doing less of it. (Gordon 1986). The costs are increasing but are they matched by increased benefits? Are we getting the most out of what is spent?
While the concern regarding training inefficiency is largely one of cost, the impact on the training function in general cannot be ignored.

There is a feeling that many individuals and organisations are becoming *hucksters for training*. Selling training for the sake of training—the fast sell. As in other professions, the problem of integrity looms large. (Clement et al 1979)

In an effort to avoid criticisms such as this and as training professionals, or those responsible for personnel training and development, how can we become aware of the existence of "training vestigialism" in our own organisations? The best approach is by reviewing the many pitfalls that dominate the training process and that can greatly influence the effectiveness and efficiency of the development function. It is hoped that by being cognizant of potential problem areas, improvements can be made, wastage avoided and vestigialism countered.

The ten easy ways of wasting money on training which are presented as follows are neither mutually exclusive nor necessarily sequential.

1. **Confusing the Role of Training**

   From a holistic perspective the first mechanism for wastage on training is to confuse the role of training.

   The primary role of training is to equip employees with skills to ensure proper job performance, and to facilitate either individual and/or organisational changes. In addition, as part of the manpower planning process, companies may also use training to prevent layoffs, (Helfgott 1988) while joint venture companies, for example, foreign firms in China, are often required as part of contractual arrangements to provide training to local personnel (Livingstone 1987). These all appear to be acceptable roles of training; however, often the role of training is confused, and the true intention of training is displaced. For example, an organisation may initiate training with a strong desire primarily to be seen as a company who is up to date, or one who cares for their employees. The company may be incurring considerable costs in order to achieve these peripheral outcomes. The regrettable common occurrence of using training largely as a fringe benefit or reward also epitomizes this point.

   Referring back to the situational example provided earlier. At the conclusion of this scenario many commentaries may remark that it doesn't really matter how much was learnt because training provided the unquantifiable benefit of
bestowing upon the participant recognition of future potential and/or reward for past performance. The program, in essence, is therefore used as a method of reinforcement. However, the cost implications of this attitude should be readily apparent. There are often far cheaper and more effective ways of recognizing and motivating employees than requiring mandatory attendance at a one-day training program. The use of training as a reward could violate a fundamental motivational principle when assigning benefits. This principle can be succinctly stated in the phrase, "for a benefit to be of any benefit, it must be of some benefit."

For example, an increase in maternity benefits for a single woman is hardly a benefit because it is not an immediate requirement, alternatively the benefit has far more of a motivational impact if it meets a genuine need of the individual. Rather simplistically, what would you prefer: The one day training program, with the great lunch or a day off and HK$1,500. This admittedly rather obvious comparison is used to highlight the point that when training is used as a reward or for motivational purposes the money could perhaps be more efficiently spent in another form. Confusing the role of training can generate even further inefficiencies. For example, knowing that an individual has been selected for training on the basis of recognition or reward can displace training from skill acquisition to one of entertainment. Also in using training to reward outstanding performance can sometime ensure that those who don't need additional training because of good performance get it, while those that do need training because of skill deficits are often overlooked.

A further concluding point is that training may in fact be an inappropriate response to a performance problem that cannot be solved by increased knowledge. Training is often aimed at the symptoms rather than the cause of performance problems. Attempting to eliminate the symptoms will not necessarily solve the problem.

2. Giving No Consideration To Identifying Training Needs

Despite the amount of attention which is given to the term "training needs analysis" one still observes department heads waiting to be told what training programs are available for the forthcoming year. By virtue of past experience with the organisation these programs may be an acceptable offering but in reality do the training programs actually meet the current, and more importantly, the future needs of the company? Or has agreement to the program been prompted simply by an awareness of the senior manager's "pet" or preferred project, a persuasive and trendy proposal from a training officer, or a well packaged training brochure from a training consultant?
Rather than designing programs to fit identifiable organisational or individual problems we are often working in reverse. That is, with a tempting array of existing programs we then look around for the problems or individuals to fit them. This back-to-front approach greatly reduces the contributory values that training can provide both to the employee and to the organisation in general.

In organisations there are a number of ways of gaining indicators of existing and realistic training needs which are often completely overlooked. (Table One) These needs are those that are most apparent to the organisation and from which identifiable benefits can be gained. Often the simplest method is also the most revealing, such as collecting opinions from employees via verbal interview or questionnaires, regarding their personal training needs. Naturally, greater commitment is gained when the employees identify and establish their own training pursuits. When a number of individuals identify similar training needs then economies of scale could also result.

3. Not Bothering To Establish Specific Training Objectives

Many managers rationalize not setting training objectives by stating that training solicits behavioural changes which are inherently difficult to quantify. Alternatively, for those managers who do realize the value of objectives for directing both personnel and resources in a coordinated fashion, they may still fall short of writing useful objectives by resorting to just vague statements of intention.

For an objective to be truly an objective, and thus pertain to all objective-getting circumstances, the objective must strive to contain two important criteria: a time frame and a measurable element. Admittedly, achieving these criteria requirements is not always easy but approximations can be made. e.g., to eliminate from performance appraisal ratings four types of errors (1) contrast (2) halo (3) similarity and (4) first impressions error within the next six months. (Latham et al 1975).

Without the two essential criteria an objective does not lend the benefit of ensuring that all related personnel, i.e., trainers and participants are cognizant of the desired outcome of the training effort as well as the time that is allocated for achievement of that outcome.

Having stated the objective, what training plans have been determined? Have the training plans been drawn up on the basis of an analytical assessment of training needs and priorities by means of company training surveys, job analysis, performance reviews, and/or forecast of future man-
power requirements? Or is training a somewhat arbitrary occurrence prompted by perhaps, a suggestion by senior management, or the receipt of promotional material from external training agencies.

More importantly, how detailed are these plans? Are they documented or merely verbalized intentions which are subject to individual interpretation and provide only vague indicators of activity?

In order to provide evidence of thoughtful consideration of every aspect of the training program and to ensure that all individuals involved are working with a common understanding, has the organisation a well formulated training plan which specifies areas such as:

- the problem areas to be addressed
- proposed action, training methods to be used
- numbers to be trained
- method of selecting participants
- responsibility for the phases of the training program
- a firm statement of estimated cost (fixed and variable) and resources to be used
- the date of implementation and duration
- the date and method of evaluation

Without a stated plan of activity, both individual and organisation resources can lack coordination and a common direction.

4. Not Designing Programs In Keeping With Identifiable Training Needs

Given the proliferation of predesigned programs, videos and training packages it is often tempting to circumvent the program development phase of training and to buy in materials or individuals to do the job rather than designing a program from the point of problem analysis and conceptualization. Often acquisition of existing programs may involve substantial costs as well as evoking the sneaking concern as to whether this course will actually achieve the desired outcome. Naturally one should always ask the question. Is there a better, more cost efficient way or are we just taking the easy option?
As well as, possibly not meeting the desired training outcome, it is usually the additional costs which provoke concern for this training pitfall. For example, a recent promotional leaflet for a seminar to be held in Asia later this year and conducted by a U.K. firm, indicated that for a total of 11 hours for two days (discounting 12:30 - 2:00 lunch break and refreshment intervals) the cost will be £450 for each participant (a manual included). The course involves lectures, videos, syndicate and individual "how to" practical sessions. While the marketing philosophy of pricing according to the perceived value of consumers, or perhaps more simply stated what the market will bear is understandable, the significant costs of predesigned programs are often undeniable, as is the lurking question of whether the course content actually matches the needs of the individual participants. True, there is an inevitable trade-off with established group programs and the individual benefits derived, but in many instances, companies do not indicate their training needs or even state preferred areas of emphasis in the course curriculum. The "over to you" mentality naturally restricts the potential benefits that could be obtained for both the individual and the organisation.

It sometimes happens in management education and development programs that all participants are required to study identical issues and in identical ways. A frequently reported response of participants to this approach is to consider (the Training) to be basically irrelevant for themselves now, or for their evolving careers. (Prideaux et al: pp.66)

In what appears to be almost an extension of Herzberg's two factor theory, it has been determined that, when managers are asked to recall events which have specifically contributed to their development, they more commonly state situations which have occurred at work (Davies et al 1984) for example, a specific task assignment or challenging job characteristics. Utilizing this information, it has long been suggested by advocates of action learning (Mumford 1987) that the content of management development programs in particular should focus on the real issues and problems that managers have to deal with. However, in the field of management there is still an unfortunate tendency for syllabus content to be producer (teacher) rather than consumer (student) led (Watts and Kirkbride 1987).

Training programs are often great at imparting information but not necessarily that effective at changing behaviour.

Almost running shy of their own ability, those responsible for training often take the most accessible route of sourcing
existing training programs that may not be as effective as those based upon the company, long term strategy, corporate culture, budgetary constraints, and specific individual training requirements.

5. Using Training Materials Or Techniques Not Appropriate To The Local Environment

When training in a specific culture the use of training material, methods or even examples which have been designed in a different cultural setting may contain potential cultural inconsistencies which could render the training virtually useless.

Training videos provide an excellent example of this training pitfall. For around HK$800 a day you may hire a training video that in all likelihood was made in either Britain or in the United States, but with little consideration to differing cultural perceptions outside of the intended market.

The pattern for the majority of films is usually the same: the individual is seen to be doing badly, a crisis occurs and a wise man appears and pronounces words of wisdom. The penny drops. The disciple struggles to reform and everyone looks happy. Hardly Citizen Kane, but it has a certain fairy tale morality that makes for interesting variations. Dramatically, the crux is the moment the miscreant realises his/her failures. In American films this is usually the point at which it all becomes embarrassing: The jaw drops, the eyes widen and the guilty person does an executive variation of St Paul on the road to Damascus (The Executive 1985 p. 42).

The problem situation and dialogue is often just not appropriate to Asia. If the viewer cannot identify with either the problem or specifically the individual depicting that problem because of appearance, mannerism or cultural differences then the instructional value is greatly diminished.

Fortunately the need for locally produced training materials, and particularly videos which utilize realistic examples and minimize cultural differences has been realized. (Vaughan 1988) In the case of the Kowloon-Canton Railway Corporation their video training programs have been developed following corporate initiative (Cheung et al 1987). With a more than reasonable equipment rental charge of HK$2,000.00 per 4 hours, KCRC produces its own videos using their employees and trainers.
The problem of cultural bias is not only restricted to videos but also in written training materials where examples are may be seen by participants as inappropriate. In addition the instructional techniques used, may be more suitable in one environment than in another. Interestingly, role-plays appear very successful in the Asian environment. Knowledge of what works and what doesn't in the specific environment is needed. Some techniques may be a lot better than others, and while often with the intention of being highly professional, many training programs utilizing overseas materials, international consultants or head office trainers may in fact not be as effective as we imagine due to cross cultural inadequacies.

6. Selecting The Wrong Participants

As has been pointed out already, when training is used as an instrument of recognition for past performance, of future potential, rather than for resolution of performance problems, then often it is the wrong person who may be receiving the training. A more worthwhile recipient is languishing back in the line department without the adequate assistance to enact performance changes while the individual who least needs the training assistance may be out on a three day program.

The axiomatic link between performance assessment, career development, manpower planning and corporate strategic planning should ensure that the right participants should receive the right training programs at the right time, but this is not always the case. Employee selection for training programs is often perceived arbitrarily and verging on the capricious with a strong potential for inaccurate participant selection.

7. Not Ensuring Transfer of Training To The Actual Work Setting

Because of the costs associated with extensive training programs, it has been found that participants who are singled out and receive training apart from their colleagues are easily socialized back into old behaviour when they return to their own department. (Ottaway 1986 p.60)

While training provides performance improvements in the classroom, these changes may not be potent enough to overcome the resistance to change inherent in the work environment.

The transfer of training does not occur, not because the employee didn't acquire necessary skills, but because of
peer influence and the lack of an appropriate schedule of reinforcement. If the employee does not utilize the new knowledge back in the work setting an obvious training wastage has occurred.

Similarly, a training program that requires the employee to be away from the job for a considerable length of time can also create wastage, as was criticized by Wills:

Training is a gigantic waste of resources. Management education of a successful 35 year old done away from the work team and away from the realities of the challenges of the business in which he works, loses nearly all its potency. (Wills 1985 p. 57).

In order to avoid inadequate transfer of information and also to promote team building, Nat West, Du Pont, Westpac, Ford Europe, Dow Corning have all experimented with a new trend where the entire department joins the management education process. Attending a training program with colleagues and receiving assistance from others apparently creates greater cohesion and the likelihood that the skills will be utilized in the work setting. The education period is spread over a period of time, depending on what the learning situation requires, and in order to minimize interruptions to the normal working operations.

This new trend should at least stimulate our thinking away from the traditional formats for individual training and promote experimentation with the grouping of participants in order to enhance both individual and organisational returns.

8. Not Evaluating Training Activities

Firmly embracing the intention of training but failing on implementation is perhaps one of the most common pitfalls in training and yet all too often we are not even aware of the failure. As depicted in the introductory scenario, avoiding detailed evaluations of the effectiveness of training, except for cursory enquiries, has excellent strategic value in releasing responsible individuals from an exercise that may be too arduous and what is more, too revealing.

Not estimating the contribution of training is not only restricted to Asia. American business spends US$30 billion on training and development programs. Paradoxically, less than 10 percent of that expenditure is evaluated for value adding impact. (Fitz-enz 1988 p. 17)
Many managers do not really know if their training efforts are effective, and still fewer know how to evaluate a program's impact. (Hennecke 1988)

The most common excuses for resisting the measurement of training results are (1) I don't have time. (2) It won't make a difference. (3) Numbers don't tell the full story. (4) The results won't look good. (Fitz-enz 1988)

For some companies the lurking guilt of not evaluating training activities is appeased by the distribution of a short open ended questionnaire which solicits subjective evaluations from course participants. To all intents, this is often not a very sophisticated evaluative instrument and in many cases the questionnaire could be more appropriately referred to as a "Happy Sheet", as in, "how happy are you with this program?". Without reliable evaluations it is extremely difficult to estimate effectiveness and particularly, to justify future investment.

When the evaluative process is left solely to the individuals or their superiors, a further complication occurs because it has been found that self assessments and superior assessments of managerial performance are in fact unreliable, whereas peer subordinate assessment of performance have proved to be more reliable and valid. (Hennecke 1988)

There are in fact a number of evaluative procedures which could be enacted in order to assess training effectiveness. (Table 2) These techniques, range from the simplified reaction review by asking opinions, to the more detailed cost versus benefit analysis, and the newer training value analysis instruments. (Fitz-enz 1988).

Following an extensive literature search, the type of evaluation methodologies currently employed by training professionals are easily available for review and possible adoption (Fisher and Weinberg 1988). In order to gain credibility for the training function more attention needs to be given to the evaluative phase of training. Without reliable evaluation techniques, it is more difficult to both, minimize unnecessary losses, and justify productive training expenditures. Whereas, providing evidence of the relevance, practicality and effectiveness of training cannot help but strengthen recognition and support for the training function.
9. Not Evaluating Your Instructor

Many training managers will rest easy on this training pitfall because they are confident in knowing that at the end of each training session a question such as "what do you think of the course facilitator?", is solicited either verbally or in written form from the course participants. What these training managers often do not realize is that this rather vague question can do little to differentiate entertainment from learning. While the participants have greatly enjoyed the trainer's friendly banter and strategically placed jokes what has actually been learnt? High marks for the course facilitator does not necessarily equate with advanced skill transferability.

There are numerous variables upon which a trainer may be evaluated yet one of the simplest and most pragmatic approaches developed in recent years is a three dimensional grid (Townsend 1985) which pinpoints three essential components of the training task; competence, concern and teaching skills. The grid permits a quick classification of the trainers into eight categories. (Table 3) The trainer with low competence, high teaching skills and low concern category or Arrogant Charlatan, is naturally a problem as is the oblivious Incompetent, Shallow Persuader and Endearing Bumbler. Townsend predicts that the majority of in-company trainers fall into the Directive Instructor category, (high competence, high teaching skills, but low concern).

In order to maximize all training resources the selection or training of trainers who are able to achieve the task at hand is imperative, as is the correct evaluation of their true contribution to skill acquisition process.

10. Ignoring New Trends In Training

The chalk and talk style of training is fast becoming redundant and new developments that could prove more than beneficial to the training process are not being considered.

Despite all the evidence, the traditional approach to management development has still remained firmly based on the old-style academic norms of the written word, the complicated theory and the leisurely abstraction. The approach sadly seems more geared toward the learning needs of the academic professor or training professional, with their concern for conceptualization than to the typical manager dealing with the immediate. (Braddick 1988 p.64)
Knowles (1978) made a useful distinction between Pedagogy or teacher-directed learning and Andragogy or self directed learning. It has been found that Andragogical approaches are a lot more appropriate to adults, who differ in a number of crucial ways from children in the way they learn.

Learning Contracts provide a major means by which this principle of self-managed learning is put into practice. Participants individually: diagnose their learning needs, specify learning objectives, develop a learning plan, implement the plan within the organisation's learning activities and evaluate themselves (Prideaux and Ford 1988). It is hoped that greater personal commitment will enhance the attainment of the learning objectives.

In order to gain greater department or organisational cohesion group based learning programs such as Professional Development Teams could be utilized where participants form into teams of five or six people at the beginning of a two year program and continue to work in these teams throughout the program.

A similar format has also been proposed almost as an extension of action learning. The Chief Executive Set has recently been publicized (Braddick 1988) as a model for developing the skills of cooperation, influence and persuasion which are necessary for effective team membership. The model involves a small group of executives meeting for one day a month for six months and using their own problems as the raw material for group learning. The sets are intended to encourage teamwork, strategic thinking and to a great extent allow chief executives to relax a little from their problems, momentarily relinquishing the burden of responsibility while peers search for a solution.

For management trainees rather than undertaking the traditional job rotation process (where at worst, they are allocated a desk, given a pile of filing, and the strong indication that as long as they do not draw attention to themselves, the next six weeks is going to be pretty easy), the alternative of Set Advisors has been proposed (Wills, 1985). A set advisor tutors the trainee in the different functional areas on a continuous basis rather than the trainee aimlessly wandering around the various departments for nearly six weeks to a year. Allocating an individual as a Set Advisor could also have an additional benefit of enhancing the work life of a plateau employee.

Possibly a cost effective solution to meeting individual training needs is via Distance Learning. With both local and overseas origins, distance learning could easily take some of the strain off the constant demands for training. Distance learning offers programmes with established standards and without hidden costs and the need for extensive facilities. It has been estimated that the cost of establishing one foundation
course for the Open University in Britain costs £500,000 (HK$5 million) (Budd 1984). The standard of material, both written and video tapes are high although, once again cultural bias could be a problem. It is hoped that the recently organised distance learning consortium based in Hong Kong will redress this problem.

Developing technology is also providing interesting, alternative instructional methods such as tele-conferencing (audio/video) and computerized self-study programs. Significant improvements are to be expected in the latter with entertaining self-study software in a variety of areas. Secretarial typing speeds for example can be greatly increased by the use of a programme not dissimilar to a "star wars" game, scores and accuracy naturally provided for the number of "hits".

When discussing the adoption of new trends in training, caution must be exercised as we enter into the realm of new and somewhat unorthodox courses which are used by progressive companies to encourage teamwork. For example; A four day Experimental seminar which offers an opportunity for corporate employees to work together as a team and to meet physical and mental challenges: Wilderness courses go even further to focus on "Life skills" as opposed to job skills: Murder Mysteries in the unusual venue of the Queen Mary which is berthed permanently at Long Beach, California, have been used for group training: An even more distinctive program which has received much publicity is the 13 day Samura Skills course run by Kanriisha Yose, Gakko (KYG), Japan's best-known management school. Great stress is put on teamwork and the end result is supposed to be a Samurai manager (highly skilled, disciplined, alert, honorable, loyal, and powerful) (Forsyth 1988)

True, these new trends in training should be adopted with caution but at least training professionals should not restrict themselves from considering possible training alternatives, that may prove beneficial. Ignoring training developments in the long term could be restrictive and not cost efficient, as well as inhibiting the development of the training function.

Conclusion

To review, the ten ways to waste money on training or training pitfalls which may be prompting training vestigialism are as follows:

1. Confusing The Role Of Training
2. Giving No Consideration To Identifying Training Needs
3. Not Bothering To Establish Specific Training Objectives Or Plans

- 14 -
4. Not Designing Programs In Keeping With Identifiable Training Needs
5. Using Training Material Not Appropriate To The Local Environment
6. Selecting The Wrong Participant
7. Not Ensuring Transfer Of Training To The Actual Work Setting
8. Not Evaluating Training Activities
9. Not Evaluating Your Instructors
10. Ignoring New Trends In Training

No doubt many managers and training professionals can add to the list as well as easily identify numerous additional concerns that are embedded in each of the points raised, if so, then one objective of this paper, that of creating problem awareness, has been achieved. The primary purpose of this paper is not as one would initially suspect, to criticize the value of training, but rather, the intention is to sensitize those responsible for training to the potential, and often substantial, losses that could be occurring in their own training function. Training professionals have a responsibility to ensure that the role of training is not undermined and to encourage managers to reflect on their organisational training activities in order to seek both immediate and long term improvements. Review the ten points raised in this paper, and as a simplified audit, judge for yourself the threat of training vestigialism in your organisation.
**TABLE ONE**

**Identifying Training Needs**

**FROM:**

1. Performance Appraisals/Observation
2. Specific Problem Areas e.g. high reject rate
3. Organisational Strategic Plan e.g. anticipated new products/divisions/markets
5. Technological Adaptations e.g. robotics
6. Exit Interviews
7. Job Redesign e.g. semi-autonomous work teams
8. Career Development
9. Revised Job Specifications
10. Customer Feedback
11. Policy Changes
12. Social Trends e.g. part-time working women
13. Educational Trends e.g. inadequacies in course curriculums
14. Union Requirements
15. Government Regulations e.g. safety regulations
16. Set Programs e.g. management trainees
17. Collecting Employee Opinions e.g. PC usage requirements

**TABLE 2**

**Evaluating Training Programs**

1. Solicit Opinions:
   - From participants/from supervisors via;
     - Verbal interviews
     - Questionnaires

2. Testing:
   - Formalized examination of course content either
     - directly following the course
     - after a time delay of 3-6 months

3. Competency Workshops:
   - The group reconvenes with the instructor to focus on work data, after participants have had time to consider implementation difficulties
4. Evaluate Training Objectives:
   Measurement and comparison of stated against actual performance outcomes or objectives

5. Pre-training/Post-training evaluation
   Experimental comparison of before and after training has occurred using
   - performance appraisals
   - learning curves
   - productivity measures

6. Control Group Comparison
   Compare trainee performance against a control group of employees who have not received training (no prior/before measure)

7. Problem Analysis
   Participants bring a specific problem to the training session, evaluation is on the basis of problem resolution
   - Action learning

8. Reporting Back
   Each participant is required to report back in order to demonstrate adoption of training concepts
   - Written reports
   - Implementation evidence
   - Seminar (The employee conducts his/her own internal training seminar, particularly useful with external programs)

9. Cost vs Benefit Analysis
   Quantify the direct costs of the program against the direct benefits (largely to the specific individual) in addition to the indirect cost and benefits (to the organisation)
   - Quantifiable determination (Cascio 1985)
   - Value Added Analysis (Fitz-enz 1988)

10. Discontinue The Program
    Monitor the consequences on performance indicators.
### TABLE 3

**The Trainer Grid**  
(Townsend 1985)

<table>
<thead>
<tr>
<th>Teaching Skills</th>
<th>Competence</th>
<th>Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Humble expert</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Professional trainer</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Boring lecturer</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Directive instructor</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Endearing bumbler</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Shallow persuader</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Oblivious incompetent</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Arrogant charlatan</td>
<td>High</td>
<td>Low</td>
</tr>
</tbody>
</table>
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