**The Training Practices of Large Organizations in New Zealand**

A thesis

submitted in fulfilment

of the requirements for the degree

of

**Master of Applied Psychology**

at

**The University of Waikato**

by

**Coral Joy Reed**

_____

The University of Waikato

2014

**Abstract**

This study explored the formal training practices of 50 large New Zealand organizations. With the increased globalization of businesses organizations are constantly challenged to stay relevant in a rapidly evolving worldwide economy. Employees constitute the human capital of an organization and therefore it is strategically important to ensure that employees are able to perform to the best of their abilities. Organizations require strategies and processes to ensure that their employees are performing to standard, and to identify and remedy shortfalls. The ADDIE Model is a well-established systematic model used to address training requirements (Molenda, 2005; Noe & Winkler, 2009) and as such was used to develop the theoretical model underpinning this research. Formal training practices were defined as training programmes which underwent evaluation after it was implemented.

The ADDIE model was used to design a 32 question survey directed at the individual who was responsible for the development of the training programme within their own organizations. Large organizations were defined as organizations with 50 or more employees (Statistics New Zealand, 2014). Participants were recruited through the New Zealand Association of Training and Development (NZATD), the Human Resource Institute of New Zealand (HRINZ) as well as existing networks and cold calling.

The findings are compared to a recommended practice model that was developed across both Australia and New Zealand by Noe and Winkler (2009). The differences between common practice and recommended practices, as described by Noe and Winkler, are highlighted and discussed. The findings of this survey showed that the majority of organizations invested a lot in analysing training needs at multiple levels and less in evaluating the learning outcomes of training programmes. Design, development and implementation methods closely aligned with the recommended practices outlined by Noe and Winkler. Notably the majority of

organizations focused their evaluation on Level 1 of Kirkpatrick's Four Tiered Model of Evaluation, which were the reactions of trainees to the training programme. These are the affective outcomes as described by Noe and Winkler. However, very few organizations took evaluation further than this and actually assessed levels 2-4 of Kirkpatrick's Model.

This research adds to an understanding of formal training practices in large organizations in a New Zealand specific context. Future implications for research include exploring the formal training practices of a much bigger sample of large organizations in New Zealand, which better represents the diversity of the New Zealand economy and industries. The findings highlight an opportunity for best practice guidelines to be developed specifically to the culture of New Zealand, by qualified experts in the field.

## Acknowledgements

# Table of Contents

## List of Tables

## List of Figures

## Chapter One – Introduction

In the current global climate of rapid change, development and growth, organizational development is essential to business success (Waddell, Cummings & Worley, 2007; Green, Huntington, & Summers, 2008; Noe & Winkler, 2009). As the overall purpose of any business is to make a profit, a business strategy is a plan that coordinates the organizations goals and policies with the organization's actions towards this goal (Noe & Winkler, 2009). Training is an essential part of organizational development (Waddell et al). Employees themselves make up an organization's Human Capital, they are an intangible asset of an organization, consisting of collective skills, knowledge and behaviours, which affect the achievement of an organization's success (Noe, 2013). Training is an organization's planned effort to facilitate their employees' learning of job-related competencies and their ability to apply this to a new situation, in relation to achievement of organizational goals (Noe & Winkler, 2009; O'Reilly & Pfeffer, 2000). As such training has become an essential tool in the development of an organization's human capital (O'Reilly & Pfeffer, 2000; Summers, 2008; Noe & Winkler, 2009; Noe, 2010; Business NZ, 2014). Furthermore, when applied strategically, training is able to create significant competitive advantages for the organizations with the wisdom to do so (Noe & Winkler, 2009; O'Reilly & Pfeffer, 2000).

In order to develop successful training programmes Noe and Winkler emphasize the use of an Instructional System Design (ISD), that is both systematic yet flexible in order to ensure the training addresses a business's needs. There was and is no current legislation in New Zealand which compels organizations to offer developmental training for their employees or which offers guidance on how to best go about developing training programmes for organizations. The government's business site supplies a basic outline of how to conduct training but is neither well-structured nor supported by references. Therefore all training offered by

organizations is done so by an organization's own directive and developed based on the knowledge available to them, either internally or externally.

This thesis sought to explore the formal training practices of a sample of 50 large organizations in New Zealand. The common practices of this sample of large organizations were derived from the results of this survey and compared to the best practices set out by Noe and Winkler (2009) for Australia and New Zealand. As a result of this comparison, the possible implications for the training practices in large organizations in New Zealand are inferred.

The purpose of chapter 1 is to define the scope, and focus of this thesis research. This chapter introduces existing research on training practices in New Zealand, and describes the outcomes expected from the research. It concludes with a descriptive outline of the model used as the theoretical framework to design the survey.

**Scope and focus**

This thesis is concerned specifically with the formal training practices of large organizations currently operating in New Zealand. I focused my research on larger companies in New Zealand based on the results from the latest survey conducted by Business NZ (2008) which showed that 100% of the large firms, who completed their survey, from a variety of different industries provided training at least once in the between 2005 and 2007. Business NZ are advocates for New Zealand businesses, who engage with government officials, community groups, MPs and Ministers to ensure business interests are represented throughout the policy making process. I explored the training practices of large organizations within New Zealand, through the use of an online survey. As far I have been able to ascertain there are currently no best practice guidelines, specific to New Zealand alone, regarding how to undertake training

in the workplace, either legislatively or through the various professional associations for workplace training professionals. Business.govt.nz (2014), is the New Zealand government business website, who provide a brief description on how to develop a training programme, however this was not put forth as a best practice guideline.

The aim of my research was to ascertain what the common practices were in the development of formal training in large organizations in New Zealand. These common practices are then compared to a best practice guideline described by Noe and Winkler (2009) which were developed to apply in both Australia and New Zealand. The best practice guideline developed by Noe and Winkler is based on the ADDIE model. However, the model proposed by these authors was developed with a focus on both Australia and New Zealand I chose to use the ADDIE model in its original form to eliminate any contamination the Australian legislation may have had on the development of the model. The exact origins of the ADDIE model itself are uncertain (Molenda, 2005), however it is widely accepted as a sound and systematic method to create a training programme (Noe & Winkler, 2009). The term ADDIE is an acronym that represents the five stages of systematically creating a training programme, as well as outlines the five specific aims of this research thesis, as follows; Analysis, Design, Development, Implementation and Evaluation.

The first aim was to explore whether training needs analysis is conducted and at what level or levels this is undertaken. There are three levels of training needs addressed in this research in accordance with the three tiered approach to training needs analysis identified by Kaufman, Oakley-Brown, Watkins ,and Leigh (2003) of; Organizational, Person and Task.

The second aim was to gain insight into the design processes used in training development, such as whether training objectives were set prior to the training being initiated. The third aim

was to gain an understanding of the development processes used in training development, such as training materials.

The fourth aim of this research is to gain an overview of the types of methods used to implement the training programme, such as classroom or online training delivery.

The fifth aim is to assess whether or not evaluation of training programmes is commonly practiced as well as what the information gathered through this process is used for.

**Previous research**

Business NZ has conducted irregular surveys since the 1990s on the training practices and motivations of business in New Zealand (Business NZ., 2014). These surveys have provided comprehensive snapshots of the training practices of New Zealand Organizations.  My thesis expands on this existing research by focusing solely on the training practices of large organizations in New Zealand. Large organizations in New Zealand are defined as organizations with 50 or more full time employees (Statistics NZ, 2013).

The Business NZ (2008) survey attracted 536 responses, across multiple industry sectors. The findings from the Business NZ (2008) survey suggest that smaller companies were significantly less likely to provide training for their employees.  Of the respondents who employed 50 or more people, 100% had provided training at least once between 2005 and 2007. Of the respondents who employed less than five employees only 72% had offered training in the same time frame. Of the organizations 86% who employed  between six and nine employees provided training at least once in the 24 months prior to the survey. Similarly 95% of organizations with 20-49 employees had provided training at least once in the given timeframe. Participation in training had remained fairly consistent between survey rounds, with only 5% of organizations reporting training participation had decreased. The greatest decrease in training participation was experienced by organizations who employed between

10-19 people at 8.9%, followed by organizations that employed 5 or less which decreased by 7.8%.

It is notable that more than 50% of the organizations involved who employed 50 people or more, experienced an increases in training participation from their employees between the surveys published in 2003 and 2008 by Business NZ. This number increased to 62% for organizations that employed 100 people or more. Whereas only 30.1% of organizations with 5 or less employees experienced an increase in training participation, whilst also experiencing the highest maintenance of training participation at 62.1%. These statistics contributed to this research focussing on large organizations in New Zealand.

Green, Huntington, and Summers (2008) who were the researchers behind the Buisness NZ (2008) survey, looked at the positions, within the various organizations, of the training decision makers. Their results showed that the majority of decisions were made by senior management. Of the respondents 46% indicated the owners were involved in the training decision making, 35% indicated that the CEO or general manager was involved and 20% indicated that line managers/supervisors were involved in the training decisions. A surprisingly low 21% of respondents indicated that a training manager or human resource manager was involved in the training decisions. Due to this, I focused my research questions on those who were ultimately responsible for the training decisions in the organization and did not focus solely on the human resources department.

The respondents of the Business NZ 2007 survey represented six different industry sectors across both the North and South Islands of New Zealand, see fig 1 (pg 5).
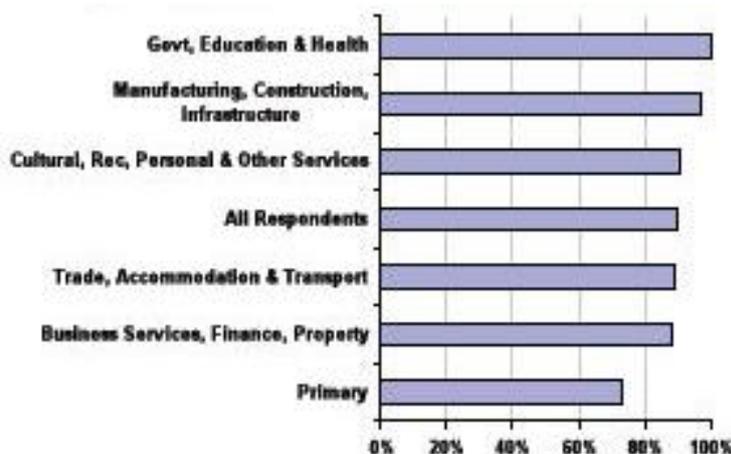
**Figure 1; Percentage of respondents providing training between 2005 and 2007 by Industry Group (Business NZ, 2007)**

Of the total respondents, 90% had offered or supported various forms of training. Government, Education and Health had the highest rate of providing training at 100%. Manufacturing, constructing and infrastructure were next with 97% providing training in some form. Primary industry was the lowest providers of training at 73%. The Business NZ (2008) survey also looked at the changes in participation in training over the 24 months prior to the survey. Overall training participation within the organizations was maintained by 50.5%. As mentioned previously there were noticeable difference regarding training participation between the different sizes of organizations, the larger the organization the greater the participation in training. This reinforced the decision to focus on the practices of large organizations in New Zealand as more information would theoretically be available. The Business NZ (2008) survey also explored how many days the training participants spent undergoing training. Looking at the median is a more accurate snapshot of the number of days spent in training. The overall median number of days spent in training across all industries was two days.

The amount of payroll spent on training differed greatly between the 2007 and 2003 respondents. The median payroll expenditure between the two groups increased from 2% in 2003 to 2.5% in 2007. The payroll expenditure however did not relate to number of employees undergoing training. In-house line staff, private training consultants/providers and Industry Training Organizations were identified as the most popular delivers of training, with more than 50% of respondents reporting the use of these three training providers. This assisted in establishing the criteria for the participants who were sought for this thesis research. The Business NZ (2008) survey looked at the ways in which training was delivered. The most common method of training delivery was external courses or programmes, with 73.1% of respondents in the 2007 survey offering this. This had decreased from 85.8% of respondents in the 2003 survey.

The use of in-house training manuals was the prevalent type of training material used, which was used by 61% of respondents. Other paper-based training materials were used by 51% of respondents. Less than half of the respondents used computer or CD ROM based training materials at 40% and even lower was the number of respondents who used online materials at 31%. Less than 10% of respondents reported using other non-specified training materials. There was a notable increase in use of both Computer/CD ROM training material and Online materials between the 2003 and 2007 surveys. The former increased from 25.2% in 2003 to 40.9% in 2007, whilst the later increased from 16% in 2003 to 31.9% in 2007.

In the Business NZ (2008) survey Green, Huntington, and Summers differentiated between formal and informal training. Formal training was defined as any training that was assessed in some manner. The results of the survey showed that respondents were more likely to engage in informal training practices. Results showed that 49% of total respondents used formal training for 0-30% of their training occasions, however 39% reported using informal training

practices for 80-100% of their training. Thus the majority of respondents (81%) conducted evaluation on the outcomes of their training programmes in some manner. The most frequently used method to evaluate training was staff feedback at 71%. The least frequently used methods were a cost benefit analysis and observing any reduction in absenteeism, both at 17%. The Business NZ (2008) survey also assessed the future intentions of the respondents to conduct training. Of the overall respondents, including those who had not had any trainees undergo training in the past 24 months, 58.9 % planned on maintaining their current training provision levels, with 35.4 % planning on increasing their training rates. Only2.9 % had no intention to provide any form of training. The findings from the Business NZ (2008) survey are laid out in line with the ADDIE model and support the use of the ADDIE model as the foundation of this research. Using the ADDIE model to asses formal training practices assessed in this research, also allows comparisons to be drawn between the findings from Business NZ 2007 survey findings and the findings of this research.

Definition of Training

For the purpose of this research training is defined as an organization's intentional effort to facilitate their employees' job-related learning, of skills, knowledge and/or abilities (Noe, 2010), which is evaluated (Green, Huntington & Summers, 2008).

## The Theoretical Framework; ADDIE

The ADDIE model is a widely accepted systematic design approach to developing training programmes (Noe & Winkler, 2010). The ADDIE model has developed over time both formally and informally in written and oral form (Molenda, 2003; Cowell, Hopkins, McWhorter & Jorden, 2006). There are a variety of training development frameworks available (Cowell, et al, 2006), however many of them are simply revisions of the ADDIE model often with emphasis on particular stages depending on the author's preference. Noe

and Winkler present their own Training Design Process, which involves 7 steps. I choose the ADDIE model as it is a straightforward and simple (Cowell et al, 2006; Noe & Winkler, 2009) approach to training development, which fits the aspects of training I am interested in. Even though it is a simple approach it covers the dimensions of training development and allows for users to adjust according to their needs (Molenda, 2003). In the case of this survey it allowed for all aspects of training development and delivery to be addressed and for participants to add in any additional information they wanted to.

<div align="center">Analysis</div>

Training needs analysis (TNA) is an important first step in a systematic training approach. A training need exists if the application of training will assist the organization in overcoming an identified weakness  (Boydell, 1976)., and it is if a training need is identified that the decision to conduct training is made (Noe, 2010) and the rest of the ADDIE model is put into practice. It has been argued that training begins with research and that without research training can't be effective (Gordon, Zemke & Jones, 1988). Therefore effective training needs analysis is essential to the provision of a worthwhile training programme. In order to make a profitable and strategic decision the right person needs to have the right information regarding the organizations training needs. As such I sought to investigate which positions in the organizations are more likely to make training decisions and what information they use to make these decisions to initiate training.

To achieve the most accurate overview, training needs analysis should be assessed at three different levels within the organization (Kaufman, Oakley-Brown, Watkins ,and Leigh, 2003);

   i.    Organizational,

  ii.    Task

 iii.    Person level.

I asked questions specific to each of these levels of analysis, in order to determine the depth of investigation into training needs that is most common between organizations. The three levels of training needs analysis are briefly described below.

i.  Organizational Analysis

Organizational analysis assesses the current overall performance of the organization against their organizational goals (Kaufman, Oakley-Brown, Watkins ,and Leigh, 2003), by analysing the alignment of the business's current direction with the organization's actual goals. This comparison enables the decision maker/s to identify where in the organization there is a potential need for training.  Organizational analysis assesses the strategic advantages of conducting training, and the potential return on investment. It is also important to assess the level of support a potential training programme will receive from upper management. Project sponsors are those in senior management who either initiated the training programme, support the idea for the training programme and/or whose permission is required to run the training (Noe, 2010).  Project sponsors are those whom the trainer needs to discuss the strategic goals of the training programme. The influence of upper management on the organizational climate is significant. By assessing the level of management support at this stage, the training designer has a better understanding of the environment the training will be applied in, and is better prepared for the design and develop of the training programme (Kaufman et al, 2003; Noe, 2010).

ii. Task Analysis

Task analysis assesses whether tasks are being performed efficiently, and the subsequent contribution to any shortfall in performance and organizational efficiency (Kaufman, Oakley-Brown, Watkins ,and Leigh, 2003). Part of the task analysis process is related to identifying future training needs. This is referred to as training opportunities analysis, which can

significantly contribute to the strategic advantage of conducting training by being proactive as opposed to following in the competition's footsteps (Noe, 2010).

iii. Person Analysis

To completely understand the training needs within the organization it is important to assess the existing level of knowledge of the targeted learner or potential trainee (Wang & Hsu, 2009), as such the final level of training needs analysis is person analysis (Kaufman, Oakley-Brown, Watkins ,and Leigh, 2003). This is best achieved through examining performance reviews (Noe, 2010), and identifying which employees would benefit from training in the areas of skills or knowledge shortages as identified in the task analysis. It is also important to assess their learning characteristics and motivations (Wang & Hsu, 2009).

<div style="text-align:center">Design</div>

During the design phase the trainer uses the information gathered through TNA to define the training objectives, choose or design the learning activities (Wang & Hsu, 2009) by setting out how the training programme will be run through a session plan. Designing training objectives gives the trainer and training sponsors a measurable variable which can be evaluated after training has occurred (Noe & Winkler, 2009; Noe, 2010). For the purposes of this research these learning objectives are referred to as evaluation criteria The session plan is composed of what learning activities are chosen, how the content is presented and the order in which the training programme is conducted (Wang & Hsu, 2009; Noe & Winkler, 2009; Noe, 2010)

Two essential aspects to be taken into account when designing a training programme are; training transfer and climate for transfer(Noe & Winkler, 2009; Noe, 2010). As the purpose of training is to improve employees' performance in their everyday work life, opportunities and support to successful transfer training to the workplace need to be assessed and solutions

to shortfalls designed and implemented. Secondly, climate for transfer refers to the employees perception of a variety of aspects of their workplace which promote or hinder their application of new skills, knowledge or behaviours to their jobs Both of these should be measured during organizational level TNA and as such the information should be readily available. Through this research I sought to explore the various strategies used to ensure successful transfer of training to the workplace. This is combined with information gathered regarding whether or not the organizational climate is assessed and taken into account when developing a training programme.

## Development

The development stage is the actualization of the training concepts created in the design stage. The training content and method are realized through the development of a training prototype (Noe, 2010). The prototype can then be assessed and altered as required until the material is ready to be presented and implemented as a training programme. Training development is addressed through analysing the sources of training programme development, whether in-house or external sources. Furthermore the extent of involvement of an external source of training is also looked at. Control of the training budget is subsequently looked at as this is relevant to the source of training programme development.

## Implementation

The implementation of the training programme is the culmination of the previous three components of the ADDIE model (Noe, 2010), and is the actual conduction of the training programme. I assessed training implementation through the sum of annual training programmes, the percentage of budget allocations to differing training methods, as well as the most popular methods of implementation across the participant sample. As one form of

training implementation is the use of existing tertiary educational institutes, the number of training programmes which contribute to gaining formal qualifications were analysed.

Evaluation

Evaluation assesses the extent to which the training programme has met the identified training needs of the organization (Pineda, 2010) as well as assessing the return on investment of the financial outlay associated with conducting the training programme (Holton, 1996; Kirkpatrick, 1998). This is done through assessing the achievement of the training objectives defined in the design stage (Noe & Winkler, 2009; Wang & Hsu, 2009; Noe, 2010). The information gathered through evaluation also provides feedback on any changes required or successes achieved through the training and if another related training programme is required, this information can be used as part of the training needs analysis (Noe, 2010; Kirkpatrick and Kirkpatrick, 2013).

Formative and summative are the two types of evaluation used when assessing the outcome of a training programme (Kirkpatrick, 1977; Cowell, Hopkins, McWhorter & Jorden, 2006). Formative evaluation involves gaining feedback from all participants involved from management to trainee regarding the content of the training programme and the performance of the trainer. This is based on personal opinion, therefore is subjective and personality dependent, and can be affected by factor's such as the trainees level of tiredness, which reduces its reliability as an unbiased representative of true training outcomes. Summative evaluation involves scoring the trainees knowledge or skill gain and retention depending on the training conducted. This is a more objective measure and in the workplace this is assessed predominantly through performance reviews, output and quality of output (Cowell et al, 2003).

The survey explores when and how evaluation is conducted as compared to the four levels of evaluation defined by Kirkpatrick (1977) which are still relevant today. Level one is reactive and comprises the only formative level of evaluation in the Kirkpatrick model. Levels two, three and four are summative and are respectively; learning outcomes, behaviour outcomes and business results. All four levels are examined in my research survey. The following is a more detailed description of each of Kirkpatrick's 4 levels of evaluation.

Level 1; Reaction

The first level of Kirkpatrick's Four Level Model assesses the trainees' reaction to the training programmes and whether they felt as if they learnt (Noe, 2010). O'Driscoll and Taylor (1992) argue that trainee's reactions are not an important aspect of evaluation compared to the second, third and fourth levels in terms of providing reliable information to validate or update the training programme, as the majority of training objectives set during development are based on these levels of outcomes. As mentioned this is a formative style of evaluation and is based on personal feelings and opinions of individuals, and is therefore not as reliable as measurable data such as performance improvement (O'Driscoll & Taylor, 1992). A trainee's bad mood or manager's jealousy over the trainer's role can affect the information gathered here and therefore contaminate the results. Whereas the purpose of training is not "to have fun" but to learn - a positive experience is preferable and beneficial to training retention, however not essential. A study undertaken by Iqbal, Maharvi, Malik and Khan (2011), showed that there is a positive relationship between a trainee's reaction to the training programme and the trainee's learning outcomes.

Level 2; Learning

The second level of evaluation is measuring trainees' learning. Pineda (2010) recommends evaluating learning at three significant points surrounding the training programme. Firstly,

evaluating a trainee's existing level of knowledge at the beginning of a training programme enables a trainer to set the individual trainees baseline, against which improvement can be measured. This often forms a part of training needs analysis when conducted at person level, if this information is used to adjust the training programme or to assess whether further training is required. Secondly, evaluating a trainee's learning during a training programme allows for active and immediate changes to be made to ensure the participant gets the most out of the training programme (Ossowski, 2013). Thirdly, at the end of the training - for training programmes where the objective was an increase in knowledge an appropriate measure would be using a knowledge test based on training content, and would enable one to assess at what level the trainees have retained of the training content. Learning outcomes are a summative means of evaluation and can be supported with factual data.

Level 3; Behaviour

The third level of evaluation assesses changes in behavioural outcomes of the participants of the training programme in a summative manner. This level assesses the extent to which training successfully transfers to the trainee's workplace. The most reliable method to evaluate this is through evaluating the trainee's quantifiable performance improvement (Noe, 2010). Behavioural changes can also be evaluated during training (Pineda, 2010) by watching behaviours such as self and other distraction or tardiness on return from breaks, similar to behaviours observed in the workplace itself. Learning and behavioural outcomes are often interlinked, as the possession of knowledge is not enough as it also needs to be applied as required (Ossowski, 2013).

Level 4; Business Outcomes

The fourth and final level of evaluation looks at whether broad, more long-term organizational goals were accomplished through the training. There are multiple variables

available to measure business outcomes against, such as; lower rates of absenteeism, and a slower rate of staff or revenue turnover. Depending on the amount of time that has elapsed since undertaking training, determining the fourth level of evaluation can be difficult (Noe & Winkler, 2009; Noe, 2010). The greater the time gap, the more factors, in addition to the training programme, stand to potentially contribute to the long term business results (Noe, 2010).

The survey addresses each level of Kirkpatrick's Four Levels of Evaluation Model specifically in order to attain a detailed view of the depth of evaluation conducted by the participants. The results of this survey have been used to develop a five key recommendations with the aim creating a training programme which achieves maximum impact.

Legislation

There is no legislation currently within New Zealand which compels organizations to provide training for their employees with the exception of the Health and Safety in Employment Act 1992 and the Human Rights Act 1993. The Health and Safety Act s13 states that all employers should ensure their employees who do work of any kind, who works with plants, or deals with substances of any kind, within their place of work are trained appropriately, or be supervised by somebody who is. The act continues that all employers must allow for two days paid leave for health and safety representatives to be trained. This act however is specific to health and safety training and does not include training related to employee development. The Human Rights Act 1993, part 2 s 22 (1)(b) does establish that it is unlawful for an employer or any person acting on their behalf to offer employees less favourable opportunities for training that are available to other employees of the same or substantially similar capabilities employed in the same or similar circumstances. However this does not

state organizations have to provide training for any of their employees. Overall legislation only covers the requirement that training is provided for health and safety purposes and that there is no discrimination in the provision of training between employees of similar capabilities and employment circumstance.

All other training related to the learning and development of employees conducted by New Zealand organizations is done so at the behest of the organization itself. This differs significantly from our neighbour across the Tasman. In 2009 Australia created and implemented the National Agreement for Skills and Workforce Intergovernmental Agreement on Federal Financial Relations. The agreement is between the Commonwealth of Australia and all States and Territories within Australia. The overall objective of this agreement was to develop a vocational training system that would successfully up skill the Australian workforce, to improve productivity and enable more effective participation and greater contribution to the Australian economic future. This agreement is financially supported by the Commonwealth Government Portfolio Budget. This agreement ensures all Australians of working age have access to vocational training for learning and development.

<div align="center">Expected Outcomes</div>

It is expected that the results of this survey will complement the findings from the 2007 Business NZ survey. Due to the lack of legislation compelling organizations to conduct training I expected that the majority of respondents will report utilizing in depth methods of training needs analysis. I expected that person level analysis will be the most popular level of training needs analysis, as this information can be taken from data already collected by management, such a productivity reports and does not require extensive additional work.

Based on previous research it is expected that more organizations will use internally developed training programmes, delivered by internal agents, as opposed to pre-designed training programmes offered by or purchased from external sources. This is expected based on the findings of Business NZ 2007.

It is also expected that few organizations will put specific methods in place to ensure the delivered training is transferred to the workplace. The transference of training to the workplace is often taken from granted by those who do not have the theoretical or academic background in training theories (Cable, 2008). And as one of the previously mentioned expected outcomes is that it will predominantly in-house agents delivering training, which is predominantly the HR department who have studied HR practices and not industrial organizational psychology.

In terms of training delivery, it is expected that the most common methods used during training delivery will be power point slides and manuals. With role play and discussion being the least utilized training delivery methods.

As the working definition of training in this research is that which is evaluated in some manner, it is a given all usable response will have conducted evaluation of training in some manner. It is expected that the most popular methods of evaluation will be participants reactions to the training and immediate improvement in performance. It is expected long term business goals will be the least used evaluation method.

In conjunction with the previously described expectation of a majority undertaking training needs analysis, it is expected that most respondents will use the information gathered during training evaluation to make adjustment to the next training programme undertaken. It is an

efficient use of resources to include the use of evaluation data in the next conduction of training needs analysis, as it is clearly both a time and money saver. Chapter two describes the methodology used in this research. The results of the survey are detailed in chapter three. Chapter four discusses the significance of the research findings, and presents the five key recommendations. Chapter four concludes with the strengths and limitations of this research, and possible future research implications.

## Chapter Two – Method

This chapter describes the method applied, the particular characteristics of participants in this research, and the recruitment processed used. This chapter also describes the measures designed to determine the formal training practices in the participants' organizations.

Participants

A total of 60 surveys were started, with 50 complete surveys successfully submitted, which was a completion rate of 85%. A response was considered successfully submitted when it had an organization's name attached and was not a duplicate from the same organization. The requirement was that only one participant per organization complete the online survey. Participants were asked in the survey to state the organization with which they were affiliated. This was in order to enable the deletion of duplicate answers from the same organization. The duplicate answer would have been the second respondent, or whoever answered the least number of questions in the survey. Surveys (n=3) that were submitted with no organization's name were discarded. One duplicate answer was discarded and two participants completed the online survey twice as they wanted to add additional information. They emailed and explained and I was able to combine their two surveys into a complete one.

Participants were those who held overall responsibility for training in large organizations in New Zealand, whether as an in-house agent or an external consultant. A large organization was defined as having 50 or more full time employees (Statistics New Zealand, 2014). Confidentiality was guaranteed so as to not jeopardize strategic advantage created through training practices. All participants were informed of their rights in the recruitment advertisement as well as at the beginning of the survey.

Participants were recruited through the New Zealand Association of Training and Development (NZATD), the Human Resource Institute of New Zealand (HRINZ), personal networks as well as through searching LinkedIn for individuals with training manager listed as their occupation and cold-calling their respective organizations. The script for cold-calling is attached as Appendix A.1; the follow up email is attached as Appendix A.2. The advertisement sent to NZATD, HRINZ and through personal networks is attached as Appendix A.3. This advertisement was forwarded by NZATD and HRINZ to their members and outlined the aims of this research, the desired participants and participant rights. Participants were asked to complete an online survey, with an estimated completion time of 20-30 minutes. Consent to use their responses in this research was gained alongside the submission of their responses as per the survey's final question (Appendix B).

Procedure

An online survey was created as this significantly reduced the amount of paper work and administration, as the online method required much less effort on the respondents' behalf and less work for the researcher, and has a better completion rate than paper and pencil surveys (Perkins and Yuan, 2001). The online survey was conducted utilizing the Qualtrics Online Survey system. The survey was sent as a URL link on the recruitment advertisement document and could be completed online at any time. Once the respondent had answered all

questions they were asked to click the submit button at the end of the survey to give consent for their information to be used in this research. It has also been found that fewer participants dropped out when asked to complete an online survey (Dolnicar, Laesser, & Matus, 2009). Once the respondent had submitted their responses, the Qualtrics system collated the data and produced both raw data in the form of downloadable spread sheets and statistical analyses of the data.

Measures

The survey (Appendix B) consisted of 32 questions related to the training practices within their organizations. The theoretical framework used to create the online survey was developed on the basis of the ADDIE systems design model and combined with the practical real world application of these theories. In order to do this, I looked at what practical actions were required to fulfil each stage of the ADDIE model. The actions required to fulfil each stage of the ADDIE model were then developed into the measures for this research. There were five overall measure components within this research; Analysis, Design, Development, Implementation and Evaluation.

Questions were not arranged in order of the ADDIE model, to encourage respondents to respond attentively and think about their answers. The ADDIE model is a systematic guide to creating a training programme, which allows room for content customisation and innovation. Therefore, the ADDIE model provided a flexible, yet clear and precise structure to the survey data. Figure 2.1 (pg 23) demonstrates how each measure was addressed through the survey

Questions were created with three different response structures;

1.) Yes or No

2.) Multiple choice

- Select a single response

- Select multiple responses

3.) Opened questions

This was done in part to ensure the participants were alert to what the survey questions were asking as well as to gather detailed information regarding the formal training practices through addressing each measure multiple times via questions that required a different kind of response.



| Measure 1;Analysis Questions 9-20 & 25 | → | Organizational Level Person Level Task Level | Frequency Information Sources Collection Methods |
| Measure 2; Design Questions 3, 8 and 26 | → | Course parameters Evaluation Criteria Training Transfer | Full-time vs part-time |
| Measure 3; Development Questions 1,2, 4-7, and 21 -24 | → | Annual Training Plan Training Budget Source of Training | In-house vs external source |
| Measure 4; Implementation Questions 27 and 28 | → | Training Environment Teaching Methods | Budget distribution |
| Measure 5; Evaluation Questions 29-32 | → | Outcomes Evaluated Use of evaluation data | Kirkpatrick's Model Summative vs formative |

Figure 2.1. The five measures of formal training practices in New Zealand and the distribution of related questions.

Measure One – Analysis

To measure the depth of practices surrounding training needs analysis conducted by the organizations, thirteen questions (40.6% of the total survey questions), questions 9- 20 and question 25, were developed. The analysis questions focused on all three levels of training needs analysis identified by Kaufman, Oakley-Brown, Watkins ,and Leigh (2003) of task, person and organizational. For example, question 9 asked "in your organization is a training

needs analysis conducted at organizational level?" Similarly, question 13 asked if training needs analysis is conducted at the person level in the organization and question 17 asked if training needs analysis is conducted at the task level in the organization. Participants were given simple yes or no options to choose from for all three of these questions.

The next dimension within analysis and needs assessment was what aspects were analysed and used to define training needs. For example, question 10 asked if organizational level analysis is conducted, what aspects of the organizational level were assessed. The participant was given six options; including a text box for aspects of the organization which were taken into account but which were not listed. Respondents were asked to select all that applied from the six options, which were as follows;

- ➢ Achievement of organizational goals
- ➢ Alignment of organization activities with the organization's vision.
- ➢ Placement in competitive market.
- ➢ Organizational learning culture.
- ➢ Availability of resources within the organization to provide training.
- ➢ Other – with a blank text box to be filled as needed.

Question 14 addressed aspects that were analysed in for the training needs analysis at the person level. Participants were given six options; including a text box for other characteristics of the person level which were considered but not listed. Participants were asked to select all that applied from the six options, which were as follows;

- ➢ Performance appraisals.
- ➢ Supervisory input.
- ➢ 360 degree feedback.
- ➢ Feedback from colleagues.
- ➢ Customer complaints.
- ➢ Other – with a blank text box to be filled as needed.

Question 17 addressed what aspects were analysed for training needs analysis at the task level. Participants were given four options; including a blank text box for other aspects of the task level which were possibly taken into account but which were not listed. Participants were asked to select all that applied of the four options, which were as follows;

- ➢ Position description
- ➢ Performance appraisals
- ➢ Expert information gathered from other job incumbents and subject matter experts.
- ➢ Other - with a blank text box to be filled as needed.

Task-level training analysis was extended to include an additional question regarding the more detailed aspects of task-level analysis. Question 25 asked what information is used to conduct the task-level analysis. Participants were given eight options; including a blank text box for other areas of task-level which were taken into account but which were not listed in this survey. Participants were asked to select all that applied from the eight options, which were as follows;

- ➢ Clearly define what trainees are expected to gain from the training.
- ➢ Performance appraisals
- ➢ Ensure that there are opportunities for employees to transfer what they have learnt from the training programme to the work place.
- ➢ Establish evaluation criteria.
- ➢ Use evaluation criteria to project potential benefit.
- ➢ Gain consent from superiors concerning the evaluation plan (in terms of how evaluation will be carried out.
- ➢ Calculate a projected cost-benefit analysis.
- ➢ Other - with a blank text box to be filled as needed.

The next dimension of analysis was how the information for training needs analysis was gathered at each level of Kaufman, Oakley-Brown, Watkins and Leigh, (2003) three levels of training needs analysis. Question 12, 16 and 20 asked "how does your organization collect information for the organizational/person/task (respectively) level analysis?" For all three

questions the same nine options were given, including a blank text box for other methods of information gathering which were used but which were not listed in the survey options. Participants were asked to select all that applied from the nine options, which were as follows;

- ➤ Interviews with managers.
- ➤ Interviews with supervisors.
- ➤ Interviews with employees.
- ➤ Surveys of managers.
- ➤ Surveys of supervisors.
- ➤ Surveys of employees.
- ➤ Performance reviews.
- ➤ Customer complaints.
- ➤ Other - with a blank text box to be filled as needed.

The final dimension of analysis was the frequency at which training needs analysis was conducted. Questions 11, 15, and 19 asked how often did each organization conduct training needs analysis at organizational, person and task level (respectively). The participants were given six options, including a blank text box for other frequencies which were not listed. The options for all three levels were as follows;

- ➤ Fortnightly
- ➤ Monthly
- ➤ Quarterly
- ➤ 6 monthly
- ➤ Annually
- ➤ Other - with a blank text box to be filled as needed.

Measure Two – Design

To gain an overview of the practices around designing a training programme, three questions focused on the design elements of creating a training programme. The first measure of design looked at who was involved in the creation of training programmes. Question 3 asked whether the training opportunities available to full-time employees were also made available

to part-time employees in the organization. The participants were given four options of types of training available to full time employees and asked if these were also available to part-time employees. A blank text box was included in the options to enable participants to provide information on training provided to full-time employees which was also available to part-time employees which was not listed in this survey. Participants were asked to select all that applied to them from the following options;

- ➤ Management skills

- ➤ Technical skills

- ➤ Health and safety

- ➤ Other - with a blank text box to be filled as needed.

Question 8 looked at whether at the the training plan was developed, whether or not evaluation criteria were established beforehand based on the training needs analysis. Participants were given three options, including a blank text box for situations that were not supplied;

- ➤ Set at the beginning of each financial year, based on previous year's costs.
- ➤ Funds are assigned as training issues arise.
- ➤ Other - with a blank text box to be filled as needed.

The final question regarding development, question 26 asked what methods the organization put in place to ensure that the training was transferred to the workplace. The participants were given six options and asked to select all that applied to their organization, including a blank text box for other;

- ➤ A system where trainees can assess their own progress in applying their training to their workplace.
- ➤ A support system where trainees receive support from management.
- ➤ A system where trainees are held accountable by management.

- ➤ A support system where trainees receive support from colleagues who also participated in the same training programme.
- ➤ A system where trainees are held accountable by colleagues who also participated in the same training programme.
- ➤ Other - with a blank text box to be filled as needed.

Measure Three – Development

Ten questions focused on the development practices of the large organizations in New Zealand who participated in this research. Question 1 asked whether an annual training programme was developed in the respective organizations, with only two options; yes or no. Question 2 asked who was responsible for the development of the training plan in the organization. Participants were provided with a blank text box to write in who and their position. If the answer was somebody else, their response was discarded. Question 4 asked how many training programmes were run on an annual basis, with a blank text box for participants to fill in. Question 5 asked what percentage of these training programmes led to NZQA qualifications, and participants were provided with a blank text box to complete. Question 6 asked participants to describe how the training budget was established in their organization.

Question 7 asked who had the financial control over the training funds in the organization. Participants were given a blank text box to fill in the details of the person/s and position/s that controlled the training funds. Question 21 asked where the organization acquired their training programmes from. The participants were given four options including a blank text box for other possible sources of training programmes which were not listed in this survey. The options given were;

- ➤ Developed in house
- ➤ Sourced externally
- ➤ Combination of in house and external

> Other - with a blank text box to be filled as needed.

Question 22 and 23 were relevant only when training programmes were developed in house. Question 22 asked, if the training programme is developed in-house, whether the following was taken into account;

> Developed specifically for the training needs previously identified.
> Already developed (pre-existing) and chosen for their suitability to the training needs previously identified.
> Other - with a blank text box to be filled as needed.

Question 23 asked, if the training programme is developed in-house, who was responsible for its development. The participants were given four options to choose from, including a blank text book for other situations that had not been provided;

> Human Resource Department.
> Training Specialist/s.
> Managers/supervisors.
> Other - with a blank text box to be filled as needed.

Question 24 applied to training programmes that are sourced externally and asked how they were sourced externally. The participants were again given four options to choose from, including a blank text box for other situations regarding external sources of training programmes that had not been provided. The options given were;

> External source conducts training needs analysis and develops training programme specifically for needs identified.
> External source develops training programme according to training needs identified by organization.
> Purchase a generic programme from external source, which is suitable for training needs identified.
> Other - with a blank text box to be filled as needed.

Measure Four – Implementation

As implementation is essentially the accumulation of the previous three stages of analysis, design and development, only two questions were developed to assess it. Question 27 asked about the distribution of the training budget spent on different programme designs. The participants were given five options, including a blank text box for other training designs that were not provided in the list of responses and asked to fill out the percentage of budget is spent on each approximately;

➢ Classroom (either run by/for organization or attendance at academic institute)
➢ Seminar or conference.
➢ E-learning (on line).
➢ On the job training.
➢ Other – blank box for description and approximate percentage.

Question 28 asked about the different types of training methods that were used in the organization. Participants were given eight options and asked to select all that applied, including any training methods that were not listed to be described in the blank text box available;

➢ PowerPoint
➢ PowerPoint hand-outs
➢ Manuals
➢ Lectures
➢ Discussions
➢ Role play
➢ On line/intranet
➢ Other

Measure Five – Evaluation

Evaluation can be both an end process of a training programme (summative) as well as the beginning of another (can form part of the training needs analysis or formative). In terms of the development of a  training programme context, Worthen, Sanders, and Fitzpatrick (1997)

defined formative evaluations as gathering information towards improving a programme and summative evaluation as the improvement of the trainee post the training programme. Information from a summative evaluation can be used formatively when the trainer uses it to guide their efforts and activities in subsequent training programmes. Four questions were designed to assess the evaluation practices within the large organizations. Question 29 asked whether evaluation was in fact conducted at the organization, and participants were asked to select yes or no. Question 30 and 31 were relevant only if evaluation was indeed conducted. Question 30 asked what outcomes were looked at when evaluation is undertaken. The available eight responses to this evaluation measure had been further developed based on Kirkpatrick's (2007) four tier model of evaluation; reaction, learning, behaviour and long term results. The following table (2.1) shows the four tiers of Kirkpatrick's (2007) evaluation model and the responses related to each tier made available to participants for question 30.

The eight response option of "other" was included, and provided a blank text box which respondents could fill in regarding other outcomes they used to evaluate the training programmes, which had not been listed in the survey.

Question 31 asked what the information gathered through evaluation was used for. Participants were given four options including a blank text box for other uses that were not listed;

- ➢ Give trainees feedback on results via performance review.
- ➢ Incorporate into next training programme, by making adjustments as required.
- ➢ Justify training cost.
- ➢ Other.

Possible responses were based on both summative and formative evaluation methods. The final question applied to those participants who did not conduct any form of evaluation and asked what the reason for not doing so where. Participants were asked to describe the reason/reason in a blank text box provided. Since his development of the four tiered model of

evaluation in 1979, multiple revisions have been developed, including revisions by Donald Kirkpatrick himself. As such I have used Kirkpatrick's 2007 Four Tiered Model of Evaluation (Table 2.1).

Table 2.1 The relationship between Kirkpatrick's (2007) Four Tiered Model of Evaluation and the Responses Available to Participants.

| Kirkpatrick's Model | Related Response |
|---|---|
| Tier 1; Reaction | ➢ Participants' reaction to training-defined as what the participants thought and felt about the programme. |
| Tier 2; Learning | ➢ Participants' level of learning attained from the training- referring to the resulting increase of knowledge and/or skills, or lack thereof. |
| Tier 3; Behaviour | ➢ Participants' change in behaviour referring to any improvement in participants' work behaviours, abilities and application of training to workplace, with regards to desired outcomes of training. |
| Tier 4; Long term results | ➢ Short term business results-financial.<br>➢ Short term business results- improvement in employees' skills.<br>➢ Long term business results-financial.<br>➢ Long term business results- improvement in employees' skills. |

Data Analysis

Each question was analysed individually through converting the online qualtrics data to excel spreadsheets and manually removing all duplicate responses. Multiple choice questions where only a 'yes' or 'no' could be selected were simply tallied and interpreted directly. Multiple choice responses where more than one option could be selected were tallied and used in conjunction with the information provided in the 'other' text boxes to outline the relevant training practices. Where detailed or descriptive responses were required, all information was combined and results of this has been summarized and presented in terms of the main themes that emerged.

In the following Results section the findings from the exploratory data analysis of the information gathered through this research will be presented. As the survey was developed without the support of another or based on a previous survey the data gathered does not lend itself to defined measures of internal validity and consistency

## Chapter Three – Results

This chapter presents descriptive statistics on the five dimensions of the ADDIE training model, described in Chapter 1 as a dynamic systematic model consisting of five stages; analysis, design, development, implementation and evaluation. The ADDIE model was used to develop the theoretical model on which the survey questions where based. The following results have been drawn from a convenience sample of 50 large organizations in New Zealand. It is to be noted that of these 50 participants, three organizations are both training users and training providers. The responses of these organizations in regard to training usage is included in the following results. However, the data collected on the training provision as an external training sources has been discarded. This has been done because the focus of this thesis is on the use of formal training practices and not the provision of training.

Responses to each question are described in terms of rate of positive selection of the given options first. The additional information provided by each participant is presented in detail when a difference between the given options, which were the expected outcomes, and the details provided has been observed. This has been done to show the the totality of the formal training practices utilized by this convenience sample as well as in part to display the unique ingenuity of formal training practices here in New Zealand.

Measure One – Analysis

This first dimension of the survey explored the practices surrounding training needs analysis and focussed on the Three Tiered Model of Training Needs Analysis (TNA) (Kaufman, Oakley-Brown, Watkins,and Leigh, 2003); organizational, person and task.

For organizational level TNA, of the 72% (n=36) of the participating organizations that conducted TNA the achievement of organizational goals (79%) and the alignment of the organization's activities with the organization's vision (79%) were the most commonly cited focus of TNA at this level (Figure 3.1).
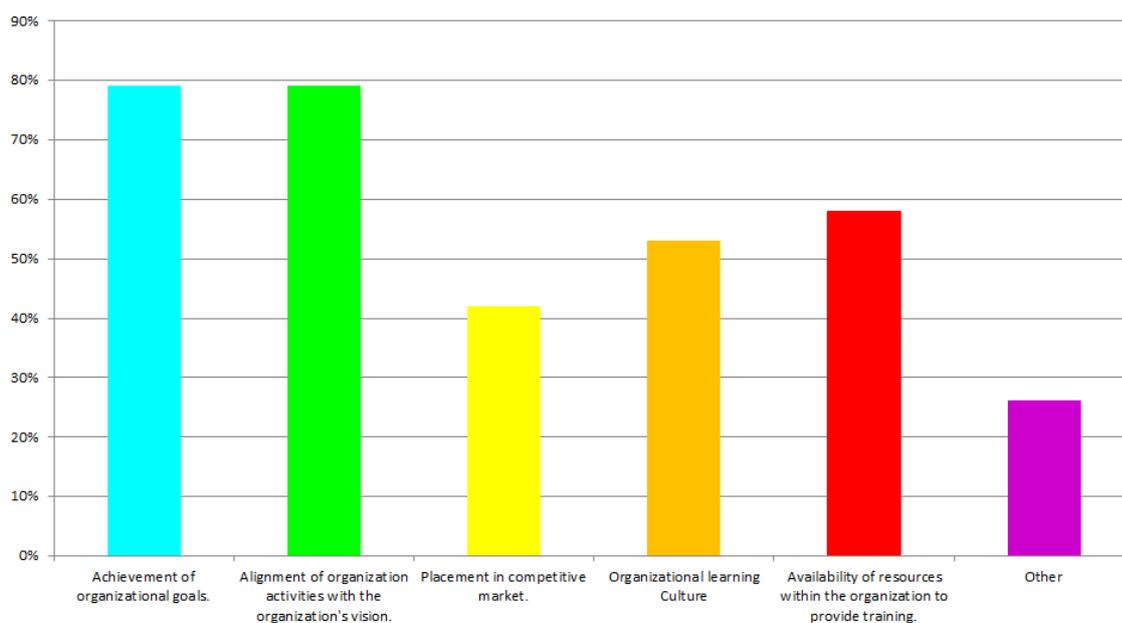


Figure 3.1. The aspects of the organization taken into consideration when conducting TNA at organization level.

Of the given options, the least considered during TNA was the organization's placement in the competitive market (42%). The learning culture of the organization and the availability of resources within the organization were both between 50% – 60%. Eight of the respondents selected "other" and provided additional information regarding what their organizations assessed at organizational level.

The further information supplied by the participants provided insight into the range of training practices not listed within the given options of this survey. There were few similarities between these additional items of information and as such they are all presented in summary as they contribute to the overall understanding of formal training practices of large organizations in New Zealand. Of the organizations who selected "other" and provided additional information two organizations took into consideration the need to comply with legislation and the legal requirements of their specific industries, for example working in a mine. One organization included assessing the overall existing skills and knowledge within the organization, as a whole, when conducting organizational level TNA. This was comparable to another of the organizations who choose "other", where the individual capability and potential within the organization, in their entirety, was measured. The latter organization also analysed the individual and local unit goals, the new technologies and other change processes. This same organization also specified including the analyses of leadership and management capacity in their organizational level TNA.

A fifth organization listed succession planning in their organizational level analysis as well as "listening to the voice of their workforce" and the organization's goal of developing benchmarks in best practice. Similarly, the sixth organization described using the strategic priorities of the organization in addition to the use of all the given options excluding placement in competitive market. The seventh respondent took into consideration the available trainers when assessing TNA at organizational level. The eighth of the additional respondents listed that the strategic direction determined by the partners on a quarterly basis was included in their conduction of TNA at organizational level.

For person level TNA, a total of 94% (n=47) of respondents indicated that they conducted TNA at this level, which makes person level the most common level at which training needs are assessed. Respondents were asked what sources of information their organizations used to conduct person level training analysis (Figure 3.2). Of these respondents who did undertake TNA at person level, 89% used performance appraisals as a source of information for this level of TNA. The second most commonly used method to assess person level TNA was supervisory input with 62% (n=29). Similar to organizational level TNA, customer complaints were the least used source of information at only 17%.
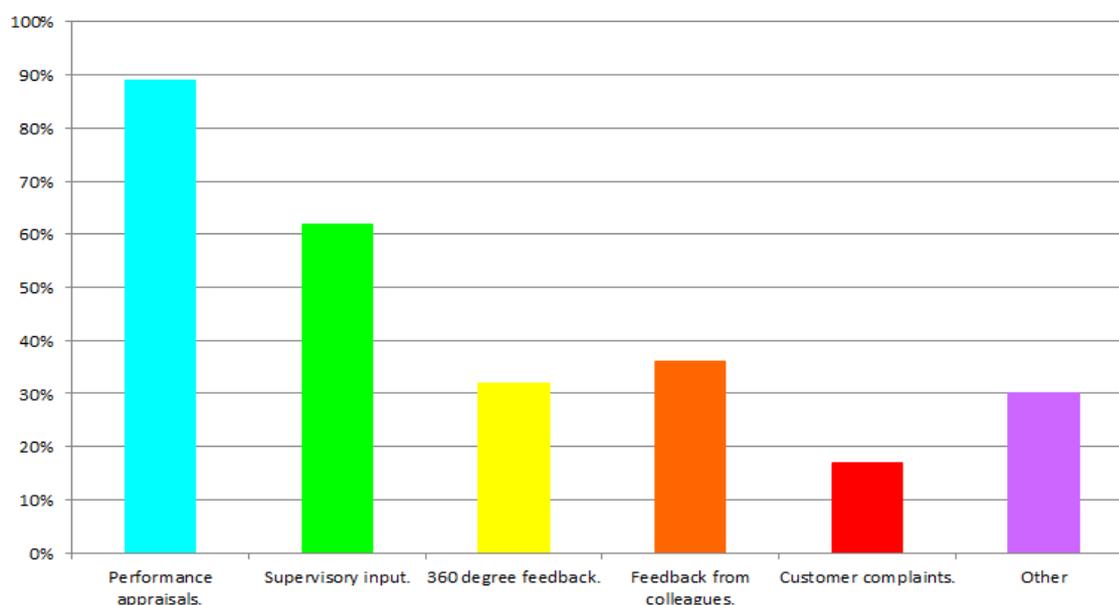


Figure 3.2. The sources of information used to conduct TNA at person level.

The "other" option was selected by 30% of the respondents, and there were no strong similarities showing patterns of behaviour discernable in the additional information provided. The details of this additional information gathered are presented below to highlight the range of formal practices utilised by large organizations in New Zealand surrounding person level TNA. The one similarity found was the use of individual development plans which was used by three of the organizations who selected "other". One organization took into consideration personal requests from staff, which is comparable to another who uses the results from staff

self-assessments. Another organization sends out a survey to all of its permanent staff members. A further organization uses feedback from the human resource managers. An interesting response was the use of a "round table" at the different supervisory levels for the teams within the organization. Recurrent test failure is included by an additional organization in person level TNA. The final additional information provided was the use of a Change Impact Analysis alongside the use of all given options.

For task level TNA the results from the sample of large organizations in New Zealand showed that notably fewer organizations tended to conduct TNA at this level, with only 56% (n=28) of participants utilizing this level of TNA. Position descriptions were the most common information used for TNA at task level at 55% (n=17). Performance appraisals were the least used of the given options at 42% (n=14). Of the 12 respondents who selected "other", only 11 provided additional information.

The additional information provided has been included in this description as providing a wider overview of actual practices surrounding task level TNA and not limiting the results to the options provided. A pattern emerged from the results showing 33% (n=4) of the 12 respondents who selected other, used industry standards or legal requirements when conducting a TNA at task level. One of the other organizations who selected "other" stated they used the Six Sigma Process Analysis, a business process management system which is explored in detail in the discussion (see Chapter Four). Another of the organizations who selected "other" stated they used weekly output data in their task level TNA. Where another used surveys related to the applications used within the respective organization. Two organizations focused on competencies, however one of these organizations focused on competency at the job role overall rather than task focused only. The other focused on the

tasks and knowledge specific to each role. The final responding organization provided employees with the opportunity to request training for specific skill development in a task.

Frequencies at which TNA was conducted

For organizational level TNA the most popular frequency for conducting TNA was on an annual basis, with 63% (n=40) of respondents responding positively to this option. The two least common frequencies at which organizational level TNA was conducted were monthly and fortnightly, tying with 2% (n=1) of respondents each. The additional information gathered indicated that a significant trigger for a TNA to be conducted at organizational level was needs based, with 50% (n=8) of the 16 participants who selected other stating this. One organization stood out who indicated that they regularly conduct TNA when the organization introduces a new initiative. With one organization having just started TNA at all levels.

For person level TNA the most common frequency at which TNA was conducted was also on an annual basis, with 47% (n=22). Again similar to organizational level, 2% (n=1) of the respondents reported conducting monthly TNA at person level. However, 4% (n=2) of the participants reporting conducting person level TNA on a fortnightly schedule. Of the respondents who choose to add additional information, 67% (n=6) indicated that they conducted TNA at person level on an ad hoc basis as the need arose.

For task level TNA the most common frequency at which TNA was conducted was as the need arose as identified from the 61% (n=13) of the overall respondents who stated they conducted TNA at task level, as per the additional information provided by those who selected "other". Of the respondents who selected the given options 23% (n=7) participants responded that task level TNA is conducted weekly, and single participant stating that TNA

at task level was an ongoing process. Figure 3.3 summarizes the data collected regarding frequency of conduction across the three tiers of TNA.
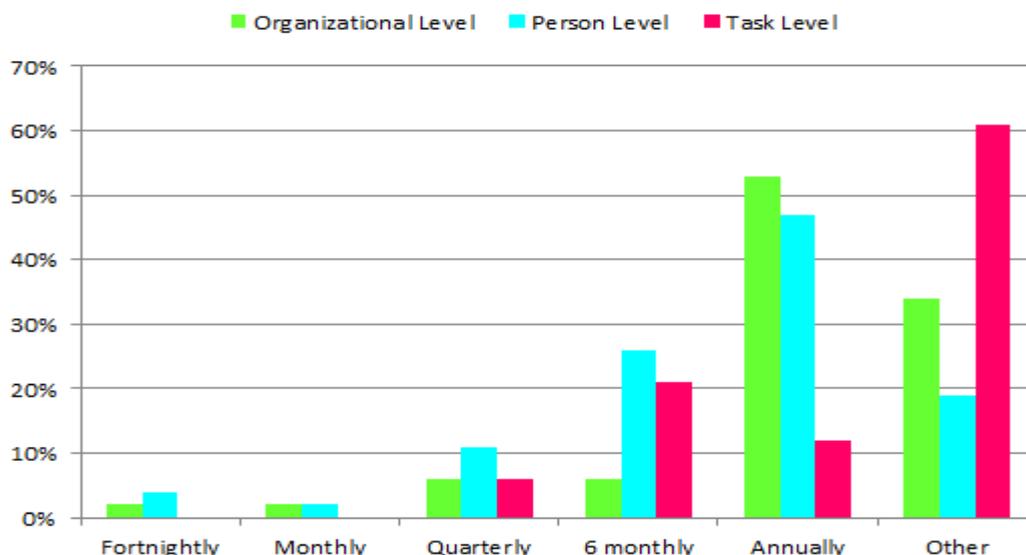


Figure 3.3. The frequencies at which TNA was conducted at each level of Organizational, Person and Task.

As can be seen the dominating frequency for TNA to be conducted for both organizational and person level TNA was annually. As described previously it was quite noticeable that task level TNA was conducted most often on an ad hoc basis, as described by those who selected the "other" option and provided further information.

Methods of Collecting Information

Methods of collection are differentiated from the sources of information, as how the information from the various sources was gained. For organizational level TNA the predominant method of collecting information was through interviewing managers, 74% (n=29). This was followed by the use of performance reviews, with 67% (n=26) of participants utilizing this method. The least common method identified by respondents at 18% (n=7) was through customer complaints. Of the 15 valid "other" responses there were a few similarities. The strongest similarity existed between 6 of the participants who selected

"other" which can be summarized as discussions with staff on needs that are identified, either through formal or informal discussions. Two of these were specifically through the development of Individual Development Plans with staff which focused specifically and solely on development needs. A second similarity was found between two respondents who stated they included environmental scans and observations respectively. Other methods identified were industry benchmarks, compliance training, workforce planning, document reviews, continuous improvement analysis, and organizational strategic plans.

For Person Level TNA, performance reviews were by the most popular method of collecting information for person level TNA, with 70% of participants responding positively to this. This response is lower than previous information regarding the information used to conduct a person level TNA, where performance reviews were selected by 94% (n=47) of participants. This may indicate inattentive responding on the part of the participant. Alternatively it could indicate the question was worded incorrectly. Surveys of supervisors were the least utilised avenue of information collection with only 7% of respondents using this method. Although 22% selected "other" and provided further information, the only information provided that went beyond the given options was the use of a talent storehouse database. The rest of the additional information were variations on the given options, and added no further insight into the practices of organizations around the conduction of person level TNA.

For Task Level TNA, interviews with managers was the most common method of collecting data for task level TNA at 70.9% (n=31). Surveys of managers and surveys of supervisors tied for least used method of TNA at task level, at 16.1%. Two organizations gather information from discussions with external sources. Two organizations use observations to

collect information. Again, one organization had only just begun the process of conducting TNA at task level, whilst another collects information from the output statistics of employees.

Figure 3.4 (pg 41) shows a comparison of the use of information collecting methods across the three tiers of organization, person and task level TNA (Kaufman, Oakley-Brown, Watkins, & Leigh, 2003).

Task Level TNA

An additional question related to task level TNA gathered further information which showed that a common practice when conducted TNA at task level, was to use the definition of what the trainees were to gain from the training to measure deficiencies in potential trainees, 82.9% (n=29). This represents a back to front approach to training design, which is discussed further in chapter four. The "other" option was selected the least with only 11.4% of the respondents choosing this. There were no similarities between the respondents' additional answers.
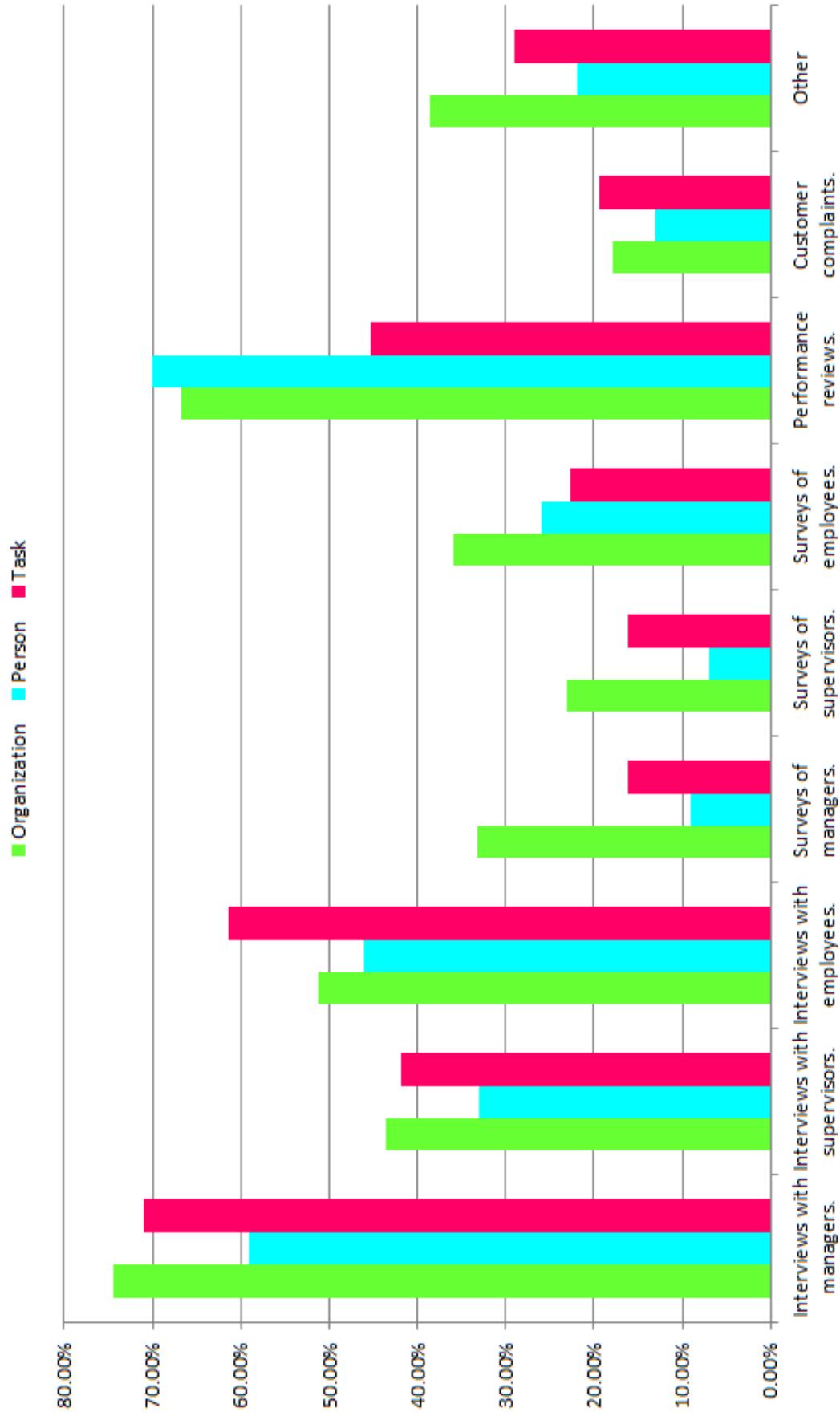
Figure 3.4. The sources of information used for TNA at each level of Organization, Person and Task.

Measure Two – Design

This second dimension of the survey addressed the design processes regarding drafting a prototype of how the training programme that will actually be put together to meet the training needs identified.

The first set of data collected for the design dimension assessed whether part-time employees were given the same access to training as full-time employees. This question attracted a response rate of 98% (n=49). The given options attracted very few responses with highest percentage of participants selecting "other" as an option, 67%. With the additional information the participants who selected "other" provided, it can be deduced that 57% of respondents overall offered all training opportunities to both part-time and full-time employees.

The data collected in regards to whether evaluation criteria were determined beforehand using the training needs analysis or not gained 98% (n=49) response rate. Of the respondents, 65% (n=32) did determine evaluation beforehand using the information gathered through TNA. The remaining 35% (n=17) did not develop the evaluation criteria for their training programme/s beforehand.

The next set of data collected pertained to the training transfer methods the organizations put in place to ensure that what is learnt during training is realised by the employee in the workplace. This question received a 94% (n=47) response rate. The leading method identified was a support system where trainees received support from management, 60% (n=28) of respondents. Many organizations (43%) also developed systems where trainees who went through the same training programme were able to support each other in the application of training in the work place. Certain organizations (38%) also developed systems where

trainees could assess their own progress in the successively application of what they learnt during training to their jobs. Fewer organizations (32%) instigated accountability styled support systems, where managers held employees accountable by managers. Overall 10% (n=5) did not develop any methods to ensure training is transferred to the workplace. Of those who did set out to ensure training transfer, one organization in particular stood out for their use of mentors to ensure the learning is applied.

Measure Three – Development

The third dimension of this survey looks at the practices which are used to realize the training programme designed in the previous stage of the ADDIE model. Development takes the concepts from the design stage and makes them a reality.

From the sample 100% (n=50) of the participants responded to the question of whether or not their organization developed an annual training plan. Of these 88 % (n=44) specifically developed a training plan. The remaining 12% (n=6) did not develop training plans.

When asked who was responsible for the development of the training plan in the organization, a 94% (n=47) response rate was achieved. This was an open ended question, and participants were able to write their own responses. These responses were converted into a word matrix and the similarities tallied. Through tallying these responses a dominating theme emerged which was that predominantly the HR manager and HR team, 43% (n=20) were responsible for the development of the organizations training plan. This was followed by the learning and development team with 23% (n=11) of the respondents indicating they were responsible for the training plan development. The information gathered also showed that external training sources were not at all involved in the training plan development as all respondents indicated in-house agents. The question regarding control of the training budget

gained a 100% (n=50) response rate. The 50 responses were divided into the four levels of management; line management, middle management, senior management, and executive management. The data showed that senior management most often controlled the training budget, with 44% (n=22). The senior management grouping consisted of HR Managers, Training Managers and Organizational Development Managers. Of this sample 30 % (n=15) of managers at executive level directly controlled the training budget. Middle management made up 26% (n=13) of those who had the financial control over the training budget, whereas line management had the lowest at 8% (n=4).

A 100% (n=50) response rate was achieved when the sample was asked where their respective organizations acquire their training programmes. The most common source of training programmes, with 88% (n=44) of the respondents, was the use of a combination of in-house and external avenues to acquire training programmes. Three of the represented organizations was themselves were both training providers as well as training users. There were 3 respondents who selected the "other" response and the additional information gather was that two organizations used all three given options, both in-house and outsourced on their own and a combination. One specified that some training programmes were provided from their organization's head office as well. The third response was removed due to its lack of relevance.

The information gathered pertaining to the training programmes that were developed in house, received a 98% (n=49) participation rate. A total of 63% (n=31) of the respondent's stated in-house developed training programmes are developed specifically for the training needs previously identified. From these respondents 22% (n=11) used pre-existing training programmes chosen for their suitability to the training needs identified. Of the three participants who selected "other", one completed the additional information with "not

applicable" this response was removed. The removal of the respondent who stated "not applicable" resulted in a the remaining seven respondents who selected "other" stating they used a combination of both in-house training programmes that were predesigned and specifically designed, this left the 15% (n=7) who used a combination of both tailor made and pre-existing.

Continuing with training programmes that were developed in-house, the question asked who was responsible for the development of in-house training programmes. This question achieved a response rate of 100% (n=50). The results identified training specialists with 44% (n=22), as being the most often to be responsible for in-house training programme development. Managers and supervisors were identified as being the least likely to be responsible for developing training programmes in-house. Of the 28% (n=14) who selected "other" and provided additional information, 71% (n=10) indicated that it was a combination of training specialists and HR personnel who were responsible for the in-house development of training programmes. Three of the respondents' organizations, 21%, utilize all three of the given options; the Human Resource Department, Training Specialists and Managers/Supervisors.

The information gathered through question 24 related to externally sourced training programmes. This question achieved an 82% (n=41) response rate, which is less than the leading question which indicated 88% of participants utilized outsourced training. In 54% (n=22) of the respondents' organizations the external source developed the training programme according to training needs identified by the organization. Only 5% (n=2) of the organizations had the external source conduct the training needs analysis within their organization.

The next set of data related to how many training programmes the organization ran per year. This question was an open ended question and attracted a 98% response rate. Two organizations had ongoing training programmes which they counted both as one training programme made up of multiple sessions. More than half of the respondents conducted over 50 training programmes, with two organizations conducting over 100 training programmes per year within their own organizations. Another organization who is both a national training provider and training user conducted over 200 training programmes internally to ensure staff are efficient when providing training to others. One respondent, who is a national health service, stated that they conduct over a thousand training courses within their own organization over the course of a year across the country.

A 100% (n=50) response rate was gathered regarding the percentage of training programmes which lead to NZQA qualifications run by the respective organizations of this sample. Of the 50 participants, 60% of their organizations ran at least one training programme that lead to NZQA qualifications. Only one organization had 100% of their training programmes which lead to NZQA qualifications. However, 40% (n=20) of the respondents conducted no training programmes which led to NZQA qualifications.

The question regarding establishment of the training budget received a 100% (N=50) response rate. Most training budgets, 60% (n=30) were set at the beginning of each financial year, based on the previous year's costs. Only 10% of the organizations assign funds as training needs arise. The "other" option was selected by 30% (n=15) of the respondents. Of the additional information provided the notably different information was that the training specialist organization recoups the cost from their clients. Only one organization assigns the budget according to the results of the training needs analysis.

Measure Four –Implementation

The fourth dimension within the survey addressed the processes used in the realisation of conducting the training programmes which have passed the design and development stages.

The information gathered pertaining to the approximate percentage of the training budget spent on a particular, given programme designs was derived from a response rate of 78% (n=39). Of these respondents, 92% (n=36) of the utilised classroom style programme designs, either run by/for the organization or attendance at academic institute. An average of 52% of all training budgets were spent on classroom style programme designs, which made it both the most commonly used method and method which received the highest percentage of the training budgets. The least utilised programme design method was the alternative methods listed under the "other" option. This collective of responses also received the smallest amount of the training budget, with 10% (n=4) of respondents' respective organizations using "other" methods, which received an average of 14.6% of the training budgets.

This was followed by a 100% (n=50) response rate being received when asked about the delivery methods used to teach the training material (Figure 3.5). The results showed that both Power Point and group discussions were the most commonly used teaching methods, with 90%  (n=45) of respondents utilising each of these.
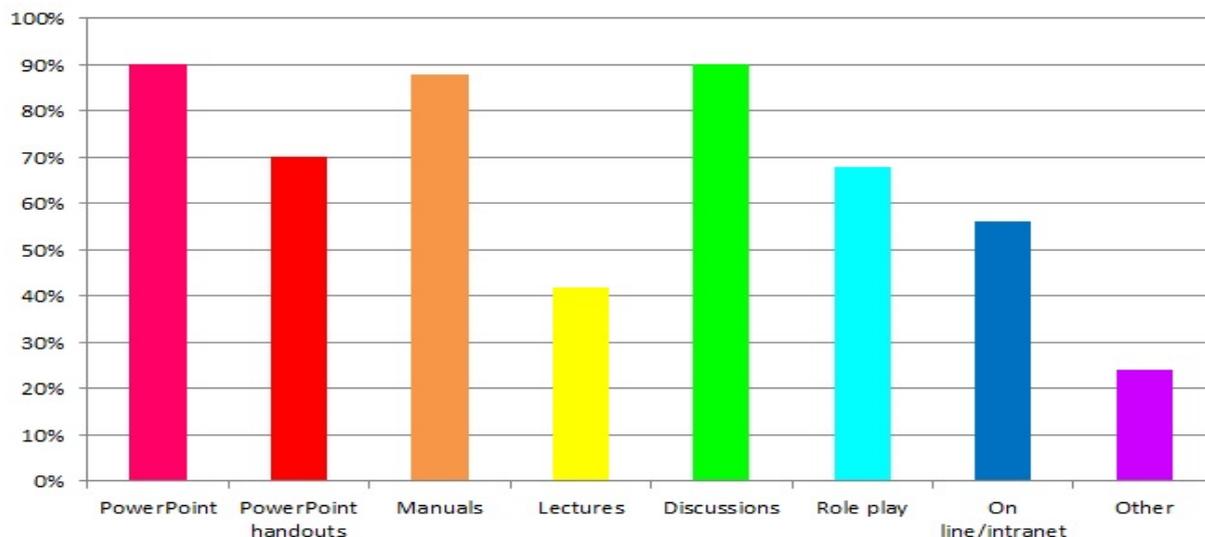
Figure 3.5. The use of particular teaching methods.

The "other" option was selected least, with only 24% (n=12) of respondents. Of the 12 who did select "other" 58% (n=7) of these utilised on the job training teaching methods to deliver the training content. Only one organization mentioned the use of quizzes, crosswords and matching exercises which were noticeably uncommon.

Measure Five – Evaluation

This is the fifth dimension within the survey which looks at the practices used to appraise the results of the training programme/s which have been implemented. A 100% (n=50) response rate was attained when participants were asked whether their respective organizations conducted evaluation after training or not. Of these respondents 100% (n=50) did undertake some kind of evaluation.

Respondents were asked what outcomes they did evaluate, a question which attracted a response rate of 100% (n=49) (See Figure 3.6 on page 51). The most commonly evaluated outcomes were the participants' reaction to training-defined as what the participants thought and felt about the programme, this outcome was evaluated by 90% (n=45) of the participants' respective organizations. The reactionsof participants to training falls fulfills the first level of

Kirkpatrick's Four Tiered Model of Evaluation. The second level of evaluation according to Kirkpatrick, was assessed by 68% (n=34) of the total participants. This was achieved through the evaluation of the level of learning attained by the trainee by assessing increases in knowledge, and skills after training as applied on the job. Only half the participant's measure the third level of Kirkpatrick's model, which are the behavioural outcomes achieved through training. These participants who did evaluate behavioural changes did so by assessing improvements in the participant's work behaviours, abilities and application of the intended learning outcomes to their workplace. The least of the outcomes evaluated were the range of both short and long term business results. Of these, the outcome least likely to be evaluated were long term financial business results with only 4% (n=2) of the respondents respective organizations assessing this.

Respondents were also asked what they used the information they gathered through evaluation for, achieving a response rate of 94% (n=47) which was 4% less than expected. Overall, 90% (n=45), incorporated the information they gathered into the next training programme to make any required adjustments (formative evaluation). Few organizations, 45% (n=21), used the evaluation data to justify training costs (summative evaluation). Fewer still, 38% (n=18) gave trainees feedback from the evaluation criteria in the trainees' performance reviews.

In the next chapter the results from this survey are discussed. Conclusions are drawn from the responses which will be used to develop a proposed best practice guideline. The limitations and constraints regarding this research are listed as well as further research opportunities. The chapter closes off this thesis with a concise conclusion summarizing the thesis and its findings.
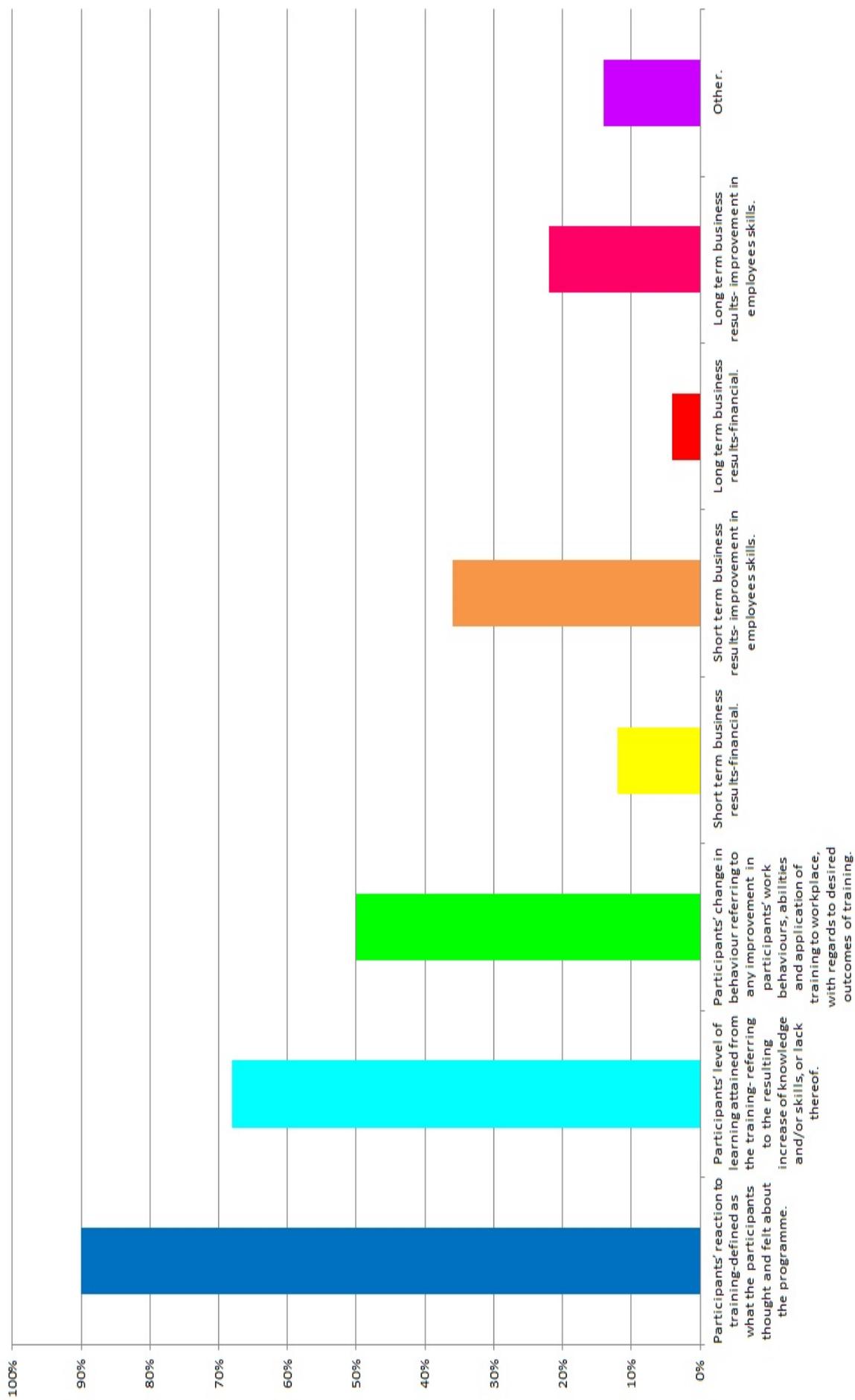
Figure 3.6. The training outcomes which are evaluated.

**Chapter Four – Discussion**

This chapter presents a detailed discussion of the research findings as well as a description of the common practices found within each of the five stages of the ADDIE model. Subsequently, a description of the recommended practices set out by Noe and Winkler (2009) for Australia and New Zealand and a comparison of the two is presented for each stage, followed by a discussion of the implications that these comparisons might have for large businesses in New Zealand. The strengths and limitations of this research are also discussed alongside future research opportunities. To conclude, an overview of the findings of this research, the common practices and subsequent comparisons and implications for large organizations in New Zealand are presented.

1. Training Needs Analysis

Common Practices

Overall, organizational level, of the three levels of training needs analysis (TNA), was the second most popular level of TNA after person level, with 72% of participants utilizing it. The two predominant aspects taken into account during organizational level TNA were the alignment of an organization's activities with the organization's vision and the achievement of organizational goals. More than 50% of the organizations also took into account the availability of resources within the organization to provide training as well as the learning culture within the organization. The primary method used to conduct organizational level TNA were interviews with management, followed closely by the use of performance reviews of the individual employees. Barely half the organizations used employee interviews to assess organizational training needs. The organizational aspect taken into account least was the organization's placement in the competitive market. Of the total number of organizations

57% undertook TNA at the organizational level on an annual basis, followed by on an as needed basis (34%).

Of the three levels of TNA, person level TNA was the most popular level of analysis with 94% of the respondents utilizing it. This was in line with the expected outcomes of this study as prescribed in chapter one. The most commonly used sources of information used at person level TNA were performance reviews, and which are derived from the results of the individual's performance ratings and feedback from supervisors (Herbert & Doverspike,1990). Similar to organizational level TNA, 47% of organizations conduct person level TNA on an annual basis. However, person level TNA was also conducted on a six monthly (26%) and quarterly (11%) basis. Very few organizations used customer complaints to define training needs at the person level, which was unexpected. Customer complaints can provide information on areas were training would be of benefit (Noe & Winkler, 2009), so it had been expected that these would be included in an analysis of training needs at person level.

Task level TNA was the least common level at which training needs were assessed, with only 56% of the organizations undertaking task level TNA. Organizations who did conduct task level TNA did so using position descriptions as the measure against which information gathered through interviews with supervisors and managers was compared. Performance reviews were the third source used to measure training needs at task level. Task level TNA was predominantly conducted on an as needed basis (61%), as well as on a six monthly basis (21%).

Comparison with Recommended Practice and the Implications

Noe and Winkler (2009) recommended that TNA at organizational level should take into consideration the organization as a whole, and be focused on the achievement of the

organization's strategy. The authors also recommended that it is beneficial for organizational TNA to be conducted as part of the annual planning phase. Noe and Winkler recommended a three-pronged analysis of training needs at organizational level. Firstly, the analysis of the organization's strengths and weaknesses is required. This involves identifying an organization's strengths, which refers to identifying broad organizational resources and capabilities that have the potential to be great strategic advantages. This also involves identifying an organization's weaknesses, which refers to cataloguing any deficits in knowledge, skills and attitudes across broad categories of employees such as at managerial or technical levels. This first step assists in defining whether there is indeed a need for training (Herbert & Doverspike, 1990) and whether there needs to be further assessment of these training needs.

The second prong is to identify the external factors that have a bearing on the organization's ability to train or develop employees or hinder the development of strategic advantages, which is the analysis of opportunities and threats. Together the first and second steps constitute an approach to assessing training needs called SWOT (strengths, weaknesses, opportunities and threats) (Noe, 2013). This approach is flexible and able to be conducted both quickly and simply or over a longer period of time and more in depth.

A comparison between the common practices surrounding organizational level TNA between the respondents to this study and the first two prongs of the approach to organizational level TNA recommended by Noe and Winkler (2009) found only one similarity. Whereas, 90% of organizations identified the internal factors (strengths and weaknesses) which affected the organization's ability to develop their employees and create strategic advantages, the only external factor taken into account was customer complaints by a mere 17% of organizations. This could imply that any influences of additional external factors, such as market demand, are addressed through non-training initiatives, such as recruiting people with the necessary

skills in the first place (Billikopf, 2014; O'Driscoll, Taylor & Kalliath, 2006; O'Reilly & Pfeffer, 2000) who can meet performance targets without undergoing training.

The third prong of Noe and Winkler's (2009) recommendation is an analysis of the organizational human resource plans. This step assesses the training resources within the organization; the number and types of people who will be involved, as well as where and when these people will be required. Much of the information required for an organizational level analysis is quantitative data, which is readily available from management information systems. Including qualitative data, noting the opinions and feelings of staff at differing levels, creates a combined approach which is valuable in the identification of training and developmental needs across the organization. Training resources were assessed by 58% of organizations, which aligned common practice with recommend practice.

Noe and Winkler (2009) identified management as key avenues of information, as they are able to make and understand a clear, explicit link between the organization's strategic goals, Key Performance Indicators (KPIs) and how the training will fit in with other initiatives being conducted in the organization. The use of management as sources of information was commonly practiced by 74% of organizations.

Furthermore, the inclusion of an organization's strategy in the conduct of TNA at organizational level was recommended by Noe and Winkler (2009), and commonly practiced in 79% of large New Zealand organizations who responded.  The third similarity was that organizational level TNA, as recommended by Noe and Winkler, was predominantly conducted on an annual basis by 53% of organizations.  The fourth similarity was the use of qualitative information provided by managers and employees, in part through performance reviews (67%) as well as interviews with managers (74%), in the organizational level TNA which aligns with the recommended practice of combining quantitative and qualitative data.

The four similarities between common practice and recommended practice, as discussed above, implied a high level of understanding within the participating organizations with regards to the practices around conducting efficient organizational level TNA. Notably, the organizations displayed a high level of knowledge in practices regarding the assessment of internal factors and the contribution of training to achieving the organization's strategy, as the organizations practices aligned with the recommended practices by Noe and Winkler.

An area of note was that only two organizations listed taking into consideration legislation such as the Health and Safety Act. This implies an opportunity for increasing the general knowledge concerning the impact of relevant legislation, such as the Health and Safety in Employment Act (1992) and the Human Rights Act (1993) could or should have on the entire process of developing training programmes. One possible way to do this is through the development of best practice guidelines related to the development of training programmes for businesses in New Zealand. Pio (2007) argues that it is not just the corporate sector's responsibility to work towards developing the skills of the New Zealand workforce, the New Zealand Government is responsible too. Therefore, this may be an opportunity for a best practice guideline for training to be supported by the New Zealand Government. One possibility is the development of a similar act to Australia's National Vocational Education and Training Regulation Act (2011), where organizations are required by law to send employees to ten days paid training per year.

A comparison between the common person level TNA practices of the sample and Noe and Winkler's (2009) recommended practice shows that as recommended by Noe and Winkler, organizations do use performance reviews. There appears to be an opportunity here for additional information and sources to contribute to the assessment of person level training needs. Additional indicators of performance, such as compliments or complaints from

customers, accidents at work, and unsafe behaviours (Cekada, 2010), were overlooked by the majority of participants' organizations.

This dominant use of performance reviews combined with the common exclusion of additional information sources, such as customer feedback and incident reports, implies and an avenue for improvement for the training developer. The inclusion of additional sources of information, provided by customers and incident reports, into the TNA process can improve the efficiency of a training programme through addressing multiple needs through the conduct of a single training programme (if possible) as opposed to multiple programmes. However, this can also imply that all the additional information such as complaints from customers, any accidents or concerning behaviours are reported as part of the performance review and are in actual fact taken into consideration. A potential concern with performance reviews is that they can be influenced by the person writing up the performance review, in favour of or against an employee dependent on a manager's or supervisor's perception of the employee's threat to their own job, relationship with the employee and mood at the time (Hewstone, Rubin & Willis, 2002). Relying on just one avenue of information might result in employees being overlooked for training opportunities or on the opposite hand being sent to training unnecessarily.

Therefore, person level TNA practices of the organizations may benefit from the inclusion of additional factors, such as customer feedback and health and safety related incidents, to give a multi-dimensional view of the employee's performance, if not already included in the performance review itself. Furthermore, the more frequent conduct of person level TNA (six monthly and quarterly) indicates that organizations may be using performance management methods to improve employee performance. This practice aligns with the recommendations made by Noe and Winkler (2009).

The comparison between common practice and the recommended practices surrounding the analysis of task level training needs show an opportunity for improvement in including multiple sources of information. The use of performance reviews was the only similarity between the organizations and the recommended practices proposed by Noe and Winkler (2009), adding additional sources of information stands to improve the efficiency of task level TNA.

Special training surveys was another method Noe and Winkler (2009) recommended in the analysis of functional level training needs. Interviews, questionnaires or a combination of both, were identified as the most efficient means of carrying out training surveys. Of the organizations; 61% interviewed and 23% surveyed employees, 71% interviewed and 16% surveyed managers, and 42% interviewed and 16% surveyed supervisors. This suggests a few of the organizations used combined methods to assess the task level training needs according to Noe and Winkler's recommendations.

The results show a dominant focus by organizations on person level followed by organizational level TNA, with notably fewer participants engaging in task level TNA. A pattern emerged across all three levels of TNA, of a focus on internal factors and their subsequent relationship to training needs. A great deal of importance was placed on incorporating the organization's strategy into defining the training needs, specifically at organizational level, which in turn influences person level TNA. It appeared uncommon for any of the organizations to take into consideration external factors in any of the three levels, notably customer complaints and relevant legislation.

2. The Training Design Practices

Common Practices

The results show that most of the participants' respective organizations did not discriminate between full-time and part-time employees when it came to offering training opportunities. This is significant as it defines the time parameters within which training needs to be implemented, as to cater to the part-time employees work hours (McEwan, 2009). In regards to the development of evaluation criteria, more than half the participants indicated that evaluation criteria were defined at the design stage. It was common for many organizations to ensure the transfer of training through the establishment of several systems to support trainees applying what they learnt during training to the workplace. The most utilized training transfer support system was ensuring management and managers supported the trainees when they returned to work, by providing opportunities to apply their learning. The additional systems implemented to support training were the existence or development of the organization's learning culture (which was assessed at organizational level) which contributes the climate for transfer. Many organizations instigated systems where colleagues who undertook training together were encouraged to provide support for each other in the workplace application of their new learning. Self-management was supported through the encouragement of trainees to monitor their own application of the training to their jobs. These elements were complementary in creating a positive environment for trainees to apply their learning.

Comparison with Recommended Practice and the Implications

Noe and Winkler (2009) defined program design as the organization and coordination of the training programme itself. Effectively designing a training programme involves setting the course parameters, setting out the session plan as well as defining the expected outcomes. The first step is to define the course parameters based on the training needs identified in all three tiers of TNA. By providing training to both the full-time and part-time employees the organization sets the scheduling parameters of the organization, as training programmes will

need to be implemented during work hours that suit both sets of employees, unless conducted online. Noe and Winkler (2009) discuss the legal requirements of an organization to not discriminate in offering training based on the Human Rights Act (1993). The provision of the same training opportunities to both full-time and part-time employees also fulfils these legal requirements.

Secondly, it is imperative that evaluation criteria be defined during the design phase as they significantly impact the development and implementation stages. Of the participating organizations 65% defined evaluation criteria during the design stage, as recommended by Noe and Winkler (2009). Defining the evaluation criteria before developing the training programme implies these organizations understood the influence evaluation criteria should have on the development and implementation of the training programme, and evaluation is not just an add-on at the end. This also implies that evaluation will be conducted according to the criteria set out.

Thirdly, as the entire purpose of training is to better equip employees to fulfil their roles towards the organization's success, it is essential to ensure transfer of training to the workplace (Noe & Winkler, 2009; Saks & Burke, 2012). A number of organizations implemented multiple systems, as recommended by Noe and Winkler, to encourage the transfer of training, through managerial (60%) and colleague (43%) support as well as opportunities for self-management (38%). However, barely a quarter of participant organizations implemented all of the three systems (self-management, climate for transfer and managerial support) for supporting training transfer as recommended by Noe and Winkler. This rare use of a multi-dimensional approach to supporting training transfer implies an opportunity for combining the three systems listed above to strengthen the transfer of training to the workplace. This comparison presents an opportunity for the development of a best practice guideline to be developed to meet the needs of businesses in New Zealand.

3. The Development of the Training Programme

Common Practices

The survey data showed it was common for organizations to use both internal and external sources of training. The in-house training programmes that were used were more likely to be tailored to the specific training needs identified, as opposed to using pre-existing training programmes based on similarities and suitability. The most common position to hold the responsibility for developing the training programme was that of in-house training specialists, either from the training and development team or the HR department. When organizations did use an external source to acquire a training programme 54% of these organizations still conducted their own TNA, and then selected the external source based on these needs identified. The majority of the organizations represented here developed annual training plans, which were predominantly undertaken by either the HR manager and/or HR team. Similarly, most training budgets were established at the beginning of the year. The control of the training budget was held predominantly by senior management across the sample. Most organizations conducted between 50 and 100 training programmes over the course of a year. Of these, more than half the organizations ran one or more training programmes which contributed to trainees gaining NZQA qualifications.

Comparison with Recommended Practice and the Implications

Noe and Winkler (2009) , supported by Morrall (1996) strongly recommended organizations use both internal and external sources of training programmes. In regards to external training provision, Noe and Winkler, again supported by Morrall, emphasize that organizations should approach the concept of outsourcing their training not as whether they will or won't outsource their training programmes but how much training the organization should outsource. Noe and Winkler, supported by Sun, Zhang, Wang and Su (2012), argue that an organization needs to consider whether the resources of time, budget and expertise are

available to conduct the training in house, which is a part of the organizational level TNA. The benefits of outsourcing training have been described in chapter two. Highlighted amongst these are the networking opportunities and new knowledge gained which previously did not exist within the organization (Noe, 2013; Sun, Zhang, Wang & Su, 2012).

Of the total participating organizations 88% related using a combination of internal and external training sources, which is in line with Noe and Winkler's (2009) recommended practice. This implies a widespread understanding of the benefits derived from using a combined approach as opposed to a single method only. Implications for organizations are that there is a deliberate influx of fresh information, perspectives, skills, and behaviours into the organization.

It is also during the development stage that the extent of the involvement of eternal training providers should be defined. Noe and Winkler (2009) describe two situations where the entire process of developing the training programme be kept in house. Firstly, if there are no existing external providers of training that meet the specifics of the training needs identified through TNA training should be kept in-house. Secondly, organizations who wish to maintain complete control of every aspect of the training programme are recommended to use in-house resources to develop and conduct training (Crumpton, 2011). Of the organizations who kept all of the training programme practices in-house, 62% tailor made the training programmes based on the training needs analysis and 22% used pre-existing internal training programmes based on their suitability. These results imply a desire for control over the entire training process, which is aligned with Noe and Winkler's recommendations on how to do this. Of the particpating organizations, only 5% who hired external sources asked the external source to conduct the needs analysis, and 54% of organizations conducted their own training needs analysis and contracted external sources accordingly. The latter implies some degree of

maintaining control of the training process and relevant information, which can give away strategic advantage if leaked to competing businesses (Crumpton).

It is standard practice for organizations in New Zealand to set their training budget on an annual basis, with monthly monitoring of expenditure against this budget (J Mather, personal communication, 19 June, 2014). The beginning of the financial year is the time during which most operating budgets are set (Treasury, 2014), the exact date differs between businesses. Noe and Winkler (2009) emphasize the importance of developing a training plan, which was a common practice in 88% of participating organizations who did develop annual training plans. The 12% who do not develop annual training plans stand to benefit from the implementation of this practice.

Training budgets are a contributing factor to whether or not training is outsourced (Sun, Zhang, Wang & Su, 2012). The training budget is derived from the training plan, which in turn, is derived from the business strategy. Noe and Winkler (2009) emphasize the importance of developing a training plan strategically linked to the business strategy. As such it can be deduced that knowledge of the business strategy is a prerequisite to developing a training plan and therefore management and human resources should be the decision makers in the development of strategic training plans (Preskill, 1991). Included in the training programme development to be made by HR and managers is deciding how to allocate the training budget (Preskill; Sun, Zhang, Wang & Su). As the organizations relied mostly on the HR department (20%), training specialists (44%) and management (100%) to develop the training plan, this shows continued alignment between what is commonly done and what is recommended by Noe and Winkler (2009).

4. Implementing the Training Programme

Common Practices

The information gathered during this research showed that classroom style teaching, either through in-house or external sources, was the most popular method of conducting training programmes. This style also received the highest percentage of the training budgets across the organizations. The second most common method of conducting training programmes was through seminars or conferences, which received the third highest allocation of the overall training budget. On-the-job training was the third most popular method and received the second highest allocation of the training budget.

Power Point and group discussions were the most popular methods of teaching used in the training programme. Manuals were the most frequently employed method of providing the written training material, followed by Power Point hand outs and role play. Over half of the participants also indicated making use of online learning. Although classroom and seminar styles of teaching were both popular, lectures were a surprisingly little used method to present the training material. Lectures are a low cost manner in which to address a large group of employees (Noe & Winkler, 2009), and considering the development of New Zealand Industry Training Programmes through tertiary institutes, had been expected to have been utilised by more organizations (Pio, 2007).

Comparison with Recommended Practice and the Implications

Noe and Winkler (2009) recommended the use of the desired learning outcomes to dictate the teaching method. For learning outcomes that are related to specific skills, such as the operation of specialized equipment, it is strongly recommended that the training environment reflect the work environment as closely as possible (Martin, Kolomitro & Lam, 2014; Noe, 2013). For learning outcomes that are more generalized, such as interpersonal skills, the training environment can be more generalized (Martin, Kolomitro & Lam, 2014; Noe, 2013). An emphasis is placed on the contribution of meaningful material and coding schemes, to a high retention rate and recall of the training (Noe & Winkler, 2009; Kehoe & Bright, 2006).

A comparison of the commonly used implementation methods with Noe and Winkler's (2009) recommendations, showed a preference for presentation methods, with 92% using classroom style, 74% using seminar or conference style and 51% using e-learning. On-the-job training was used by 72% of organizations. Kehoe and Bright (2006) recommend that as a rule of thumb training implementation methods should be mixed and matched according to the requirements of the material, trainees' characteristics and trainer's talent, which supports Noe and Winkler's recommendation of using more than one method of implementation to encourage transfer of training. As classroom and seminar styles were followed by on-the-job training, this implied that the dominant learning outcomes desired were knowledge based, followed by technical skills.

Comparing the materials commonly used to present the training programme to the recommended practice defined by Noe and Winkler (2009), found several similarities. Power Point presentations were used by 90% of organizations, with Power Point hand outs being used by 70%. Discussions amongst trainees were used by 90% of organizations, combined with the high use of Power Point. This combined approach fulfils Noe and Winkler's, supported by Kehoe and Bright (2006), recommendation that it is it is imperative for presentation methods to be supplemented with opportunities for trainees to discuss and practice their new learning.

Noe and Winkler (2009) also discuss the impact the available funds have on the choice of training methods as certain training methods are less expensive, however also less effective, and a balance between cost and benefit must be reached. Alternatively, the dominant use of presentation methods could also imply training budgets were not large enough for organizations to utilize the more costly hands-on methods. As on-the-job learning received the second highest allocation of the overall training budgets, despite being the third most

commonly used method this implied a willingness to invest in more costly but efficient training. This could also imply that training budgets were generous.

The expected outcome had been that e-learning would be a primary method of implementing training programmes, however the results showed that it was the third (51%) most commonly used method of the given options, with only 15% of the overall training budgets being allocated to e-learning methods of implementing training programmes. However, e-learning may play a role in delivering the other teaching methods which was not specifically addressed in the survey. Another factor to take into consideration regarding the low allocation of training budgets towards e-learning is that e-learning methods can also be cheaper options (Martin, Kolomitro & Lam, 2014).

5.  Evaluating the Training Programme

Common Practices

The data showed the most popular levels of Kirkpatrick's (2013) four tiered model of evaluation assessed were the first three levels of reactions, learning and behaviours. Reactions, which constitute level one of the model, were notably more popular with participants during evaluation. This was observed through the data which showed all of the participating organizations collected evaluation data on trainees' thoughts and feelings in reaction to the training. The second most popular group of outcomes assessed were increases in trainees' skills, as well as knowledge and behavioural changes. Notably few assessed business outcomes, whether short or long term. The predominant use of evaluation data was formative, as seen in the responses from participating organizations, and was incorporated in some manner into the development of the next training programme. Few organizations used evaluation data to justify training costs, and fewer still gave trainees feedback on their results from training, such as conducting and scoring quizzes or simulations after training.

Comparison with Recommended Practice and the Implications

Noe and Winkler (2009) recommended five outcomes which should be evaluated after training, and emphasize that the different outcomes are not interdependent. For example, a trainee may have enjoyed the training but have learnt nothing. Table 4.1 shows the outcomes as recommended for inclusion in evaluation by Noe and Winkler and how they compare to Kirkpatrick's Four Tiered Model (2013), which is described in chapter two.

Table 4.1. The relationship between the Outcomes Noe and Winkler recommended for Evaluation and Kirkpatrick's Four Tiered Model of Evaluation.

| Noe and Winker Recommended Outcomes | Relationship to Kirkpatrick's Four Tiered Model of Evaluation |
|---|---|
| Cognitive Outcomes | Level 2 |
| Skilled-based outcomes | Levels 2 and 3 |
| Affective outcomes | Levels 1, 2 and 3 |
| Results | Level 4 |
| Return on Investment | Level 4 |

Organizations in this sample showed a strong inclination to assess affective outcomes (90%), which do not necessarily imply cognitive outcomes or positive results. Only 68% evaluated the trainees' levels of learning and fewer still evaluated changes in behaviour (50%) after the training programme. By focusing too much on participants' reactions, many of the organizations in this sample appear to have neglected to follow through on the evaluation criteria they previously defined, which according to the dominant methods of implementation were knowledge and skills based learning outcomes. Without assessing whether the desired learning outcomes of a training programme were actually achieved, organizations stand to lose a significant amount of investment through conducting training programmes simply for the enjoyment of their employees. According to research by Saks and Burke (2012), evaluating training contributed to a greater rate of training transfer, most specifically

evaluating levels two and three (learning and behaviours) of Kirkpatrick's Model. The effect of evaluation on training transfer is increased when trainees are made aware of that evaluation will be conducted after their training (Saks & Burke).

A comparison between existing and recommended evaluation practices shows an opportunity for the use of evaluation data to justify the financial expenditure surrounding training and assess an organization's return on investment. Only 12% of the organizations evaluated the financial short term business results after training, and even fewer (4%) assessed the long term financial results for the business as a result of training. Only 45% of the organizations used the information gathered through evaluation to justify training costs. This implies an opportunity for the increase in the understanding of the importance of evaluating quantitative outcomes as opposed to qualitative outcomes to improve evaluation practices and return on investment. The former having a greater impact on business success, which is the supposed intention behind training based on the business strategy.

 However, it is notable that the long term effect of a training programme is hard to measure as there are multiple additional factors which contribute to an organization's success which can occur between the time of the training being undertaken and the long-term success of the business being measured (Pineda, 2010; Saks & Burke, 2012; Noe, 2013). Factors that can potentially affect an organization's long-term success are an increase in demand for an organization's product or service, or high staff turnover related to natural disasters and people leaving the area, to name two possibilities.

Noe and Winkler (2009) recommended using evaluation data in both formative and summative manners, as did Kirkpatrick (2013). Formative use of evaluation data involves adjusting future training programmes according to the reactions, opinions or deficits in skills or knowledge of the trainees in regards to scheduling, content or training method (Pineda,

2010). Of the organizations, 96% incorporated the evaluation data into the next training programmes. For example, if during the training programme a lack of computer skills is discovered, this information can be used to develop a training programme around improving these skills, or a training programme can be developed that does not require the use of a computer. The summative use of evaluation data involves collecting quantitative data and providing feedback and justifying training costs (Noe, 2013). Of the organizations involved, 38% gave trainees feedback via performance reviews and 45% used the information to justify training costs. The preference for the formative use of evaluation data potentially perpetuates a continued cycle of training focused on gaining positive reactions as opposed to achieving the training objectives through the assessment of the evaluation criteria set during the training programmes design phase. This also implies an opportunity for accountability to be required in account for the spending of the training budget in terms of actual contribution to the achievement of the organization's success, and not just the monetary explanation of what was spent.

Strengths and Limitations

The first strength of this study was that it is a first step in analysing what New Zealand organizations actually do when developing training programmes. The second strength was that the results found that there is an opportunity for a best practice guideline for training (developed by experts in the field) to benefit both employers and employees.

The first limitation to this study was the small sample size. The second limitation is that there may be potential bias in the way participant's responded in relation to social desirability. As participants were aware of what the aim of the research was, there may be a possibility of participants providing response according to recommended practice as opposed to what was actually done in the organization.

The third limitation was that only a survey was used, more in-depth interviews with participants may have contributed to more qualitative outcomes.

Future Research Opportunities

There are three future research opportunities highlighted by this research. Firstly, one potential future research project could be an exploration into the practices undertaken by New Zealand organizations through an open-ended question survey, developed without the use of a systematic model. Secondly, an exploration into the knowledge regarding evaluation, evaluation models and uses of evaluation data would beneficial for both training practitioners and academics in the field.

Thirdly, the conduct of a similar survey using the recommended practice guidelines regarding training practices proposed by Noe and Winkler (2009) across a much larger sample size, one that truly represents the large organizations in New Zealand, would be of great use to training practitioners as well as academics in providing more statistically relevant data to potentially improve training practices, and what is taught about them.

Conclusion

A comparison of the overall common practices against Noe and Winkler's (2009) recommended practices shows many organizations committed resources to identifying training needs particularly at a person level. The results showed several opportunities for improvement of current practices through the inclusion of additional sources of information in assessing training needs. Further opportunities for improving the transfer of training through the use of combined implementation approached were also brought to light by this research. The results showed a wealth of knowledge and practices regarding how to optimize the design, development and implementation processes, which were congruent with Noe and Winkler's recommended practices. However, the majority of organizations did not follow

through on the evaluation criteria regarding learning outcomes, by focusing prevalently on assessing reactions as compared to assessing increases in knowledge, improvement in skills, or positive behavioural changes. These issues highlight an opportunity for the development of a best practice guideline, by subject matter experts in the field, to address the training needs of New Zealand businesses.

# References

Billikopf, G. (2014). *Labour Management in Agriculture; Cultivating Personnel Productivity (3rd Ed.).*California, United States of America; ANR Publication

Business. (2014). Developing a Training Programme for your Employees. Retreived from http;//www.business.govt.nz

Cekada, T.L. (2010). Training Needs Assessment; Understanding what employees need to know. *Professional Safety,* 28-33

Crumpton, M.A. (2011). Making the case for in-house training. *The Bottom Line; Managing Library Finances* 24 (3), 167-172. doi 10.1108/08880451111186008

Flynn, G. (1998). Training Budgets 101. *Workforce, 77* (11), 91-92

Garcarz, Wendy and Wilcock, Emma. (2005) *Statutory and Mandatory Training in Health and Social Care; A Toolkit for Good Practice*. Radcliffe Publishing Limited.

Gordon, J., Zemke, R., & Jones, R (1988). *Designing and delivering cost-effective training* (2nd ed.). Minneapolis, MN; Lakewood Publications

Hewstone, M, Rubin, M., and Willis, H. (2002). Intergroup bias. *Annual Review of Psychology, 53,* 575- 602

Kaufman, R., & English, F. W. (1979). *Needs assessment; Concept and application*. Englewood Cliffs, NJ; Educational Technology Publications

Kaufman, R., Oakley-Brown, H., Watkins, R., and Leigh, D. (2003). *Strategic planning for success; Aligning people, performance, and payoffs.* San Francisco; Jossey-Bass.

Kehoe, E.J and Bright, J.E.H. (2006). Personnel Training and Development. In M. O'Driscoll, P.Taylor &T. Kalliath (Eds.). *Organizational Psychology in Australia and New Zealand* (pp. 56-77). Victoria, Australia: Oxford University Press

Kirkpatrick, D.L. (2013). Implementing Kirkpatrick's Four Levels; TU101 [PowerPoint Slides]. San Francisco, California; University of Wisconsin

Kirkpatrick, D.L., & Kirkpatrick, J.D. (2007). *Implementing the Four Levels.* Berrett-Koehler Publishers.

Kirkpatrick, J.D. and Kirkpatrick, W.K. (2013). Creating a Post-Training valuation Plan. *Fundamentals; Learning and Development,* 26-28

Liddel, P. (2008). Training managers to manage. *Training Journal,* 46-49.

Martin, B.O., Kolomitro, K, and Lam, T.C. (2013). Training Methods; A Review and Analysis. *Human Resource Development Review, 13* (11), 11-35. doi:10.1177/1534484313497947

McEwan, J.R. (2009). Part-time working; full-time professionalism. *Clinical Medicine, 9*(6), 560-562

Molenda, M (2003). "In Search of the Elusive ADDIE Model". *Performance improvement* 42 (5); 34–37.

Morrall, K. (1996). Bringing training in-house; Without the in-house costs. *Bank Marketing, 28*(8), 43-47

Pfeffer, J. 1994. *Competitive advantage through people*. Boston, America; Harvard Business School Press

Pineda, P. (2010). Evaluation of training in organizations; a proposal for an integrated model. *Journal of European Industrial Training, 34* (7), 673-693. doi 10.1108/03090591011070789

Pio, E. (2007). International briefing 17; training and development in New Zealand. *International Journal of Training and Development, 11*(1), 71-83

Preskill, H. (1991). A Comparison of Data Collection Methods for Assessing Training Needs. *Human Resource Development Quarterly 2 (2)*

O'Reilly & Pfeffer, (2000). *Hidden Value; How Great Companies Achieve Extraordinary Results with Ordinary People.* Harvard, America; Harvard Business Press

Saks, A.M, and Burke, L.A. (2012). An investigation into the relationship between training evaluation and the transfer of training. *International Journal of Training and Development 16* (2), 118-127. doi; 10.1111/j.1468-2419.2011.00397.

Sun, L., Zhang, Y., Wang, X and Su, R. (2012). The Key Elements on Selection of Training Outsourcing. *Journal of Management Research, 4*(4), 81-89

Treasury. (2014). Financial Statements – Year End. http://www.treasury.govt.nz

Upton, D. M. 1995. What really makes factories flexible? *Harvard Business Review, 73*(4); 74-84.

Waddell, D.M, Cummings, T.G, and Worley, C.G. (2007). *Organizational Development & Change* (Asia Pacific 3rd ed.). Victoria, Australia; Cengage Learning

## Appendices

## Appendix A – Email to HRINZ

Dear HRINZ Committee

My name is Coral Reed and I am recruiting participants for research into the training practices of large organizations in New Zealand. I have attached an information sheet regarding the aims of my research as well the type of participants I am seeking.

As such, please would you consider emailing the attached information sheet onto your members.

Thank you again for your time and energy, I hope you had a lovely Easter Weekend!

Warm regards,

Coral

University of Waikato

School of Psychology


## Appendix B – Email to NZATD

Dear NZATD Committee

My name is Coral Reed and I am recruiting participants for research into the training practices of large organizations in New Zealand. I have attached an information sheet regarding the aims of my research as well the type of participants I am seeking.

As such, please would you consider emailing the attached information sheet onto your members.

Thank you again for your time and energy, I hope you had a lovely Easter Weekend!

Warm regards,

Coral

University of Waikato

School of Psychology


## Appendix C – Participant Information Sheet

http;//waikatopsych.eu.qualtrics.com/SE/?SID=SV_7VEPIkJ6KdFBPV2

Closing date 1 October, 2012

***Please read this Information Sheet before proceeding with the online
questionnaire.***

Dear _____

My name is Coral Reed and I am currently completing my thesis as part of the
requirement for the Master in Applied Psychology degree. I am seeking
participants from organizations with 50 or more fulltime employees. So far I have
received 35 responses for which I am most grateful. For the research to be deemed
statistically significant I am in need of another 65 respondents. Your time and
energy will be greatly appreciated.

From these organizations I would like to invite **the person who has overall
responsibility for training in your organization (whether employed in house
or as an external consultant)** to participate in my research project by completing
a brief online questionnaire (if this is not you, please could you forward this to the
relevant person).

**What is required of the participant?**

Only one participant per organization is needed to complete an online
questionnaire, which will take approximately **20-30 minutes.**

**What is this research project about?**

The focus of this research is to explore and analyse the structure of training
practices in large organizations in New Zealand. For the purpose of this project
training is defined as the intentional effort of an organization to facilitate their
employees' learning of job related competencies, such as knowledge, skills and
abilities that will enable them to perform their jobs better, whether it is in a
seminar, classroom, online or on the job.

Large organizations were chosen as the results from a survey released in 2008 by Business NZ and the Industry Training Federation showed that large organizations where the most likely to conduct training.

This forms the basis of my thesis on which I hope to build on by gathering information about the *formal structure* of these training practices. The information gathered through this survey will be used firstly to put together a qualitative overview of the structure of training practices in New Zealand.

The second part is based on Noe (2002) statement that effective training practices involve the use of an Instructional Systems Design (ISD) process. For this I will be comparing the survey results against the ISD, to determine to what extent the training practices in New Zealand are formally structured as opposed to unstructured or ad hoc.

**Confidentiality and Ethical Approval**

All information collected from this online questionnaire will be treated in the strictest confidence. The participants may withdraw from this research project by not submitting their online questionnaire. No identifiable data is collected. It is the participants right to not answer any question/s they chose not to.

This research project has been approved by the Research and Ethics Committee of the School of Psychology. Any questions about the ethical conduct of this research may be raised with the Convener of the Research and Ethics Committee (Dr. Lewis Bizo, phone; 07–8384466 ext. 6402 or 07–8560095, email– [lbizo@waikato.ac](mailto:lbizo@waikato.ac).nz).

**Summary of findings**

A summary of overall findings will be emailed to those who request a copy, by sending their email address to the researcher with the heading "Copy of Findings".

**Contact details;**

If you have any questions about this research project, please do not hesitate to contact me.

Researcher; Coral Reed          Email; cjr21@waikato.ac.nz      (c) 021 049 2120

Supervisor; Donald Cable        Email; dcable@waikato.ac.nz    (c) 027 574 1948


Yours sincerely,

Coral Reed


# Appendix D – Survey

Welcome to the Training Practice Survey, and thank you for your willingness to participate in this research.

The on line questionnaire should take between 15 and 20 minutes.

For the purpose of this research training is defined as the intentional effort by an organization to facilitate their employees' learning of job related competencies, such as knowledge, skills and abilities that will enable them to perform their jobs better, whether it is in a seminar,classroom, on line or on the job.

If at any time you do not wish to continue with the survey, just exit the page by using the "x" button located at the right hand corner of the page.

The closing date for this survey is the 1 September, 2012.

Sincerely,

Coral Reed


What is the name of your organization? (This is to ensure only one response from any one organization is processed.)

|  |
|  |


1.) Does your organization develop a training plan?

- ○ Yes
- ○ No

2.) Who is responsible for developing the training plan in your organization?

---

3.) Are the training opportunities available to full-time employees also available to part-time employees in your organization?

- ○ Management skills
- ○ Technical skills
- ○ Health and Safety
- ○ Other

---

4.) How many training programmes per annum does your organization run?

---

5.) What percentage (approx) of these training programmes lead to NZQA qualifications?

---

6.) How is the training budget established in your organization?

- ○ Set at the beginning of each financial year, based on previous year's costs.
- ○ Funds are assigned as training issues arise.
- ○ Other

---

7.) Who has financial control over the training funds in your organization?

---

8.) When developing a training plan, are the evaluation criteria determined beforehand using a training needs analysis?

- ○ Yes
- ○ No

9.) In your organization is a training needs analysis conducted at organizational level?

- ○ Yes
- ○ No

10.) If yes, what aspects of the organizational level are assessed? (Select all that apply)

- ☐ Achievement of organizational goals.
- ☐ Alignment of organization activities with the organization's vision.
- ☐ Placement in competitive market.
- ☐ Organizational learning Culture
- ☐ Availability of resources within the organization to provide training.
- ☐ Other

```

```

11.) How often does your organization conduct a training needs analysis at the organizational level?

- ☐ Fortnightly
- ☐ Monthly
- ☐ Quarterly
- ☐ 6 monthly
- ☐ Annually
- ☐ Other

```

```

12.) How does your organization collect the information for the *organizational level* training needs analysis? (Select all that apply)

- ☐ Interviews with managers.
- ☐ Interviews with supervisors.
- ☐ Interviews with employees.

- □ Surveys of managers.
- □ Surveys of supervisors.
- □ Surveys of employees.
- □ Performance reviews.
- □ Customer complaints.
- □ Other [＿＿＿＿＿]

---

13.) In your organization, is a training needs analysis conducted at person level?

- ○ Yes
- ○ No

14.) If yes, what sources of information does your organization use? (Select all that apply)

- □ Performance appraisals.
- □ Supervisory input.
- □ 360 degree feedback.
- □ Feedback from colleagues.
- □ Customer complaints.
- □ Other [＿＿＿＿＿]

15.)How often does your organization conduct a training needs analysis at person level?

- □ Fortnightly
- □ Monthly
- □ Quarterly
- □ 6 monthly
- □ Annually
- □ Other [＿＿＿＿＿]

16.) How does your organization collect the information for the person level training needs analysis? (Select all that apply)

- □ Interviews with managers.
- □ Interviews with supervisors.
- □ Interviews with employees

- ☐ Surveys of managers.
- ☐ Surveys of supervisors.
- ☐ Surveys of employees.
- ☐ Performance reviews.
- ☐ Customer complaints.
- ☐ Other _____

17.) In your organization, is a training needs analysis conducted at task level?

- ○ Yes
- ○ No

18.) What information does your organization use to conduct the task level analysis? (Select all that apply)

- ☐ Position description
- ☐ Performance appraisals
- ☐ Expert information gather from other job incumbents and subject matter experts.
- ☐ Other _____

19.) If yes, how often does your organization conduct a training needs analysis at the task level?

- ○ Fortnightly
- ○ Monthly
- ○ Quarterly
- ○ 6 monthly
- ○ Annually
- ○ Other

20.) How does your organization collect information, used for the *task level analysis?* (Select all that apply)

- ☐ Interviews with managers.
- ☐ Interviews with supervisors.
- ☐ interviews with employees.
- ☐ Surveys of managers.
- ☐ Surveys of supervisors.

- ☐ Surveys of employees.
- ☐ Performance reviews.
- ☐ Customer complaints.
- ☐ Other. [          ]

21.) Where does your organization acquire their training programmes?

- ○ Developed in house
- ○ Sourced externally
- ○ Combination of in house and external
- ○ Other [          ]

22.) Training programmes that are developed in house, are they;

- ○ Developed specifically for the training needs previously identified.
- ○ Already developed (pre-existing) and chosen for their suitability to the training needs previously identified.
- ○ Other [          ]

23.) If developed in-house, who is responsible for its development in your organization?

- ○ Human Resource Department.
- ○ Training Specialist/s.
- ○ Managers/supervisors.
- ○ Other. [          ]

24.) If sourced externally, how?

- ○ External source conducts training needs analysis and develops training programme specifically for needs identified.
- ○ External source develops training programme according to training needs identified by organization.
- ○ Purchase a generic programme from external source, which is suitable for training needs identified.
- ○ Other [          ]

25.) What information does your organization use to conduct the task level analysis? (Select all that apply)

- ☐ Clearly define what trainees are expected to gain from the training.

- ☐ Performance appraisals
- ☐ Ensure that there are opportunities for employees to transfer what they have learnt from the training programme, to the work place.
- ☐ Establish evaluation criteria.
- ☐ Use evaluation criteria to project potential benefit.
- ☐ Gain consent from superiors concerning the evaluation plan (in terms of how evaluation will be carried out.
- ☐ Calculate a projected cost-benefit analysis.
- ☐ Other [          ]

26.) What methods does your organization put in place to ensure that the training is transferred to the workplace?  (Select all that apply)

- ☐ A system where trainees can assess their own progress in applying their training to their workplace.
- ☐ A support system where trainees receive support from management.
- ☐ A system where trainees are held accountable by management.
- ☐ A support system where trainees receive support from colleagues who also participated in the same training programme.
- ☐ A system where trainees are held accountable by colleagues who also participated in the same training programme.
- ☐ Other. [          ]

27.) What percentage of the training budget (approx.) does your organization spend on the following programme designs?

Classroom (either run by/for organization or attendance at academic institute) [          ]

Seminar or conference. [          ]

E-learning (on line). [          ]

On the job training. [          ]

Other. [          ]

28.) What teaching methods are used during training in your organization? (Select all that apply)

- ☐ PowerPoint
- ☐ PowerPoint handouts

- ☐ Manuals
- ☐ Lectures
- ☐ Discussions
- ☐ Role play
- ☐ On line/intranet
- ☐ Other [＿＿＿＿]

29.) Does your organization conduct an evaluation after training has been completed?

- ○ Yes
- ○ No

30.) If yes, what outcomes are evaluated? (Select all that apply)

- ☐ Participants' reaction to training-defined as what the participants thought and felt about the programme.
- ☐ Participants' level of learning attained from the training- referring to the resulting increase of knowledge and/or skills, or lack thereof.
- ☐ Participants' change in behaviour referring to any improvement in participants' work behaviours, abilities and application of training to workplace, with regards to desired outcomes of training.
- ☐ Short term business results-financial.
- ☐ Short term business results- improvement in employees skills.
- ☐ Long term business results-financial.
- ☐ Long term business results- improvement in employees skills.
- ☐ Other. [＿＿＿＿]

31.) What do you use the information gathered through evaluation for? (Select all that apply)

- ☐ Give trainees feedback on results via performance review.
- ☐ Incorporate into next training programme, by making adjustments as required.
- ☐ Justify training cost.
- ☐ Other.

32.) If you do not conduct evaluation, please explain why not?

[＿＿＿＿]

By submitting this survey I consent to the use of my information in this research regarding Training Practices in New Zealand. By choosing "Yes" here and pressing the double arrow button you are confirming your willingness to participate in this research.

If you would like a copy of the findings please send an email to the research "cjr21@waikato.ac.nz" with the heading "Copy of Findings".

Thank you for your time!

Submit

- ○ Yes
- ○ No

>>