

1-1-2009

Training Delivery Methods Utilized By Illinois American Society Of Training And Development (Astd) Members

Kimberly S. Ervin

Eastern Illinois University

This research is a product of the graduate program in [Technology](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Ervin, Kimberly S., "Training Delivery Methods Utilized By Illinois American Society Of Training And Development (Astd) Members" (2009). *Masters Theses*. 701.
<http://thekeep.eiu.edu/theses/701>

This Thesis is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

THESIS MAINTENANCE AND REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates (who have written formal theses)

SUBJECT: Permission to Reproduce Theses

The University Library is receiving a number of request from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow these to be copied.

PLEASE SIGN ONE OF THE FOLLOWING STATEMENTS:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

Kimberly S. Ervin

7-1-09

Author's Signature

Date

I respectfully request Booth Library of Eastern Illinois University **NOT** allow my thesis to be reproduced because:

Author's Signature

Date

This form must be submitted in duplicate.

Training Delivery Methods Utilized by Illinois American Society of Training and Development
(ASTD) Members

by

Kimberly S. Ervin


Submitted in Partial Fulfillment of the Requirements for the Degree of

Master of Science


In the Graduate School, Eastern Illinois University
Charleston, Illinois

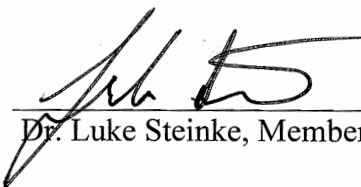
May 2009

I HEARBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS FULFILLING THIS
PART OF THE GRADUATE DEGREE CITED ABOVE


Dr. R. Lance Hogan, Chair 5/1/2009
Date


Department Chair May 11, 2009
Date


Dr. Thomas Hawkins, Member 5/1/09
Date


Dr. Luke Steinke, Member 5/1/2009
Date

© 2009

Kimberly S. Ervin

ALL RIGHTS RESERVED

ABSTRACT

The purpose of this study was to contribute to a better understanding of training for the state of Illinois and identify training delivery methods currently being utilized by the American Society of Training and Development (ASTD) Illinois members. A survey was developed and made available to members of all five Illinois ASTD chapters. A total of 169 Illinois ASTD members responded. The survey created an inventory of all training delivery methods used and identified the most utilized training and delivery method and most perceived effective training and delivery method. The majority of respondents indicated the single most utilized training and delivery method as traditional classroom, instructor approach. Results of this study also indicated that the most utilized training and delivery method may not be the same method perceived to be most effective by all Illinois ASTD members. Recommendations for practice related to program evaluation and recommendations for further research are discussed.

ACKNOWLEDGEMENTS

This study would not have been possible without the assistance from the study's population, faculty advisement, and family support.

First, I would like to thank members of all five chapters of Illinois American Society of Training and Development (ASTD) that served as the population of this study. Thank you for taking the extra time to complete the online survey in order for me to collect necessary data. In particular, I would like to thank the following chapter presidents for forwarding the study's survey to their membership: Mr. Ken Phillips, Chicago Chapter; Mr. Steve Whittington, Central Illinois Chapter; Ms. Sarah Jeffcoat, Heart of Illinois Chapter; Mr. Dan Whitley, Mississippi Valley Chapter; and Mr. Ronald Schwarz, Rock Valley Chapter.

Secondly, I would like to thank faculty from Eastern Illinois University Lumpkin College of Business and Applied Sciences, School of Technology who contributed to the subject, development, and completion of this thesis. Dr. Deborah Woodley, my research instructor who helped me establish a thesis subject and edited an initial draft of this document. Dr. Thomas Hawkins and Dr. Luke Steinke who served on my thesis committee and spent time reviewing and making revision recommendations. Most importantly, I would like to thank Dr. R. Lance Hogan, who served as my thesis committee chair and in addition to spending time reviewing and making revision recommendations also consistently took time to provide outstanding leadership in guiding me through the process of thesis development.

Finally, I would like to thank my husband Randy and our children Katie and Rachel for their love and support. Much family time was sacrificed in the development of this thesis. Thank you for consistently allowing me the time I needed to complete not only this study but all of my graduate coursework.

TABLE OF CONTENTS

ABSTRACT..... 1

ACKNOWLEDGEMENTS 2

LIST OF TABLES..... 5

CHAPTER 1 INTRODUCTION..... 6

 Nature of the Study 6

 Purpose of the Study 10

 Research Questions..... 10

 Limitations/Delimitations of the Study..... 11

 Significance of the Study 11

 Definition of Terms..... 13

CHAPTER 2 14

 Training Defined..... 14

 History of Employee Training 15

Preindustrial Era 16

Industrial Era..... 17

 Training Today..... 22

 Development of Training Delivery Methods..... 24

 Current Training Delivery Methods..... 30

 Summary 32

CHAPTER 3..... 33

 Introduction..... 33

 Research Method 33

 Population 34

 Instrumentation 35

Respondent Profile Section..... 36

Organizational Profile Section 36

Training Delivery Method Profile Section..... 37

 Data Collection Procedures..... 39

 Treatment of Data 39

 Summary 40

CHAPTER 4..... 41

 Introduction..... 41

 Population Demographic Data..... 41

 Research Question Results..... 46

 Summary 55

CHAPTER 5	56
Introduction.....	56
Summary.....	56
<i>Purpose of the study</i>	56
<i>Significance of the Study</i>	56
<i>Procedures</i>	57
<i>Analysis of Data</i>	58
Findings.....	58
Discussion.....	60
Limitations/Delimitations of the Study.....	64
Implications of Study.....	65
Recommendations for Practice.....	65
Recommendations for Further Research.....	67
Conclusion.....	68
 REFERENCES	 70
 APPENDIX A QUESTIONNAIRE	 73
 APPENDIX B APPROVAL TO USE INSTRUMENT	 79
 APPENDIX C IRB CERTIFICATION OF EXEMPTION	 80
 APPENDIX D REQUEST FOR PARTICIPATION FROM IL ASTD CHP PRES	 81
 APPENDIX E INITIAL E-MAIL TO POPULATION	 82
 APPENDIX F FOLLOW-UP E-MAIL TO POPULATION	 83

LIST OF TABLES

Table 1 <i>Training Delivery Methods Use</i>	26
Table 2 <i>Training Media and Methods Frequency of Use</i>	29
Table 3 <i>Respondent Demographics</i>	43
Table 4 <i>ASTD Chapter Membership</i>	44
Table 5 <i>ASTD Chapter Membership Demographics</i>	45
Table 6 <i>Inventory of Training Delivery Methods Used</i>	47
Table 7 <i>Inventory of Other Training Delivery Methods Used</i>	49
Table 8 <i>Most Commonly Utilized Training Delivery Method</i>	51
Table 9 <i>Other Most Commonly Utilized Training Delivery Method</i>	52
Table 10 <i>Perceived Most Effective Training Delivery Method</i>	53
Table 11 <i>Perceived Most Effective Training Delivery Method</i>	55
Table 12 <i>Utilization of Training and Development Methods 2004 and 2009</i>	61

CHAPTER 1

INTRODUCTION

Nature of the Study

Goldstein (1993) defined training as “the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment” (p. 3). Organizations utilize training to educate employees for improved performance and bottom line. Training topics vary within different industries and within organizations in the same industry; however, reasons why organizations train employees seem to be standard in all industries. *HRFocus* quotes John Matens (2005) to say “reasons to train include employee satisfaction, morale, retention, lower turnover, hiring, a better bottom line, and the fact that satisfied employees produce satisfied customers” (p. 11). Organizations recognize in order to reach system wide potential employees must first reach individual potential and, therefore, employee training is used in organizations as a method for individual employees, then the organization as a whole, to achieve potential. Because of the power employee training gives to realizing organizational potential, it is vital training programs are developed to be as effective as possible. According to Sorenson (2002), a solid foundation to training will be based on the “operational goals and objectives of the organization” (p. 34). Approaching the development of employee training in this manner strategically aligns the training function to meet the goals and objectives of the entire organization.

Training delivery methods are vital to the learning and cost effectiveness of any training initiative. The first step in successful employee sponsored training is to identify the proper learning objectives through a training needs analysis. After learning objectives are identified, the next step in the training process is training program design. One component of training design is

the selection of a training delivery method. While knowing what to train on is important, the key to the success of any training is how effectively it is executed. Martin (2007) states, “an employee training and development program realizes the most success when it is properly executed” (p. 12).

To determine success, training is evaluated according to whether or not training objectives are achieved. In order for training objectives to be met, it is important to choose appropriate training methods. Understanding training methodology options available to training professionals first requires a base understanding of training. Wagonhurst (2002) more recently describes training as a “focus on development of skills, specifies measurable objectives, and should result in observable change in behavior” (p.77). In order to be successful in selecting appropriate training methodologies, it is important to understand the definition of training and two related factors: (a) How training differs from education and, (b) who training focuses on. According to Wagonhurst (2002), “an important distinction is that education focuses on acquisition of knowledge whereas training focuses on acquisition of skills” (p. 77). Wagonhurst (2002) illustrates this point with an analogy borrowed from an academic setting, “the class lecture comprises the educational component, whereas the lab is the applied, skill-based training” (p.77). Knowledge is required before skills can be applied and often the two come hand-in-hand. However, if a training professional is able to recognize the difference between education and training, and which is needed in their training situation, they will be most successful in selecting training methodologies that best drive their training program to desired goals and objectives. A final factor in determining training methodologies is for the training professional to keep the adult learner in mind. According to Knowles (1970), training professionals who understand tenets of adult learning theory and their implications on employee training are better equipped to

select training methodologies that will ensure a greater likelihood that real learning will occur in their training session.

Training professionals have utilized multiple delivery methods and these delivery methods can be classified in various ways. According to DeSimone, Hornsby, Dowling, and Hall, (2003), “one way of classifying training methods is by the degree of activity expected or required of trainees” (p. 191). DeSimone, et. al. (2003), also explains another classification of training delivery methods as two broad categories, “on-the-job training (OJT), which typically occurs in the employee’s normal work setting, and classroom methods, which typically take place away from the job (such as in a conference room or lecture hall)” (p.194). Another simple classification of training delivery methods is computerized and non-computerized training. Before training delivery methods are organized into a classification that best suits the purpose, having knowledge of available training delivery methods options is necessary.

The 1999 *Training* magazine survey titled Industry Report revealed training methods or mediums most commonly utilized by their subscribers to be:

Classroom programs (live), workbooks/manuals, videotapes, public seminars, computer – based training via CD-ROM, non-computerized self-study programs, role plays, audiocassettes, internet/World Wide Web, case studies, self- assessments instruments, Intranet/Internal computer network, games or simulations (not computer-based), video conferencing (to groups), satellite/broadcast TV, teleconferencing (audio only), outdoor experiential programs, computer-based games or simulations, desktop videoconferencing, and virtual reality. (p. 50)

The advancement of technology since *Training* magazine’s 1999 survey has added training method techniques and classifications such as Learning Management Systems (LMS), Learning

Content Management System (LCMS), virtual classroom, electronic learning (e-learning), Electronic Performance Support System (EPSS), Knowledge Management System (KMS), and podcasting to the list of available options.

In a similar comparison, the *2008 State of the Industry* report published by the American Society of Training and Development (ASTD) compared the average percentage of learning hours available via instructor-led time versus technology-based. According to the report, 61.2% of learning hours were spent via instructor-led real time delivery versus 32.6% of learning hours spent via technology-based delivery methods in 2007. Seventy-six percent of learning hours spent via instructor-led real time delivery versus 11.5% of learning hours spent via technology-based delivery methods were reported for 2001. (Paradise, 2008) In the future, as technology developments continue to expand, the list of available technology-based training delivery methods and their uses will also expand.

All training delivery methods are significant and have their place in training program design. In choosing a specific training delivery method or a blend of methods most appropriate for a specific training program, DeSimone, et. al. (2003) recommends considering the factors of: “Objectives of the program, time and money available, availability of other resources, and trainee characteristics and preferences” (pp. 194-195). The evaluation of these factors ensures the most efficient and cost effective methods are identified.

A significant issue for training professionals and researchers is the identification of training delivery methodologies. It is therefore important to begin identifying the different training delivery methods that are available, supported, and will enhance the quality of the training program. In addition, data collected can establish baseline research necessary for future trend studies in the utilization of training delivery methods. Since future trend studies are

possible, a population for this study that is internationally represented and recognizes geographic boundaries was necessary. The leading society that represents workforce training professionals is the American Society of Training and Development (ASTD). Internationally recognized, ASTD's single largest chapter is located in Chicago, IL. Geographic boundaries separate local ASTD chapters. Illinois claims the largest ASTD chapter and possess an additional four state chapters. In addition, the state represents a diversified workforce and employment industry. Because ASTD provides access to professionals utilizing training delivery methods and Illinois provides a substantial amount of ASTD members, the Illinois ASTD chapters served as the population of this study.

Purpose of the Study

The purpose of this study was to contribute to a better understanding of training for the state of Illinois. More specifically, the purpose of this study was to identify training delivery methods currently being utilized by the American Society of Training and Development (ASTD) Illinois members. Through this analysis, the most commonly used training methodologies utilized by American Society of Training and Development (ASTD) members within the state of Illinois were identified.

Research Questions

These specific research questions were deduced from the purpose of the study:

1. What types of training delivery methods are used by Illinois ASTD members?
2. What is the most common training delivery method utilized by Illinois ASTD members?
3. What training delivery method is perceived to be the most effective?

Limitations/Delimitations of the Study

Factors affecting the generalizability of the results include:

1. Respondents to the training delivery methods questionnaire hold various levels of education and experience in training therefore have various levels of knowledge about training delivery methods.
2. Respondents to the training delivery methods questionnaire held differing roles in their organizations employee training component.
3. This study only collected data from Illinois ASTD members. Conclusions may not be generalized beyond this scope.
4. The study only measured current training delivery methods.
5. The study was limited to organizations in the state of Illinois that are represented in state wide chapters of the American Society of Training and Development (ASTD).
6. The web-based survey instrument was not password protected. Despite efforts to obtain responses only from Illinois ASTD chapter members, the possibility of non-Illinois ASTD chapter members participating in this study exists.

Significance of the Study

Identification of training delivery methods is a critical issue for all HRD professionals. The increased globalization of our world has escalated business competition at international, national and local levels to maximum intensity. In order to compete successfully, organizations rely on a trained workforce to operate at maximum potential while simultaneously handling external forces that challenge its own existence.

Current external forces being faced by businesses and industries today include the rising cost of energy and reduced consumer spending. According to Berta (2008), a survey conducted

by the Council of Restaurant and Hotel Training (CHART) in the spring of 2008 revealed “trainers are turning to less expensive methods, such as Web-based seminars, e-learning, and regional training sessions that reduce travel costs” (p. 20). According to Matens (2005), “effective training and development programs are about more than employee education- they can be big money savers for your organization” (p. 11). Real dollars can be attributed to turnover, time invested in interviewing and training employees, and costs from customers dealing with the result of employees not knowing their job. Management within organizations increasingly expect training professionals to accomplish employee training both effectively and cost efficiently. Training professionals can be successful in doing this by identifying and utilizing the most appropriate training delivery methods.

Management expects employee trainings to be implemented effectively and cost efficiently. Training professionals are interested in information on training delivery methods that can accomplish both objectives. Little research has been conducted to examine training delivery methods utilization. This study provides results that training professionals can use in identifying training methods that will effectively and cost efficiently meet training objectives.

This study contributed knowledge to training professionals by establishing a profile of training delivery methods utilized by individual organizations represented in Illinois ASTD. The results of this study allows the training professional to compare training delivery methods utilized by other Illinois ASTD members with the training delivery methods utilized by their own organization. The comparison allows the training professional to document any trend shifts in the utilization of training delivery methods and evaluate any needed changes to their own individual organizational training practices.

Definition of Terms

Distance Learning: Linking of a teacher and students in several geographic locations via technology that allows interaction. (Sims, 2007, p. 26)

Electronic-learning (e-learning): Technology-based learning in which learning materials are delivered electronically to remote learners via a computer network. (Zhang, Zhao, Zhou, & Nunamkeret, 2004, p.23.)

Web-based Training: a training method for distance learning that uses the technology of the Web, the internet, intranets and extranets (Chan and Hgai, 2007, p. 289)

Workforce Engagement : A portion of employees demonstrating a strong personal connection to the organization for which they work and acting in ways that create and enhance customer loyalty. (Training & Development, 2005, p.45)

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this study was to identify training delivery methods currently being utilized by the American Society of Training and Development (ASTD) Illinois members. To better understand Illinois training delivery methods, this chapter was divided into five sections. First, training was defined. Second, a historical overview of employee training was discussed. Third, the current status of employee training was described. Fourth, the development of training delivery methods was described. Finally, an examination of current training delivery methods was explained.

Training Defined

Nadler and Nadler (1989) defined employee training as “learning, provided by employers to employees, that is related to their present jobs” (p. 47). More recently, Goldstein (1993) defined training as “the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment” (p. 3). Organizations utilize training to educate employees for improved performance and an improved bottom line. To ensure employee training success, Sorenson (2002) recommended it be based on the “operational goals and objectives of the organization” and achieving training success will be most probable when it is based on these two strategic planning outcomes (p. 34). The closer employee training is aligned with goals and objectives the more valid training becomes to the organization. If aligned correctly, employee training becomes the link to high performance and high yield every organization strives to achieve.

According to Martin, (2007), “an employee training and development program realizes the most success when it is properly executed” (p. 12). Employee training can be the catalyst for realizing organizational potential; therefore, it is vital that training programs be designed to be as effective as possible. One element of training design impacting training effectiveness is the method of delivery. While knowing what to train on is important, the key to the success of any training is how effectively it is executed.

History of Employee Training

The growth and increasing interest in employment training over the decades can be attributed to three interrelated issues: (a) The weakening of American competitiveness in the world market, (b) employees increased access to information, and (c) the need for an American workforce capable of meeting the demands of continuous change. According to Inman and Vernon, (1997), “the weakening of American competitiveness in the world market has precipitated a reexamination of the structure of the American corporation” (p. 75). Facing this crisis, studies of international corporations were conducted. An approach in the Japanese culture was identified as useful in maintaining world market competitiveness. Successful businesses in Japan were found to be attributable to reflective employees and workforce engagement, with emphasis on collaboration and continuous learning for all employees at all levels of the organization.

The second issue responsible for drawing interest in employee training is the fact that employees within organizations are gaining access to information due to an increasing rate of technological innovations. Inman and Vernon (1997) state the following:

Old ideas about skill building and application have given way to a growing realization that the workplace of the future must rely on continuous learning and

relearning in order to deal effectively with the increasing technical sophistication of the American workplace. (p. 75)

The rapid rate of technology development has made employees in the workforce transition into a life long learning approach in order to keep up with changes in the workplace.

The realization of the two previous issues creates the third issue drawing increased attention to employee training. The two previous issues brought about the need for developing an American workforce capable of meeting the demands of continuous change. According to Inman and Vernon (1997), “all of this led to the reconceptualization of the role of workplace learning” (p. 75). While the growth in employment training over the decades can generally be described and attributed to the three previous interrelated issues, it is not these three issues that initiated the function of employee training. Employee training grew out of response to historical workplace issues and societal events.

Preindustrial Era

Work training can be traced back to preindustrial times. Native Americans perfected the masterful skill of pottery-making by passing the craft from one generation to the next through training. Long before the existence of factories and organizations, the concepts and applications of employee training took place in society.

In tracing the history of employee training in America, earliest origins have been traced to apprenticeship training or On-the-Job-Training (OJT) during the time of European emigration. Individuals from another country conducted the earliest employee training in America. In the seventeenth century (1620), the factory generally accepted as the first to be established in

America was a Jamestown glass factory. According to Nadler and Nadler (1989), “the immigrants came mainly from England, but the instructors at the factory came from Holland, where the skill in glass working had evolved to a high point” (p. 20). Immigrants from Europe brought their most common form of human resource development, apprenticeship to America and requested those with the most knowledge about glass making (the Dutch) be the trainers. The apprenticeship form of training evolved in the preindustrial era as the array of skills, crafts, trades and professions expanded and levels of related skills advanced. According to Pace, Smith and Mills (1991), “thus began the practice of placing the “novice” with a “master” to learn a skill or trade” (p. 26).

Another factor affecting the use of apprenticeships is the fact literacy was uncommon among both the novice and master during this time. The inability to read required the transfer of work skills through direct instruction. According to Steinmetz (1976), “Thus was developed an apprenticeship system whereby an experienced person passed along knowledge and skill to the novice, who, after a period of apprenticeship, became a journeyman or a yeoman” (p. 4). During this time period, the apprenticeship model of training was also applied to such professions as physicians, educators, and attorneys.

Industrial Era

With the onset of the industrial revolution the production of goods moved from small scale production to mass production. The growth of training in the workforce accompanied the industrial expansion. Up until this time period, transition into the adult workforce started with trade-specific training. Throughout the nineteenth century, industrial expansion continued to push workforce machinery to reach a level in the late nineteenth and early twentieth centuries of complexity that according to Nadler and Nadler (1989), “young people found they could obtain

good jobs by studying about the emerging technology before entering the job market” (p. 21). For the first time, the apprenticeship model of employee training was growing insufficient. The invention of modern machines suddenly turned “masters” into “novices.” Increased machine sophistication required adults to gain more education about the technology they were to use in the workforce. The need for pre-employment education brought about the development of vocational training facilities. These facilities multiplied in numbers throughout the nineteenth century. The development of vocational training facilities is pivotal in workforce training because it established a prototype for vocational education.

Vocational training facilities also led to the development of manual training institutes. Manual training institutes were first established as an answer to a social problem in these times of handling “misdirected” youths. According to Steinmetz (1976), “The basic concept was correct, namely, to give idle hands training in such a manner that in accompaniment with a trained mind, they would be able to make a contribution to society rather than constitute a liability to it” (p. 1). Also in the nineteenth century, as technology advancements in the workplace required more pre-employment training, government took action by passing legislation that proved to be a major step in the advancement of employee training. The Morrill Land Grant Act in 1862 led to the establishment of several mechanical and agricultural schools or colleges. Employment in mechanics and agriculture were the dominant fields in the job market during this time so it only made strategic sense for training emphasis to be in these areas. The Morrill Land Grant Act in 1862 involved the donation of federal land to states in order to build the mechanical and agricultural schools. According to Pace, et al. (1989), “Publicly-funded institutions, in conjunction with industry, provided much of the basic training for those who eventually moved into more complex occupations” (p. 29).

By the twentieth century, vocational education was a mainstay method of workforce training. The government backed vocational education so fervently it was subsidized through legislation. The Smith-Hughes Act of 1917 provided \$7 million annually for vocational education in agricultural trades, home economics, industry, and teacher training. Nineteen years later, government doubled the amount of funding to \$14 million by passing the George-Dean Act of 1936.

By the late nineteenth and early twentieth centuries, machines started to replace master craftsman tools and factories started to replace craft shops. Machines increased production while being extremely efficient. The grouping of machines in a workplace marked the beginning of factories. While the use of machines in factories made it possible to mass produce, machines also brought with them the need to be built, designed and repaired. As the number of factories increased, the number of vocational school graduates could not meet the demand of skilled labor needed by factories. In order to meet this demand, factories created their own factory schools. Factory schools were shorter in duration than apprenticeship programs and only focused on the skills needed for the job.

In the early twentieth century, the beginning of mass production also brought about a scientific management system called Taylorism that initiated a new focus in work force training. Named after its' founder Fredrick Winslow Taylor, the premise behind Taylorism relates to the belief workplace problems have practical, measurable solutions that are best deciphered by management instead of the front-line workers. The management system under Taylorism planned, directed, and controlled workflow. This was quite different from days previous were front-line workers commonly planned, directed, and controlled their own workflow. This new belief made the quality of those in management positions such as foreman and supervisors more

of a predictor of organizational success or failure than the skill of the work force. Hence, the new focus on supervisory and management training. The total management control over all work processes supported in Taylorism created an environment that according to Harris & ERIC (2000), “all but eliminated the need to train employees beyond teaching them how to carry out discrete tasks” (p. 13). The only exceptions were in the building trades and skilled trades professions.

The outbreak of World War I brought with it the specific need for ships to be sent to Europe. With mass ship deployment eminent, several shipyards experienced an urgent need for workers. To fill the employment gap, the United States Shipping Board created training for new hires. Because the skilled labor pool was lacking due to the focus placed on war efforts, unskilled labor had to be hired to fill the shipyard positions. Unskilled labor hired by the United States Shipping Board was required to receive training in order to perform job tasks adequately. The method by which these unskilled employees were trained proved to provide two significant advancements in the development of employee training. The U.S. Shipping Board appointed Charles “Skipper” Allen as head of this training effort. Skipper Allen instituted the four-step method (show, tell, do, and check) of Job Instruction Training (JIT) that according to Steinmetz (1976) “helped to solve this World War I training problem” (pp. 8-9). JIT was a significant advancement because it started the reconstruction of the on-the-job training approach. Eventually JIT programs became an all inclusive training offered to first and second line supervisors of the defense industry in the areas of relations, methods, safety, and program development. They became known as the J Programs. The second advancement to employee training to spawn from JIT was Training Within Industry (TWI). The purpose of TWI was to

provide structure to training programs in defense-related industries. From the TWI model, DeSimone (2003) states, “many defense-related companies established their own training departments with instructors trained by TWI. These departments designed, organized, and coordinated training across the organization” (p. 6). From this point, the development of structured organizational employee training branched out into other industries and started to become standard.

About the time of World War II employee training had proven its impact on production and the necessity of a dedicated training supervisor and/or director had earned its place on the organizational chart. As organizational employee training grew so did the need to establish industry standards for the training profession. In 1943, the first American Society for Training Directors (ASTD) board meeting was held.

ASTD is the world’s largest society dedicated to workplace learning and performance professionals. The society was formed to establish standards within the then emerging field of work based training. The original name of the organization was American Society of Training Directors. By the 1960’s and 1970’s organizations pushed toward employee involvement and required trainers to expand their delivery methods to specifically coaching and counseling of employees. The emphasis on employee development inspired American Society for Training Directors to change its name to the American Society for Training and Development (ASTD) in 1964. This organization is still in existence by the same name today. Currently, ASTD has over 135 chapters. The member base is comprised of workplace learning and performance professionals from organizations of all sizes, government, independent consultants, and suppliers. ASTD provides its members with a global network of training news, research, and career and professional development. These resources provide members with the most advanced

information and the opportunity to stay current in the field of workplace training. Over the course of ASTD's 65 years of existence, the society has grown to be a sought-after voice on public policy issues by meeting the needs of the evolving role of the workplace trainer. The organization of ASTD provided this researcher the most representative sample of workplace trainers in the state of Illinois for this research study.

Momentum for training increased again during the 1970's and 1980's with expansion efforts in business and organizations being driven by new perspectives on worldwide competition. Employer-based training programs were no longer considered marginal to the corporate mission. American leaders were trying to transition its corporations to increased international competition by shifting corporate structure while training was viewed as a mechanism leading to the accomplishment of this goal.

Training Today

Undeniably, employer sponsored training in the United States is serious business. The Industry Report of 2006 published by *Training* magazine reported a \$56 billion dollar budget expenditure nation-wide. According to the 2007 Industry Report, it is now a \$58.5 billion dollar budget expenditure, an increase of 4% in one year. The function of workplace training has evolved into something very different from its origins of apprenticeship programs in the eighteenth century. Likewise, the role of the training professional has changed dramatically since its beginnings as a master skilled craftsman. This is evident in the fact that multiple job titles have been assigned to workplace trainers through the evolution of the profession. According to Ketter (2006):

The profession longest known as training may claim more job titles than any other. If you're an accountant, you're an accountant, but if you're in the training field you could be anything from an instructional designer to a learning evangelist. (p. 48)

Examples of various job titles include: diversity manager, performance consultant, change manager, executive coach, training director, chief knowledge officer, and at the current top of the list are vice president of talent management, and chief learning officer. Thus the reason, according to McArdle and Hanson (2004), "defining the role of trainers has been the subject of many debates and discussions" (p. 1).

Each organization has its own unique roles for a training professional. However, in current times the purpose of training professionals seems to be standard. According to Stalinski (2003), "Professionals in this area are engaged in work that impacts an organization's culture, as well as the effective participation of individuals within these cultures" (p. 627). The means to this end differ vastly among organizations however; a commonality is that training professionals are expected to make a positive impact on the bottom line through organizational and employee culture.

Today, training remains to show an increase in one of the paramount factors identified in business success – workforce engagement. According to an article in *TD* (2005), the Performance Assessment Network organization analyzed results of a 2004 study and found "a significant difference in workforce engagement reported by employees who had participated in training and higher education opportunities than those who had not" (p. 14). According to *TD* (2005), "Fifty-four percent of employees who had participated in training or higher education reported that they were 'fully engaged'. Only 35 percent of workers who hadn't completed

training or higher education reported their engagement at that level” (p. 14). Training is a well-established link to workforce engagement and the long-term success of any organization.

Development of Training Delivery Methods

As the transformation and significance of employee training has evolved, so have its elements. One such element that serves as the focus of this thesis, is training delivery methods. Between World War I and World War II, industrial training programs led to the beginning of workplace learning and development of approaches to it. According to Inman and Vernon (1997):

Initially, training programs assumed that trainees were passive recipients of instructional programs. They utilized didactic methods of instruction such as lectures, training films, transparencies, and case studies. After World War II, instructional design began to include a more active role for trainees, with the introduction of action strategies such as role plays, games, and simulations. This approach to training was designed to decrease the likelihood that mistakes in learning would be transferred to the work floor. (p. 77)

A study conducted in November of 1969 by an Assistant Professor of Management at Wisconsin State University and an Assistant Dean of School of Business Administration of University of Wisconsin measured supervisory/middle management training methods used in retailing. The study identifies the training delivery methods utilized and their frequency of use as regular or sometimes. This study provides the necessary data to validate the growth and change in training delivery methods over the past 39 years.

According to the study’s researchers Wentorf and Prieve (1969), the design of the study revolved around the fact:

Business literature indicates a growing interest and reliance on training and development as a solution to current problems faced by business and industry in general. It seems apparent that the field of retailing follows this pattern of increased emphasis on training, particularly on the middle management. (p. 16)

This study of large department store organizations aimed to answer three questions: (a) What training methods are used most frequently in supervisory/middle management programs? (b) Are any trends apparent in the type of methods used?, and 3) What criteria are used to select training methods for this group? Department stores classified in Dun and Bradstreet's Million Dollar Directory with 1,000+ employees received questionnaires asking them to indicate regular or sometimes use of identified training methods and whether identified criteria were very important or somewhat important in selecting the type of training method. National chains and discount stores were excluded from the study. According to Wentorf and Prieve (1969), a total of 281 store units employing a total number of 252,000 employees responded to the study. (p. 16)

The study revealed the large department stores that participated generally used training delivery methods available throughout the business field in that time in history. This study provides data that reveals the type of training delivery methods utilized by the training professionals of 1969. The results of the study are listed in Table 1.

Table 1 *Training Delivery Methods Use*

Method	Percentage of Respondents Using	
	Regularly Use	Sometimes Use
Interviews on Performance Evaluations	75.0%	25.0%
Discussion	71.4%	25.0%
Developmental Assignments	64.3%	28.6%
Job Rotation	50.0%	42.9%
Coaching	60.7%	32.1%
Conference	53.6%	35.7%
Understudy Assignments	57.1%	28.6%
Lecture	67.9%	14.3%
Case Study	32.1%	42.9%
Programmed Instruction	32.1%	42.9%
University/College Courses	14.3%	57.1%
Project Training Groups	10.7%	60.7%
Brain Storming	25.0%	42.9%
Role Playing	14.3%	53.6%
Committees	17.9%	46.4%
Demonstrations	28.6%	35.7%
Incident Process	10.7%	25.0%
Readings Courses	3.6%	25.0%
Management Games	3.6%	21.4%
T-training	0.0%	21.4%
Correspondence Courses	3.6%	10.7%
Debates	0.0%	14.3%
Computer-Assisted Instruction	3.6%	7.1%

Note. From: Wentdorf, D. & Prieve, E. (1969, November). Supervisory training methods in retailing. *Supervisory Training Methods in Retailing. Training & Development Journal*, 23(11), 1-16.

From 1971 to 1980 the development of video technology made a significant impact on training delivery methods. Video production equipment created the opportunity for video cassettes to be produced that could replace the 16-millimeter (mm) film strips used in days past. At first, it was just the marketing of the video production equipment that took place. Training professionals were the target of video equipment salespersons. Response was lukewarm at best due to the fact a vast majority of training departments did not have expertise in video production. According to Nadler, et. al (1989), "Few HRD people developed the requisite competencies, particularly of creating and developing storyboards and acting" (p. 34). It soon became clear even though the equipment existed to produce video cassettes that could enhance the delivery of training, the task of creating the video was too daunting for training professionals. By 1980, this niche was identified and commercially produced videos were available. The move from 16 mm film strips to video cassettes was augmented by the fact videos were easy to use and video cassette recorders (VCR's) were used by many people.

During the 1980's expanding technology again made another significant impact on training delivery methods. The development of the microcomputer made the reality of businesses and organizations owning a computer feasible. The use of computers in training delivery began rather slow due to the lack of human resource development (HRD) software available to use in conjunction with the computer. According to Nadler and Nadler (1989), "HRD software did not emerge as rapidly, and, at first, computer programs provided only for rapid page turning based on programmed instruction developed earlier" (p. 37). Early HRD software started with programs that did not need much input and gradually expanded.

Thirty-five years after the 1969 publication of the study on supervisory/middle management training methods used in retailing, a similar study was released. The Industry

Report of 2004, which annually reflects formal training activity of United States organizations with 100+ employees, specifically measured the frequency in which instructional media and methods were used in training delivery. Respondents were a random sample of *Training* magazine subscribers. According to Dolezalek (2004), potential respondents went through a “prequalification phone interview to ensure that each potential respondent was, in fact, the best-qualified person in the organization to answer our questions about training” (p. 2). Once respondents were identified, they were directed to an online questionnaire within a secure Web site. Respondents rated the usage frequency of various types of training delivery methods by indicating always, often, seldom or never. According to Dolezalek (2004), the response rate to the study was “38 percent (1,222 usable respondents from a pool of 3,180 qualified respondents), with a precision estimate of plus or minus 2.8 percent at a 95 confidence level” (p. 2). Results yielded data that was used to calculate a total percent of use for each type of training delivery method. Table 2 reflects the results of the survey.

Table 2 *Training Media and Methods Frequency of Use*

Training Media and Methods	Frequency of Use				Total Usage %
	Always	Often	Seldom	Never	
Audiocassettes	1%	6%	50%	43%	57%
CD-ROM/DVD/Diskettes	2%	40%	51%	8%	93%
Internet/Intranet/Extranet	5%	49%	36%	10%	90%
Satellite/Broadcast TV	1%	10%	34%	56%	45%
Teleconferencing	2%	19%	46%	34%	67%
Videoconferencing	1%	16%	41%	42%	58%
Videotapes	6%	57%	30%	6%	93%
Workbooks & Manuals	20%	63%	16%	1%	99%
Case Studies	3%	39%	44%	15%	86%
Instructor-Led Classroom	22%	68%	9%	1%	99%
Virtual Classroom with Instructor	1%	14%	44%	41%	59%
Computer-based Games and Simulations	1%	11%	46%	43%	58%
Non-Computer-based Games, Simulations	2%	32%	42%	24%	76%
Experiential Programs	7%	--	36%	57%	48%
Performance Support	3%	41%	41%	15%	85%
Public Seminars	4%	50%	40%	7%	94%
Role Play	5%	37%	42%	16%	84%
Self-Study, Web-based	3%	33%	44%	21%	80%
Self-Study, Non-Computer	2%	23%	53%	22%	78%
Virtual Reality Programs	1%	--	23%	76%	24%

Note. From: Dolezalek, H. (2004). 2004 industry report: Training magazine's exclusive analysis of employer-sponsored training in the United States. *Training*, 41(10), 1-20.

Comparing the two studies, an obvious fact is the impact the development of technology has had in the evolution of training delivery methods. The 1969 study revealed only 3.6% of respondents' utilized computer-assisted instruction. The 2004 study collected data on three

individual types of computer-assisted methods with at least 58% of respondents having used each type.

Current Training Delivery Methods

Training delivery methods are vital to the learning and cost effectiveness of any training initiative. Currently, a significant issue for training professionals and researchers is the identification of the most effective training delivery methods. Over the years, the development of technology has brought about many changes in the choices of training delivery methods available today. Specifically, the development of technology has created paths that have led to a better understanding of learning and have taken us to the development of increased training delivery methods options.

Training delivery methods utilizing technology will not completely replace the traditional based training delivery methods of: Instructor led classroom-based, non-computerized self study (textbooks/workbooks), case studies, seminars/lectures/conferences, games and simulations, on-the-job training, coaching/mentoring, and role play; however, according to *Training* magazine (2006) industry reported:

Large organizations, in particular are turning increasingly to online methods.

Organizations are gaining tremendous value out of e-learning programs today, lending to a significant reduction in the percent of training delivered through instructor-led programs. While instructor-led training will never go away, employees are receiving more and more of their training online. (p. 3-4)

Technology and training combined, has expanded the list of training delivery methods options available to training professionals. According to Blanchard and Thacker (2004), “the growth of

the training industry, the increased number of providers and the rapid advances in technology create an ever-growing number of methods and delivery systems” (p. 234). More recent development of technology-based training delivery methods include: Learning management system (LMS), learning content management system (LCMS), application simulation tool, rapid e-learning, electronic performance support systems (EPSS)/knowledge management system (KMS), and podcasting.

Employee training is used in organizations as a method for individual employees and organizations to achieve their fullest potential. Because of the power employee training contributes organization wide potential, it is vital training programs are developed to be as effective as possible. A contributing factor to training effectiveness is the method by which it is delivered. According to Martin (2007), “an employee training and development program realizes the most success when it is properly executed” (para. 12). A properly executed training program also brings about a perceived effectiveness opinion in regards to training delivery method used. Perceived effectiveness is important because trainers are likely to reuse training delivery methods they perceive to be effective.

To date, no information regarding types and utilization of training delivery methods specific to the state of Illinois exists. Therefore, the purpose of this study is to contribute to a better understanding of training by identifying training delivery methods currently being utilized by the state of Illinois American Society of Training and Development (ASTD) members. Through this analysis, the most commonly used training methodologies utilized by American Society of Training and Development (ASTD) members within the state of Illinois was be identified.

Summary

Chapter two defined training and described the historical evolution of training delivery methods. The background of the ASTD organization which serves as the population for this study was explained. A description of the role training plays in organizations of current times provided logic reason for the significance of the development of training delivery methods. Two studies, thirty-five years apart, were examined for the comparison of methods and their frequency of use. More recent technological method developments were identified.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

The purpose of this study was to contribute to a better understanding of training. More specifically, the purpose of this study was to identify training delivery methods currently being utilized by the American Society of Training and Development (ASTD) state of Illinois members. Training delivery methodology was investigated through descriptive statistics. The study employed a one-shot posttest design that collected data through a web-based survey. The population selected was members of five Illinois ASTD chapters. The following research questions guided the study:

1. What types of training delivery methods are used by Illinois ASTD members?
2. What is the most common training delivery method utilized by Illinois ASTD members?
3. What training delivery method is perceived to be the most effective?

Chapter Three describes the methodology that was used to complete this study. Specifically, the chapter is divided into the following sections: research method, population, instrumentation, data collection procedure, and treatment of data. Information found in Chapter Three includes: a) What research methodology will be used, b) what procedure will be used to analyze the data collected, c) the method of selecting the population, and d) how the measuring instrument was developed.

Research Method

Due to the nature of the study, descriptive data from the population was collected using a web-based survey and results were reported in quantitative format. According to Drew (1980):

Survey research involves asking questions of a sample of subjects who are presumably representative of the group being studied. The questions are related either directly or indirectly to the topic under investigation, and the answers provided by the subjects represent the data. (p. 32)

This study sought the perspectives of professional trainers in the state of Illinois; therefore, the descriptive quantitative method were used so data could be reported in a manner that answered the study's research questions and provided organized data for future researchers. According to Littleton (2007), "The survey instrument is one of the most frequently used tools to capture variation in human thought, practice, and opinion data" (p. 76). Most recently, technological advancements of the Internet have created tools to administer web-based surveys with the benefits of being economical, quick, and an efficient way of reaching individuals. Further, the purpose of collecting data through a web-based survey was to ensure research validity by providing study participants the opportunity to document responses and provide the most efficient way to return results.

Population

The population for this study was members of all five American Society for Training and Development (ASTD) Illinois chapters. The chapters include: Chicago Chapter (Schaumburg), Central Illinois Chapter (Bloomington), Heart of Illinois Chapter (Peoria), Rock Valley Chapter (Rockford), and Mississippi Valley Chapter (Moline).

Illinois ASTD members, who volunteered to participate, represent organizations throughout the state. To participate in the study, individuals were required to be a current Illinois ASTD chapter member. Participating individuals completed a demographic and training delivery method questionnaire (See Appendix A).

Instrumentation

One data collection instrument was used for this study. It contained three sections including a respondent profile, organizational profile, and training methodology profile. The instrument was modeled after one Hundley (2003) used in the dissertation *A Profile of Current Employee Training Practices in Selected Businesses and Industries in Southwest Virginia*. According to Hundley (2003), the instrument “was created with a survey template from the Center for Excellence in Undergraduate Teaching at Virginia Polytechnic and State University, as well as suggestions taken directly from Babbie’s chapter on ‘Conceptualization and Instrument Design’” (p. 36). Hundley’s instrument is divided into three sections: 1) respondent profile, 2) training methodology, and 3) training criteria. Questions asked in the first two sections of Hundley’s instrument reflect variables important in answering the research questions of the same nature as those of this study. The third section of Hundley’s instrument titled training criteria existed within Hundley’s instrument to answer the research question: What are the important criteria for selecting particular training delivery methods? Hundley’s third section, training criteria, was unused in the instrument for this thesis because it was not related to the research questions for this study. Permission to utilize the copyrighted Training Delivery Method Questionnaire was obtained in writing by contacting the Katrina Hundley, author of the instrument (See Appendix B).

In the development of her study, Hundley used subject matter experts (SME’s) to verify the appropriateness of specific categories and to establish instrument validity. The SME’s Hundley used were eight members of the West Virginia Roanoke Valley Chapter of ASTD who were employed full-time in a training position, had a minimum of five years training experience, and had previous experience in the design and implementation of diagnostic instruments at the

time she was developing her survey. To ensure validity, Hundley asked these SME's to provide feedback on question clarity, free of ambiguity, proper format, and content appropriateness (Hundley, 2003). The following is a description of the three survey sections of the instrument used in this study, what research questions will be addressed in each section, and the implementation of a pilot test.

Respondent Profile Section

The demographic section of the questionnaire was used to collect respondent's personal information. The questions asked for information pertaining to participants: ASTD chapter location, sex, age, race, highest degree obtained, occupation, management classification, years in position, and department area. Feedback from all nine questions in this section was used to answer research question number one: What is the profile of business and industry surveyed in Illinois? Specifically questions number seven and nine dealing with describing job position and respondent's department are directly from Hundley's instrument. All other questions in this section were developed by this researcher in order to collect data that will provide detailed respondent profile information.

Organizational Profile Section

The organizational section of the questionnaire was used to collect information regarding the respondent's employment organization. The questions asked for information pertaining to organizational type, union status, number of full time employees, in-house training, whether training is separate from human resources, and anticipated changes to the training department. Feedback from all six questions in this section was used to answer research question number one: What is the profile of business and industry surveyed in Illinois? Question 11 is the only question developed by this researcher in this section. It asks the respondents if their organization

is unionized. This question was added to this section in order to provide more complete organizational profile data. Questions 10, 12 – 15 in this section are directly from Hundley's instrument and address questions related to all other areas listed above.

Training Delivery Method Profile Section

The training delivery method data collection section is a descriptive survey. It was used to collect information regarding the respondent's usage of training delivery methods. The questions asked for information pertaining to skill sets or concepts in which training is currently offered, instructional delivery methods or mediums currently utilized, instructional methods or mediums that might be used in the future, the one instructional method or medium currently utilized the most, and the one instructional method or medium perceived to be the most effective. Question number 16 in this section is directly from Hundley's instrument and was used to answer research question number two: What skill sets or concepts is training provided for by Illinois ASTD members? Question 16 address the skill sets or concepts in which training is currently offered. Question numbers 17 and 18 in this section were developed by this researcher and used to answer research questions number three: What are the types of training delivery methods used by Illinois ASTD members? Question 17 asks the respondent to identify what instructional delivery methods or mediums they currently use. Question 18 asks the respondent to identify what instructional delivery methods or mediums they intend to use in the future. Question number 19 was developed by this researcher and was used to answer research question number four: What is the most common training delivery method utilized by Illinois ASTD members? Question number 20 was developed by this researcher and was used to answer research question number five: What training delivery method is perceived to be the most effective? While questions 17 – 20 were developed by this researcher, the responses to these

questions were replicated after the 2004 and 2006 United States Training Industry Reports by *Training* magazine. The annual Industry Report reflects formal training activity of United States organizations with 100+ employees. Respondents are a random sample of *Training* magazine subscribers. The 2004 Industry Report is the last annual report that measured the frequency in which specific instructional media and methods were used in training delivery. The specific media and methods measured in the 2004 Industry Report and serve as responses for questions 17 – 20 are: case studies, classroom with instructor – traditional, classroom with instructor-virtual, computer-based games, non-computer based games, experiential programs, performance support, public seminars, role playing, self-study – web-based, self-study-non-computer, virtual reality programs. After 2004 and starting in 2005, the *Training* magazine Industry Report suspended measuring the frequency of specific instructional media and methods and began measuring four categories of training methods instructor-led classroom, instructor-led from remote location, computer no instructor, and other. The 2006 Industry Report measured the same four categories of training methods as in 2005 and added the measurement of learning tools and technology. The learning tools and technology that were added to the 2006 Industry Report are Learning Management System (LMS), Learning Content Management System (LCMS) virtual classroom, application simulation tool, rapid e-learning tool, Electronic Performance Support System (EPSS)/Knowledge Management System (KMS), and Podcasting. Therefore, the responses to questions 17 – 20 are a combination of the specific training delivery methods and media measured in the 2004 Industry Report and the learning tools and technology measured in the 2006 Industry Report. Combining training delivery responses from the 2004 and 2006 Industry Reports, provides this study the capability to collect data that will provide detailed and

up-to-date training delivery method profile information with documented studies to compare data.

Pilot Test. To ensure that the web-based delivery of this survey was successful, the researcher implemented a pilot test with trainers employed at Eastern Illinois University working with the Center for Academic Technology and Support (CATS).

Data Collection Procedures

In accordance with Eastern Illinois University regulations, approval from the Institutional Review Board was obtained (Appendix C). Then, Illinois ASTD Chapter Presidents were contacted by e-mail requesting permission to use their member base as the population for this study (see Appendix D). Chapter Presidents who accepted the invitation to participate in the study distributed a message (which was prepared by the researcher) through email to all current chapter members (See Appendix E). Included in the message was a description and purpose of the study with a web-link to an online survey developed in Survey Central. Informed consent to participate in the study was indicated by completing and submitting the survey. The online survey was active between December 1, 2008 and January 30, 2009.

To increase response rate, Littleton (2007) suggests sending an e-mail indicating “if you have not yet completed the survey please do” (p. 75); therefore, to further increase the response rate, two follow-up e-mails from this researcher were forwarded by a chapter president to chapter members in seven day increments after the initial date of e-mailing (See Appendix F).

Treatment of Data

Descriptive analyses was used to answer the research questions. Survey results were inputted into the statistical package SPSS 16 at Eastern Illinois University. Frequencies and percentages for each survey item were calculated and reported by state chapters. Data presented

in this format allowed the researcher to identify the usage of training delivery methods within the state of Illinois.

Summary

The purpose of chapter three was to describe the research methods used in this study, define the population, describe details of the instrumentation, explain how data was collected, and describe how data was treated in order to analyze the study's research questions.

CHAPTER 4

RESULTS

Introduction

The purpose of this study was to contribute to a better understanding of training. More specifically, the purpose of this study was to identify training delivery methods currently being utilized by Illinois members of American Society of Training and Development (ASTD). Data collected for this study were obtained using an online survey reported from 169 Illinois ASTD members. The information collected from completed surveys was utilized to address the following research questions:

1. What types of training delivery methods are used by Illinois ASTD members?
2. What is the most common training delivery method utilized by Illinois ASTD members?
3. What training delivery method is perceived to be the most effective?

The chapter begins with the description of the population characteristics, followed by the statistical analysis of data to address each research question. The chapter concludes with a summary of the findings.

Population Demographic Data

The study population consisted of members from all five American Society for Training and Development (ASTD) Illinois chapters. The chapters include: Chicago Chapter (Schaumburg), Central Illinois Chapter (Bloomington), Heart of Illinois Chapter (Peoria), Rock Valley Chapter (Rockford), and Mississippi Valley Chapter (Moline). The researcher contacted chapter presidents requesting their permission to participate in the study. All Illinois ASTD chapter presidents agreed to participate and sent an e-mail (prepared by researcher) to all members explaining both the purpose of the study, and including the link to the web-based

survey and encouragement to participate. Of the members from five chapters, 169 (N) completed the web-based survey.

Demographic data were collected from each respondent and participants were asked to identify their gender, age, and ethnicity. The data in Table 3 summarizes these data by presenting the number and percentage for each category. Of the 169 participants, 58 (34.3%) were male and 111 (65.7%) were female. The range in participants' ages was 45 years with a mean age of 47 years. The majority of participants (N= 80, 47%) indicated they were between 40 and 54 years of age. The ethnic makeup of the population largely consisted of Caucasian (N=149, 88.2%).

Table 3 *Respondent Demographics*

Gender	Number (N=169)	Percent
Male	58	34.3
Female	111	65.7
Age	Number (N=169)	Percent
20-24	1	0.6
25-29	6	4
30-34	16	9
35-39	17	10
40-44	20	12
45-49	31	18
50-54	29	17
55-59	25	15
60-64	16	9
65-69	8	5
Ethnicity	Number (N=169)	Percent
African-American	9	5.3
Asian	4	2.4
Caucasion (non-hispanic)	149	88.2
Native American	0	0

For the ASTD chapter membership, the Chicago chapter represented 71.6%, followed by 14.2% from the Central Illinois Chapter, 9.5% from the Mississippi Valley Chapter, and 4.1% from the Rock Valley Chapter, and .6% from the Heart of Illinois Chapter. Table 4 lists the number of participants and frequency for each Illinois ASTD chapter.

Table 4 *ASTD Chapter Membership*

ASTD Membership	Number (N=169)	Percent
Chicago Chapter (Schaumburg)	121	71.6
Central Illinois Chapter (Bloomington)	24	14.2
Heart of Illinois (Peoria)	1	0.6
Rock Valley Chapter (Rockford)	7	4.1
Mississippi Valley Chapter (Moline)	16	9.5

Respondents were also asked to provide their organizational and occupation types and years involved in training. Table 5 summarizes these data by presenting the number and percentage for each category. During the time that this survey was conducted, the majority of respondents (42 or 24.9%) reported working in a Legal Service organization. Training Manager was the occupation most respondents (40 or 23.7%) indicated they held within their organization. Lastly, the majority of respondents (92 or 58.2%) had one to five years of work experience in the training field.

Table 5 *ASTD Chapter Membership Demographics*

Organization Type	Number (N=169)	Percent
Business Services	5	3
Communications	39	23.1
Construction	5	3
Educational Services	2	1.2
Health Services	31	18.3
Investment/Banking	18	10.7
Legal Services	42	24.9
Manufacturing	1	0.6
Media	18	10.7
Govt Agency	1	0.6
Real Estate	2	1.2
Transportation	1	0.6
Wholesale/Retail	3	1.8
Occupation Type	Number (N=169)	Percent
HR Specialist	6	3.6
HR Manager	5	3
Training Specialist	34	20.1
Training Manager	40	23.7
Consultant	29	17.2
Instructional Designer	21	12.4
Other	34	20
Years Involved in Training	Number (N=169)	Percent
1 to 5	92	58.2
6 to 10	34	25.3
11 or more	43	16.5

Research Question Results

The specific purpose of this study was to identify training delivery methods currently being utilized by Illinois members of American Society of Training and Development (ASTD).

Question 1: What types of training delivery methods are used by Illinois ASTD members?

According to Goldstein (1983), training is defined as, “the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment” (p. 3). All training is dependent on delivery methods by which skills, rules, concepts, or attitudes are presented. The frequency of training and delivery methods measured in this study can be found in Table 6. Out of all the training delivery method options listed on the survey, the majority of respondents 151 (89.3%) indicated they currently use a traditional approach to training, using a classroom and an instructor. Over half of the respondents (104, 61.5%) utilize web-based, self-study approaches and manuals (102, 60.4%) closely followed by internet (93, 55%) for training delivery. Other types of training and delivery methods utilized by respondents can be found in Table 7.

Table 6 *Inventory of Training Delivery Methods Used*

Training Delivery Methods Used	Total Frequency	% of N (N=169)	Frequency by ASTD Chapter				
			Chicago (Schaumburg)	Central Illinois (Bloomington)	Heart of Illinois (Peoria)	Rock Valley (Rockford)	Mississippi Valley (Moline)
Classroom with instructor, traditional	151	89.30%	110	19	1	6	15
Self-Study, Web-based	104	61.50%	65	19	1	5	14
Workbooks/Manuals	102	60.40%	75	12	0	4	11
Internet/Intranet/Extranet	93	55%	62	17	0	2	12
Role Playing	86	50.90%	64	11	0	3	8
Classroom with instructor, virtual	82	48.50%	57	12	1	3	9
Case Studies	79	46.70%	57	13	0	3	6
Learning Management System (LMS)	72	42.60%	45	15	0	5	7
DVD/Diskettes	54	32%	38	7	0	3	6
Teleconferencing	54	32%	32	11	0	3	8
Application Simulation Tool	52	30.80%	34	12	0	0	6
Self-Study, non- computer	49	29%	28	8	0	2	11
Performance Support	48	28.40%	28	9	0	3	8
Public Seminars	45	26.60%	31	6	0	2	6
Videoconferencing	42	24.90%	23	11	0	0	8
Experiential Programs	40	23.70%	30	5	0	2	3
Non-Computer based games	40	23.70%	25	7	0	1	7
CD-ROM	38	22.50%	25	7	0	2	4
Virtual Classroom	34	20.10%	20	8	0	2	4
Computer-based Games	32	18.90%	21	5	0	2	4
Videotapes	32	18.90%	22	5	0	3	2
Learning Content Management System (LCMS)	29	17.20%	11	14	1	2	1
Electronic Performance Support System (EPSS)/Knowledge	27	16%	10	13	0	1	3

Frequency by ASTD Chapter

Management System (KMS)							
Podcasting	17	10.10%	11	2	0	1	3
Audiocassettes	9	5.37%	7	1	0	0	1
Satellite/Broadcast TV	8	4.70%	1	6	0	0	1
Did not respond to question	4	2.40%	3	0	0	1	0
Virtual Reality Programs	2	1.20%	1	1	0	0	0

Table 7 Inventory of Other Training Delivery Methods Used

Other Training Delivery Methods Used Indicated by Respondents	Frequency by ASTD Chapter						
	Total Frequency	% of N (N=169)	Chicago (Schaumburg)	Central Illinois (Bloomington)	Heart of Illinois (Peoria)	Rock Valley (Rockford)	Mississippi Valley (Moline)
Self-designed curricula	1	0.60%	1	0	0	0	0
Company-provided videos manuals	1	0.60%	1	0	0	0	0
360 surveys	1	0.60%	1	0	0	0	0
All method options specified on survey	1	0.60%	1	0	0	0	0
Asynchronous e-Learning	1	0.60%	1	0	0	0	0
External speakers with specific areas of study & credentials	1	0.60%	0	1	0	0	0
Group coaching	1	0.60%	1	0	0	0	0
Group discussions	1	0.60%	1	0	0	0	0
Mentorship (apprenticeship model)	1	0.60%	1	0	0	0	0
Coaching	1	0.60%	1	0	0	0	0
Job Aids	1	0.60%	1	0	0	0	0
Online documentation and demonstration (User Guides Quick Reference swf demos)	1	0.60%	1	0	0	0	0
Theatre as a training methodology with professional actors	1	0.60%	1	0	0	0	0
WebEx	1	0.60%	1	0	0	0	0
NetMeeting	1	0.60%	1	0	0	0	0
Webinars	1	0.60%	0	0	0	1	0
Audioconferencing	1	0.60%	1	0	0	0	0
Learning communities teaching & learning circles panel discussions	1	0.60%	0	0	0	0	1
Mentoring	1	0.60%	0	1	0	0	0

Question 2: What is the most common training delivery method utilized by Illinois ASTD members?

Data was collected to identify the single most utilized training delivery method. Table 8 provides a breakdown of the responses to the training delivery method options on the survey. Out of 169 (N) respondents, the majority (94 or 55.6%) selected the most common training delivery method to be Classroom with Instructor, Traditional; followed by 10 (5.9%) Self-Study, Web-based; 9 (5.3%) Internet/Intranet/Extranet; 7 (4.1%). Respondents indicated that DVD, podcasting, and video tapes were used the least (1; .6%). Table 9 provides a list of other training delivery methods most commonly utilized by respondents.

Table 8 *Most Commonly Utilized Training Delivery Method*

Most Common Training Delivery Method Used	Total Frequency	% of N (N=169)	Frequency by ASTD Chapter				
			Chicago (Schaumburg)	Central Illinois (Bloomington)	Heart of Illinois (Peoria)	Rock Valley (Rockford)	Mississippi Valley (Moline)
Classroom with instructor, traditional	94	55.60%	68	9	0	2	15
Self-Study, Web-based	10	5.90%	5	5	0	0	0
Internet/Intranet/Extranet Learning Management System (LMS)	9	5.30%	4	4	0	1	0
Classroom with instructor, virtual	7	4.10%	5	1	0	1	0
Role Playing	5	3%	4	0	0	0	1
Did not respond to question	5	3%	5	0	0	0	0
Application Simulation Tool	4	2.40%	3	0	0	1	0
Case Studies	3	1.80%	3	0	0	0	0
Learning Content Management System (LCMS)	3	1.80%	0	2	1	0	0
Virtual Classroom	3	1.80%	2	0	0	1	0
CD-ROM	2	1.20%	2	0	0	0	0
Experiential Programs	2	1.20%	1	1	0	0	0
Performance Support	2	1.20%	2	0	0	0	0
Public Seminars	2	1.20%	2	0	0	0	0
Teleconferencing	2	1.20%	2	0	0	0	0
DVD/Diskettes	1	0.60%	1	0	0	0	0
Podcasting	1	0.60%	1	0	0	0	0
Videotapes	1	0.60%	1	0	0	0	0
Audiocassettes	0	0	0	0	0	0	0
Computer-based Games	0	0	0	0	0	0	0
Electronic Performance Support System (EPSS)/Knowledge Management System	0	0	0	0	0	0	0

Frequency by ASTD Chapter							
(KMS)							
Non-Computer based games	0	0	0	0	0	0	0
Satellite/Broadcast TV	0	0	0	0	0	0	0
Self-Study, non- computer	0	0	0	0	0	0	0
Videoconferencing	0	0	0	0	0	0	0
Virtual Reality Programs	0	0	0	0	0	0	0
Workbooks/Manuals	0	0	0	0	0	0	0

Table 9 Other Most Commonly Utilized Training Delivery Method

Other Most Common Training Delivery Method Used as Identified by Respondents	Frequency by ASTD Chapter						
	Total Frequency	% of N (N=169)	Chicago (Schaumburg)	Central Illinois (Bloomington)	Heart of Illinois (Peoria)	Rock Valley (Rockford)	Mississippi Valley (Moline)
Provided Incomplete Data	2	1.20%	2	0	0	0	0
One way does not fit all	1	0.60%	1	0	0	0	0
All method options specified on survey	1	0.60%	1	0	0	0	0
Asynchronous e-Learning	1	0.60%	1	0	0	0	0
Balance of both Facilitator-led and LMS	1	0.60%	0	0	0	1	0
Traditional instructor led	1	0.60%	1	0	0	0	0
One on One learning	1	0.60%	1	0	0	0	0
Job Aids	1	0.60%	0	1	0	0	0
Mentoring	1	0.60%	0	1	0	0	0

Question 3: What training delivery method is perceived to be the most effective?

Data was collected to identify the training delivery method perceived to be the most effective. Table 10 is a breakdown of the responses. Out of 169 (N) respondents, the top four training delivery methods perceived to be most effective are: Classroom with Instructor, Traditional (77 or 45.6%); followed by Experiential Programs 12 (7.1%); Application Simulation Tool 8 (4.7%); and Role Playing 7 (4.1%). Table 11 is a breakdown of other types of perceived most effective training delivery methods.

Table 10 Perceived Most Effective Training Delivery Method

Perceived Most Effective Training Delivery Method	Total Frequency	% of N (N=169)	Frequency by ASTD Chapter				
			Chicago (Schaumburg)	Central Illinois (Bloomington)	Heart of Illinois (Peoria)	Rock Valley (Rockford)	Mississippi Valley (Moline)
Classroom with instructor, traditional	77	45.60%	56	11	0	0	10
Other	19	11%	14	3	0	2	0
Experiential Programs	12	7.10%	9	1	0	0	2
Application Simulation Tool	8	4.70%	5	2	0	0	1
Role Playing	7	4.10%	5	1	0	0	1
Self-Study, Web-based	6	3.60%	2	3	0	0	1
Did not reply to question	5	3%	3	0	0	1	1
Classroom with instructor, virtual	5	3%	1	2	0	2	0
Performance Support	5	3%	5	0	0	0	0
Workbooks/Manuals	5	3%	5	0	0	0	0
Internet/Intranet/Extranet	4	2.40%	3	1	0	0	0
Case Studies	3	1.80%	2	0	0	1	0
Learning Management System (LMS)	2	1.20%	2	0	0	0	0
Teleconferencing	2	1.20%	1	0	0	1	0
Videotapes	2	1.20%	2	0	0	0	0

	Frequency by ASTD Chapter						
Audiocassettes	1	0.60%	1	0	0	0	0
DVD/Diskettes	1	0.60%	1	0	0	0	0
Learning Content Management System (LCMS)	1	0.60%	0	0	1	0	0
Non-Computer based games	1	0.60%	1	0	0	0	0
Public Seminars	1	0.60%	1	0	0	0	0
Videoconferencing	1	0.60%	1	0	0	0	0
Virtual Classroom	1	0.60%	1	0	0	0	0
CD-ROM	0	0	0	0	0	0	0
Computer-based Games	0	0	0	0	0	0	0
Electronic Performance Support System (EPSS)/Knowledge Management System (KMS)	0	0	0	0	0	0	0
Podcasting	0	0	0	0	0	0	0
Satellite/Broadcast TV	0	0	0	0	0	0	0
Self-Study, non- computer	0	0	0	0	0	0	0
Virtual Reality Programs	0	0	0	0	0	0	0

Table 11 *Perceived Most Effective Training Delivery Method*

Other Perceived Most Other Effective Training Delivery Methods Identified by Respondents	Frequency by ASTD Chapter						
	Total Frequency	% of n (N=169)	Chicago (Schaumburg)	Central Illinois (Bloomington)	Heart of Illinois (Peoria)	Rock Valley (Rockford)	Mississippi Valley (Moline)
There is no one best way depends on subject and participants	10	5.90%	7	1	0	1	1
Provided Incomplete Data	2	1.20%	2	0	0	0	0
Blended learning	1	0.60%	0	1	0	0	0
Classroom with instructor traditional followed by Performance Support	1	0.60%	1	0	0	0	0
Combination of face-to- face instruction and additional materials	1	0.60%	1	0	0	0	0
Group Coaching	1	0.60%	1	0	0	0	0
Need to define "effective" to objectively answer.	1	0.60%	1	0	0	0	0
One-on-one role-play interactions with customized feedback.	1	0.60%	1	0	0	0	0
Learning by doing; on the job applications; coaching	1	0.60%	1	0	0	0	0

Summary

This chapter provided data collection results for the three research questions that serve as the purpose of this study: a) What types of training delivery methods are used by Illinois ASTD members?, b) what is the most common training delivery method utilized by Illinois ASTD members?, c) what training delivery method is perceived to be the most effective? Statistics are based on feedback from a web-based survey of 169 (N) Illinois ASTD members.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The nature of this study was to identify within all ASTD chapters in Illinois: a) Training and delivery methods utilized, b) the single most used training and delivery method, and c) the single most perceived effective training and delivery method. In the previous chapter, results of data collection were documented. This chapter will focus on a discussion of the results, a review of limitations, and a proposal of recommendations.

Summary

Purpose of the study

The purpose of this study was to contribute to a better understanding of training for the state of Illinois. More specifically, the purpose of this study was to identify training delivery methods currently being utilized by the American Society of Training and Development (ASTD) Illinois members. Through this analysis, the most commonly used training methodologies utilized by American Society of Training and Development (ASTD) members within the state of Illinois were identified.

Significance of the Study

Information gathered in this study provides training professionals with knowledge of the types of training delivery methods other professionals in their field are using. Management within organizations increasingly expect training professionals to accomplish employee trainings both effectively and cost efficiently. Results of this study provide training professionals with an indication of various training delivery methods utilized by Illinois trainers. This information can

aid the training professional in selecting a training delivery method that will be effective, cost efficient and user supported.

Procedures

The instrument used to collect data was modeled after the instrument Katrina Hundley used in her 2003 doctoral dissertation, *A Profile of Current Employee Training Practices in Selected Businesses and Industries in Southwest Virginia*. Hundley's instrument was best suited for emulation purposes because it was specifically designed, validated, and proven reliable to answer the research question: What employee training methods are selected businesses and industries currently using in Southwest Virginia?

The population for this study consisted of members from all Illinois ASTD chapters. Currently, there are five ASTD chapters including: a) Chicago Chapter, Schaumburg, b) Central Illinois Chapter, Bloomington, c) Heart of Illinois Chapter, Peoria, d) Rock Valley Chapter, Rockford, and e) Mississippi Valley Chapter, Moline. To achieve participation, this researcher sent an e-mail to chapter presidents from all five state chapters. The e-mail introduced the research project, its purposes, and asked for consent to allow members of their chapter to participate. Attached to the e-mail were two documents. The document, Initial E-mail to Population (Appendix E) provided text that could be copied and pasted into an e-mail sent to all chapter members from the president. The text explained the research project, provided the web-link to the survey instrument, date to respond by, and invited his/her membership to participate. The second document, Follow-up E-mail to Population (Appendix F), also contained text that could be copied and pasted into an e-mail and sent to all chapter members from the president. This text encouraged ASTD chapter members, who had not yet completed the web-based survey, to participate. At the conclusion of data collection, the population (N) consisted of 169 Illinois

ASTD members, 121 (71.6%) from Chicago, 24 (14.2%) from Central Illinois, 1 (.6%) from Heart of Illinois, 7 (4.1%) from Rock Valley, and 16 (9.5%) from Mississippi Valley.

Analysis of Data

Data from this study was collected through an Internet based survey developed in the Eastern Illinois University computer application Survey Central. Data results were analyzed using descriptive statistics (mean, frequency, and percentages). All statistics were generated using the statistical software program SPSS version 16.

Findings

Following are the findings revealed after statistical analysis was conducted on the data received from the survey instrument.

Out of 169 respondents, 58 (34.3%) were male and 111 (65.7%) were female. Forty (24%) respondents indicated they were below the age of 40; 80 (47%) respondents indicated they were between the ages of 40 and 54; and 49 (29%) indicated they were 55 years or older. One hundred-forty-nine (88.2%) respondents indicated themselves as Caucasian; 9 (5.3%) African-American; and 4 (2.4%) Asian. When asked about organization type, 42 (24.9%) respondents reported working in a Legal Service organization; 39 (23.1%) in communications; 31 (18.3%) in Health Services; and 18 (10.7%) in Investment/Banking and Media, respectively. The remaining 20 (12%) respondents belonged to organizations in Business Services, Construction, Educational Services, Manufacturing, Government Agency, Real Estate, Transportation, and Wholesale/Retail. When asked about occupation type, 77 (44%) respondents indicated they were in a training specific occupation, either as Training Manager or Training Specialist. Twenty-nine (17.2%) classified their occupation as a Consultant; 21 (12.4%) as Instructional Designer; and 11 (7%) indicated a human resource (HR) occupation either as a HR Manager or HR Specialist.

Thirty-four (20%) respondents indicated their occupation as Other. When asked the number of years experience the respondent had in training, 92 (58.2%) indicated five or less years; 34 (25.3%) indicated between 6 and 10 years; and 43 (16.5%) indicated 11 or more years.

Research Question 1: What types of training delivery methods are used by Illinois ASTD members? When completing the data collection survey, respondents reported the inventory of all training and delivery methods they currently utilize. Half or more of all respondents (≥ 85) indicated using the same four training and delivery methods: a) Classroom, with instructor, traditional (151, 89.3%), b) Self-Study/Web-based (104, 61.5%), c) Workbooks/Manuals (102, 60.4%), and d) Role Play (86, 50.9%). One-quarter to one-half of all respondents (42 – 84) reported using the same nine training delivery methods: a) Classroom with instructor, virtual (82, 48.5%), b) Case Studies (79, 46.7%), c) Learning Management System (LMS) (72, 42.6%), d) Teleconferencing (54, 32%), e) DVD/Diskettes (54, 32%), f) Application Simulation Tool (52, 30.8%), g) Self-Study, non-computer (49, 29%), h) Performance Support (48, 28.4%), and i) Public Seminars (45, 9%). Less than one-quarter of all respondents (≤ 41) reported using the same 12 training and delivery methods: a) Experiential Programs (40, 23.7%), b) Non-computer-based games (40, 23.7%), c) CD-ROM (38, 22.5%), d) Virtual Classroom (34, 20.1%), e) Videotapes (32, 18.9%), f) Computer-based Games (32, 18.9%), g) Learning Content Management System (LCMS) (29, 17.2%), h) Electronic Performance Support System (EPSS)/Knowledge Management System (KMS) (27, 16%), i) Podcasting (17, 10.1%), j) Audiocassettes (9, 5.37%), k) Satellite/Broadcast TV (8, 4.7%), and l) Virtual Reality Programs (2, 1.2%). Nineteen respondents (11%) also indicated another 19 different training and delivery methods currently in use.

Research Question 2: What is the most common training delivery method utilized by Illinois ASTD members? The majority of respondents (94, 55.6%) most commonly use Traditional Classroom with Instructor.

Research Question 3: What training delivery method is perceived to be the most effective? The majority of respondents (77, 45.6%) perceive Traditional Classroom with Instructor as their most perceived effective training delivery method.

Discussion

The first research question produced an inventory of current training delivery methods utilized by Illinois ASTD members participating in the study. To establish a base of comparison, Table 12 lists the results from this research question and compares them to the results of the section of the Industry Report of 2004 that measured frequency of use in training media and methods. The Industry Report of 2004 is an annual report that reflects the formal training activity of United States organizations with 100+ employees. One section of this 2004 report measured the frequency in which specific instructional media and methods were used in training delivery. A random sampling of 1,222 *Training* magazine subscribers reported results. Clearly, the two studies are not equal in scale given the Industry Report of 2004 had 1,222 respondents and this study had 169. Two commonalities between the two studies include: a) Training professionals in the United States participated, and b) the same training and delivery methods were measured. Given these factors, all training and delivery methods measured in the Industry Report of 2004 are still in use by the Illinois ASTD members that participated in this researcher's study. In addition, technology developments over the past five years indicate the measureable use of additional training and delivery methods. These methods include Application Simulation Tool, Electronic Performance Support System (EPSS)/Knowledge Management System (KMS),

Learning Content Management Systems (LCMS)/Learning Management Systems (LMS), and Podcasting. One last notable point is the fact Classroom with instructor, traditional has the highest percentage of use in both studies; however, methods commonly associated with traditional, instructor-led classroom training such as Case Studies, CD-ROM, DVD/Diskettes, Non-Computer based Games, Role Playing, Satellite/Broadcast TV, Videotapes, and Workbook/Manuals reported a significantly less percentage of use in the Illinois ASTD study. A probable reason for the decline is the development and sophistication of Learning Content Management Systems (LCMS)/Learning Management Systems (LMS). In the past, traditional classroom trainers incorporated training content into their training session through various training delivery methods. Today, LCMS/LMS systems have an internal database storage system that serves as a learning object repository. Past training content, once offered through a specific training delivery method, can now be converted to an electronic media format and stored within an LCMS/LMS.

Table 12 *Utilization of Training and Development Methods 2004 and 2009*

Training Delivery Method	Training and Delivery Methods Utilized by Illinois ASTD Total Usage % (N=169)	Industry Report of 2004 Total Usage % (N=1,222)
Application Simulation Tool	30.80%	Not measured
Audiocassettes	5.37%	57%
Case Studies	46.70%	86%
CD-ROM	22.50%	93%
Classroom with instructor, traditional	89.30%	99%
Classroom with instructor, virtual	48.50%	59%

Training Delivery Method	Training and Delivery Methods Utilized by Illinois ASTD Total Usage % (N=169)	Industry Report of 2004 Total Usage % (N=1,222)
Computer-based Games	18.90%	58%
DVD/Diskettes	32%	93%
Electronic Performance Support System (EPSS)/Knowledge Management System (KMS)	16%	Not measured
Experiential Programs	23.70%	48%
Internet/Intranet/Extranet	55%	90%
Learning Content Management System (LCMS)	17.20%	Not measured
Learning Management System (LMS)	42.60%	Not measured
Non-Computer based games	23.70%	76%
Performance Support	28.40%	85%
Podcasting	10.10%	Not measured
Public Seminars	26.60%	94%
Role Playing	50.90%	84%
Satellite/Broadcast TV	4.70%	45%
Self-Study, non-computer	29%	78%
Self-Study, Web-based	61.50%	80%
Teleconferencing	32%	67%
Videoconferencing	24.90%	58%
Videotapes	18.90%	93%

Training Delivery Method	Training and Delivery Methods Utilized by Illinois ASTD Total Usage % (N=169)	Industry Report of 2004 Total Usage % (N=1,222)
Virtual Classroom	20.10%	59%
Virtual Reality Programs	1.20%	24%
Workbooks/Manuals	60.40%	99%

The second research question addressed the most common training delivery method utilized by Illinois ASTD members. The question was meant to isolate the single training delivery method used the most. Out of all the methods of delivery available, 94 (55.6%) of respondents indicated Traditional Classroom with Instructor as the single method they used the most. Clearly, this method has not been replaced among Illinois ASTD members by the advancement of electronic technology. In fact, in this study no single form of electronic training delivery method is being utilized near as much as a traditional, instructor-led classroom. Specific reasons why this is the most utilized method cannot be determined from this study. One possible reason for this might be connected to training budgets. If training budgets are not growing to include purchases of tools for delivery, then the methods will not significantly change over time.

The third research question was formulated to determine if there was a difference between the most utilized training and delivery method and the one perceived most effective. This research question differs in nature given it's focus on perception. According to McFarland and Cacace (1999), "perceptual principles, unlike the principles of inference, are responsive only to visually presented information" (p. 385). In other words, perceptions are based on visual information, which can be more difficult to measure than facts. The single most perceived

effective training and delivery method was indicated as Traditional Classroom with Instructor by 77 (45.6%) of respondents. This result is interesting given 94 (55.6%) of respondents indicated the same method as most used. These facts provide evidence that 17 (10%) fewer respondents believe that the most utilized training delivery method is not the most effective. Keeping in mind the previous description of perception, 17 (10%) respondents have experienced visual information that leads them to believe another training and delivery method is more effective than the one they may be utilizing the most in their training profession.

Limitations/Delimitations of the Study

Factors affecting the generalizability of the results include:

1. Respondents to the training delivery methods questionnaire hold various levels of education and experience in training, therefore they have various levels of knowledge about training delivery methods.
2. Respondents to the training delivery methods questionnaire held differing roles in their organizations employee training component.
3. This study only collected data from Illinois ASTD members. Conclusions may not be generalized beyond this scope.
4. The study only measured current training delivery methods.
5. The study was limited to organizations in the state of Illinois that are represented in state wide chapters of the American Society of Training and Development (ASTD).
6. The web-based survey instrument was not password protected. Despite efforts to obtain responses only from Illinois ASTD chapter members, the possibility of non-Illinois ASTD chapter members participating in this study exists.

Implications of Study

The results from this study were intended to contribute to a better understanding of training. This study contributed to the knowledge that traditional, instructor-led classroom training is still a well utilized method of training delivery. Evidence suggests that when conducting a training session, nothing has replaced the trainer in front of a live classroom. This implies that platform ability (presentation skills) within Illinois ASTD members is an important skill that will contribute to the success of a training program.

Results of this study also indicated that the most utilized training and delivery method may not be the same method perceived to be most effective by all Illinois ASTD members. Employee training is used as a method for individual employees and organizations to achieve their fullest potential. Because of the power employee training lends to promote organization potential, it is vital that training programs are developed to be as effective as possible. A contributing factor to training effectiveness is the method by which it is delivered. According to Martin (2007), "an employee training and development program realizes the most success when it is properly executed" (p. 12). If Illinois ASTD members perceive another form of delivery to be more effective than the one they are utilizing, this may negatively impact the overall success of the training program.

Recommendations for Practice

This study brings to light the possibility of a discord between a delivery method an Illinois ASTD member may utilize versus one they perceive to be most effective. It is recommended that Illinois ASTD members substantiate perceptions in regards to the most effective training delivery method through evaluation. Many forms of training program evaluation are in existence. Evaluating the effectiveness of a particular training delivery method is most likely to

be validated if successful training transfer has been achieved. One model of training program evaluation that measures training transfer is Kirkpatrick's Four Levels of Evaluation.

Kirkpatrick's level one measures participant reaction to the training program. Level two measures what the participant learned from the training program. Level three measures if the participant has changed their behavior and is applying what he/she learned in training to the job (training transfer). Level four measures the impact on the organization as a result of training (results).

As the most widely used form of training program evaluation, Kirkpatrick's model is recommended because what it measures will substantiate training delivery method effectiveness and the model is most likely to be recognized by the largest percent of trainers. To measure training transfer using the Kirkpatrick model, it is necessary to implement the first three levels of the evaluation. While it is recommended and also best practice to perform all four levels of evaluation, it is the completion of first three levels that will substantiate perception regarding training delivery method effectiveness. Evaluating the transfer of training will convert perceptions about training delivery methods into factual knowledge. Results of this type of evaluation will confirm or negate the Illinois ASTD members' perceptions about the effectiveness of the training delivery method they utilize. Having this peace of mind will allow trainers to focus on other issues that may be negatively impacting the success of a training program.

Recommendations for Further Research

The findings of this study suggest the following concerns which suggest the need for further research.

1. A similar study should be conducted on a larger scale. The study should include both IL ASTD trainers and non- IL ASTD trainers. This research could prove beneficial to all Illinois trainers as it would provide a clearer picture of Illinois training methodology.
2. A companion study should be conducted to determine the most perceived effective training delivery method among training participants. The study should be replicated among Illinois ASTD members and include a second instrument that would ask the Illinois ASTD members' trainees to identify their single most perceived training delivery method. The additional data could verify if the Illinois ASTD members' perception were accurate.
3. Replicate the study with only trainers in the higher education occupational field. Data from the replicated study could be compared with data from this study to identify similarities and differences. Because of the thrust of learning involved in the higher education occupational field comparison of data could reveal trends or other significant information about training delivery methods.
4. Extending the depth of this study, information regarding the basis for the perception of a single most effective training delivery method should be collected from the studys' population. This study identifies the most perceived method but does not provide basis for the selection. Knowing the basis of perception would add credibility to the selection.

5. Extending the depth of the study, further background information such as highest academic level and specific training work experience should be collected from respondents in order to correlate responses with this information.
6. A companion study should be conducted to collect learning style preference from the population. Data could be correlated to reveal a potential relationship between the perceived most effective training delivery method and individual learning styles. This research could help professional trainer's tailor the selection of training delivery methods to their participants in order to increase training effectiveness.
7. Using the data obtained in this study as a baseline, the study should be replicated in a time-series design to identify trends and changes in training delivery method utilization among Illinois ASTD members.
8. Using the data obtained in this study as a baseline, the study should be replicated in a time-series design to the same population. Data could be correlated to reveal a potential relationship between the most perceived effective training delivery method and number of years of work experience in the training profession.
9. In light of the nation's current economic crisis, the depth of this study could be expanded to include perceptions of the most economical training and delivery method.

Conclusion

The purpose of this research study was to contribute to a better understanding of training. This research study identified the types of training delivery methods utilized, the most common training delivery method utilized, and the perceived most effective training and delivery method among members of all five Illinois ASTD chapters. Data was collected through an online survey and analyzed using the statistical software SPSS, version 16. The result of the research created

an inventory of training delivery methods currently utilized and identified Traditional Classroom with Instructor as the single most utilized and perceived most effective training delivery method among Illinois ASTD members that participated in the study. Recommendations for practice and further research were made based on the findings of this study.

References

- Bassi, L. J., & Van Buren, M.E. (1999, January). The 1999 ASTD state of the industry report. *Training & Development* 53.1: S3(2).
- Berta, D. (2008, April 7). Trainers feel pressure of corporate cost cutting in economic downturn. *Nation's Restaurant News*, 42(14), 6-20.
- Blanchard, P.N. and Thacker, J.W. (2004). *Effective training systems, strategies and practices*. Upper Saddle River, NJ: Pearson Education, Inc.
- Chan, S. and Ngai, E. (2007). A qualitative study of information technology adoption: How ten organizations adopted web-based training. *Information Systems Journal* 17(3), 289-315.
- DeSimone, R., Hornsby, J., Dowling, P., Hall, M. (2003). *Training systems management*. Mason, OH: South-Western College Publishing
- Drew, C. (1980). *Introduction to designing and conducting research*. St. Louis, MO: The C. V. Mosby Company
- Dolezalek, H. (2004, October). 2004 industry report: Training magazine's exclusive analysis of employer-sponsored training in the United States. *Training*, 41(10), 1-20.
- Goldstein, I.L. (1993). *Training in organizations: Needs assessment, development, and evaluation*. (3rd ed.). Pacific Grove, CA: Brooks-Cole Publisher.
- Harris, H., & ERIC Clearinghouse on Adult, C. (200, January 1). *Defining the Future or Reliving the Past? Unions, Employers, and the Challenge of Workplace Learning*. Information Series No. 380.
- Heathfield, S. (2007). *Catch the Wave: Six Training Trends*. Retrieved September 20, 2007, from http://humanresources.about.com/od/trainingtrends/a/train_trends.htm

- Hundley, K.M. (2003). A profile of current training practices in selected businesses and industries in Southwest Virginia (Doctoral dissertation, Virginia Polytechnic Institute and State University, 2003). *Dissertation Abstracts International*, 66, 3281.
- Industry report 1999. (1999, October). *Training*, 36(10), 37 – 81.
- Inman, P., & Vernon, S. (1997, Fall). Assessing workplace learning: New trends and possibilities. *New Directions for Adult & Continuing Education*.
- Littleton, D. (2007, Winter2007). Navigating Pitfalls of Web-Based Survey Development and Administration. *Medical Reference Services Quarterly*, 26(4), 75-83.
- Martin, A. (2007). *Employee Training and Development: The Success of Your Business Depends on it*. Retrieved September 20, 2007, from [http://www.lgt-cpa.com/articles/Training%20 Trends.pdf](http://www.lgt-cpa.com/articles/Training%20Trends.pdf)
- Matens, J. (2005, August). How to Develop the Best Training Initiatives. *HR Focus*, Retrieved August 12, 2008, from Business Source Elite database.
- McArdle, G., & Hanson, C. (2004, May). Same Presenters, New Perspectives. *T+D*, 58(5), 1-7.
- McFarland, D., & Cacace, A. (1999, June). Defining perception and cognition. *Behavioral & Brain Sciences*, 22(3), 385.
- Nadler, L., & Nadler, Z. (1989). *Developing human resources*. Austin, TX: Learning Concepts.
- Pace, R., Smith, P., & Mills, G. (1991). *Human resource development: The field*. Englewood Cliffs, NJ: Prentice Hall.
- Paradise, A. (2008, November). Investment in learning remains strong. *T+D*, 62(11), 44-51.
- Sims, D. (2007). Teleconferencing and distance learning: An inside look. *Customer Interaction Solutions*, 25(8), 26.
- Sorenson, S. (2002 May). Training for the long run: a cost benefit perspective.

Engineered Systems, 19(5), 22-34.

Stalinski, S. (2003, December). The Role of Organizational Professionals in the Conscious Evolution of Business and Society. *World Futures: The Journal of General Evolution*, 59(8), 625-630.

Steinmetz, Cloyd S. (1976). "The history of Training." In Robert L. Craig, ed., *Training and Development Handbook*, 2nd ed. New York: McGraw-Hill.

Training shown to increase workforce engagement. TD March 2005, pg 14

Wagner, E. & Wilson, P. (2005). Technology – Disconnected – Given the broad and growing adoption of mobile services, it. *T&D*, 59(12), 40-52.

Wagonhurst, C. (2002, June). Developing Effective Training Programs. *Journal of Research Administration*, 33(2), 77-79.

Wentdorf, D. & Prieve, E. (1969, November). Supervisory training methods in retailing. *Training & Development Journal*, 23(11), 16.

Zhang, D., Zhao, J., Zhou, L., & Nunamaker, J. (2004, May). Can e-learning replace classroom learning?. *Communications of the ACM*, 47(5), 75-79.

2006 INDUSTRY REPORT. (2006, December). *Training*, Retrieved November 2, 2007, from Military & Government Collection database.

2007 INDUSTRY REPORT. (2007, November). *Training*, Retrieved October 31, 2008, from Military & Government Collection database.

APPENDIX A

TRAINING DELIVERY METHODS UTILIED BY MEMBERS OF ILLINOIS ASTD
 DEMOGRAPHIC AND TRAINING DELIVERY METHOD QUESTIONNAIRE

Instructions: Please read each question carefully and then mark the choice that MOST CLOSELY matches your situation. Your responses will be kept confidential and no information that could be used to identify survey participants will be released. Thank you for your cooperation and providing us with this information.

Section I – Respondent Profile

1. Which Illinois ASTD Chapter are you a member of?

Chicago Chapter (Schaumburg)
 Central Illinois Chapter (Bloomington)
 Heart of Illinois Chapter (Peoria)
 Rock Valley Chapter (Rockford)
 Mississippi Valley Chapter (Moline)

2. What is your sex?

Male
 Female

3. What is your age in years?

4. What is you ethnic background?

Caucasian (Non-Hispanic)
 African American
 Asian
 Native American
 Other? Please Specify:

5. What is your highest degree of completion?

High School Diploma/GED
 Associates Degree
 Bachelor's Degree
 Master's Degree
 Doctorate Degree
 Other? Please Specify:

6. What is your occupation?

HR Specialist
 HR Manager
 Training Specialist
 Training Manager
 Consultant

Instructional Designer
Other? Please Specify

7. How could your job position best be described?
Management
Non-Management
8. How many years have you been in your current position?
9. Which of the following best describes your department?
Human Resources
Information Technology
Sales
Purchasing
Production
Legal/Compliance
Research and Development
Customer Service/Order Processing
Training and Development
Marketing
Accounting/Finance
Quality Control
Distribution/Logistics
Planning/Design
Safety
Real Estate
Other? Please Specify:

Section II – Organizational Profile

10. Which of the following best describes your organization's business?
Manufacturing
Wholesale/Retail Trade
Business Services
Educational Services
Media
Real Estate
Transportation
Communications/Public Utilities
Investment/Insurance/Banking Services
Health Services
Public Administration/Government Agency
Legal Services
Construction
Other? Please specify:

11. Is your organization unionized?

Yes

No

12. Approximately how many full time employees does your organization have?

13. Does your organization provide in house training for your employees?

Yes

No

14. Is your training department separate from human resources?

Yes

No

Not Sure

15. What changes do you anticipate in your training program in the next year?

Increase in training programs

Decrease in training programs

Move toward more web-based training

Move toward more classroom-based training

Purchase more training materials

Purchase less training materials

Provide more training space

Remove training facility

Increase training staff

Decrease training staff

No Changes Anticipated

Other? Please specify:

Section III - Training Methodology Questions

16. What are the skill sets or concepts for which you offer training?

Communication Skills

Computer Applications

Computer Systems/Programming

Customer Service

English as a Second Language (ESL)

Executive Development

General Education

Management Skills/Development

Motivation

Personal Growth

Safety

Sales

Supervisory Skills

Technical Skills/Knowledge

Other? Please specify:

17. What instructional delivery method(s) or medium do you use? Mark all that apply.

- Application Simulation Tool
- Audiocassettes
- Case Studies
- CD-ROM
- Classroom with instructor, traditional
- Classroom with instructor, virtual
- Computer-based games
- DVD/diskettes
- Electronic Performance Support System (EPSS)/Knowledge Management System (KMS)
- Experiential Programs
- Internet/Intranet/Extranet
- Learning Content Management System (LCMS)
- Learning Management System (LMS)
- Non-computer based games
- Performance Support
- Podcasting
- Public Seminars
- Role Playing
- Satellite/Broadcast TV
- Self-study, non-computer
- Self-study, Web-based
- Teleconferencing
- Videoconferencing
- Videotapes
- Virtual Classroom
- Virtual Reality Programs
- Workbooks/Manuals
- Other. Please specify:

18. Which instructional method/medium do you perceive to be the most effective? Only check one.

- Application Simulation Tool
- Audiocassettes
- Case Studies
- CD-ROM
- Classroom with instructor, traditional
- Classroom with instructor, virtual
- Computer-based games
- DVD/diskettes
- Electronic Performance Support System (EPSS)/Knowledge Management System (KMS)
- Experiential Programs
- Internet/Intranet/Extranet

Learning Content Management System (LCMS)
Learning Management System (LMS)
Non-computer based games
Performance Support
Podcasting
Public Seminars
Role Playing
Satellite/Broadcast TV
Self-study, non-computer
Self-study, Web-based
Teleconferencing
Videoconferencing
Videotapes
Virtual Classroom
Virtual Reality Programs
Workbooks/Manuals
Other. Please specify:

19. What instructional method/medium do you utilize the most? Only check one.

Application Simulation Tool
Audiocassettes
Case Studies
CD-ROM
Classroom with instructor, traditional
Classroom with instructor, virtual
Computer-based games
DVD/diskettes
Electronic Performance Support System (EPSS)/Knowledge Management System (KMS)
Experiential Programs
Internet/Intranet/Extranet
Learning Content Management System (LCMS)
Learning Management System (LMS)
Non-computer based games
Performance Support
Podcasting
Public Seminars
Role Playing
Satellite/Broadcast TV
Self-study, non-computer
Self-study, Web-based
Teleconferencing
Videoconferencing
Videotapes
Virtual Classroom
Virtual Reality Programs
Workbooks/Manuals

Other. Please specify:

20. In the future, which instructional method(s)/medium do you intend on utilizing? Check all that apply.

Application Simulation Tool

Audiocassettes

Case Studies

CD-ROM

Classroom with instructor, traditional

Classroom with instructor, virtual

Computer-based games

DVD/diskettes

Electronic Performance Support System (EPSS)/Knowledge Management System (KMS)

Experiential Programs

Internet/Intranet/Extranet

Learning Content Management System (LCMS)

Learning Management System (LMS)

Non-computer based games

Performance Support

Podcasting

Public Seminars

Role Playing

Satellite/Broadcast TV

Self-study, non-computer

Self-study, Web-based

Teleconferencing

Videoconferencing

Videotapes

Virtual Classroom

Virtual Reality Programs

Workbooks/Manuals

Other. Please specify:

APPENDIX B
APPROVAL TO USE INSTRUMENT

Katrina M. Hundley, Ph. D.
505 Sky View Drive
Blacksburg, VA 24060
June 23, 2008

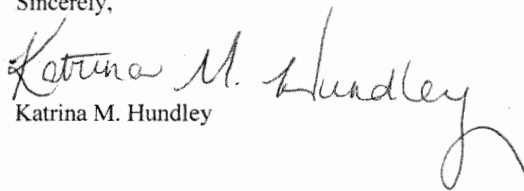
Kimberly S. Ervin
1113 Stinson Avenue
Mattoon, IL 61938

Dear Kimberly:

You recently inquired about incorporating the survey instrument I created for my dissertation entitled "A Profile of Current Employee Training Practices in Selected Businesses and Industries in Southwest Virginia" into your current project. In response to your request, I would like to grant permission for to use the survey instrument I created.

I wish you much luck and success with your research endeavor.

Sincerely,


Katrina M. Hundley

APPENDIX C
IRB CERTIFICATION OF EXEMPTION
EASTERN ILLINOIS UNIVERSITY
CHARLESTON, IL

August 15, 2008

Kimberly Ervin

Thank you for submitting the research protocol titled, "Training Delivery Methods Utilized by Illinois American Society of Training and Development (ASTD) Members" for review by the Eastern Illinois University Institutional Review Board (IRB). The IRB has reviewed this research protocol and effective 8/14/2008, has certified this protocol as Exempt from Further Review. The protocol has been given the IRB number 08-079.

The classification of this protocol as Exempt from Further Review is valid only for the research activities and subjects described in the above named protocol. IRB policy requires that any proposed changes to this protocol must be reported to, and approved by, the IRB before being implemented. You are also required to inform the IRB immediately of any problems encountered that could adversely affect the health or welfare of the subjects in this study. Please contact me, or the Compliance Coordinator at 581-8576, in the event of an emergency. All correspondence should be sent to:

Institutional Review Board
c/o Office of Research and Sponsored Programs
Telephone: 217-581-8576
Fax: 217-581-7181
Email: eiuirb@www.eiu.edu

Thank you for your cooperation, and the best of success with your research.

John Best, Chairperson
Institutional Review Board
Telephone: 217-581-6412
Email: jbbest@eiu.edu

APPENDIX D
 REQUEST FOR PARTICPATION FROM ILLINOIS ASTD CHAPTER PRESIDENTS

Date

Dear [First Name] [Last Name]:

I am conducting a research study to identify training delivery methods currently being utilized by the state of Illinois, American Society of Training and Development (ASTD) members. This research study partially fulfills my requirements for my Master’s degree in technology with an emphasis in training and development from Eastern Illinois University in Charleston, IL.

The purposes of this study are to: 1) Establish a profile of business and industries surveyed in Illinois., 2) Identify skill sets training is which training is being provided., 3) Identify types of training delivery methods utilized by Illinois ASTD members., 4) Identify the most common training delivery method utilized by Illinois ASTD members., and 5) Identify training methods perceived to be the most effective.

I am asking for your consent to allow the members of your chapter to participate in this research study. As participants, your members will complete web-based questionnaire containing two parts: demographic information and training delivery method information (see attached). The survey instrument attached is the questionnaire that will be used. Only web formatting changes to the survey will be made from this point forward. Informed consent from participants will be indicated by completing and submitting the questionnaire.

To give consent, I would request you copy and paste the text of the attached document titled, Initial E-mail to Population into a separate e-mail and send to your entire membership by November 30. Finally, to receive the best response rate possible, I would request you to copy and paste the text of the attached document titled, Follow-up E-mail to Population into a separate e-mail and send to your entire membership in seven day increments (December 8 and December 15). This will remind members to participate. For your convenience, all requested correspondence has been drafted and a timeline of activities has been outlined below.

Date	Activity
December 1	Copy and paste text from initial e-mail to population document into e-mail and send to entire membership
December 8	Copy and paste text from first follow-up e-mail document into e-mail message and send to entire membership.
December 15	Copy and paste test from final follow-up e-mail document into e-mail message and send to entire membership.

For results to be as accurate as possible, participation from each of the five Illinois ASTD chapters (Bloomington, Chicago, Moline, Peoria, and Rockford) is being requested. Your consent and contribution of information is vital to the success of this research study. The results of this study will contribute to a better understanding of training delivery methods in the state of Illinois. In appreciation for your participation, a copy of this study will be forwarded to you upon completion, estimated in May 2009. If you have any questions or comments I may be contacted at kservin@eiu.edu. Thank you in advance for your help with this research project.

Sincerely,

Kimberly S. Ervin, Graduate Student/Dr. R. Lance Hogan, Assistant Professor, Advisor

APPENDIX E
INITIAL E-MAIL TO POPULATION

Members,

Below is a request I have chosen to forward to our entire chapter membership. I invite you to contribute to the success of this research project.

Dear Illinois ASTD Member:

I am conducting a research study to identify training delivery methods currently being utilized by the state of Illinois ASTD members. Conducting this research partially fulfills my requirements for my Master's degree in technology with an emphasis in training and development from Eastern Illinois University in Charleston, IL.

The purposes of this study are to: 1) Establish a profile of business and industries surveyed in Illinois., 2) Identify skill sets in which training is being provided., 3) Identify types of training delivery methods utilized by Illinois ASTD members., 4) Identify the most common training delivery method utilized by Illinois ASTD members., and 5) Identify training methods perceived to be the most effective.

I have posted a web-based questionnaire that I would like you to complete so data may be collected for this research project. The questionnaire is available now through [Date]. I would ask that you respond anytime before the ending date. Please use your web browser to find the questionnaire at [WEB LINK]. Completing the questionnaire should take no longer than 10 minutes. Your responses will be kept confidential and participants will remain anonymous. Your personal identity is NOT asked to be revealed or connected to your responses. Informed consent will be indicated by your completion and submission of the questionnaire.

For results to be as accurate as possible, participation from each of the five Illinois ASTD chapters (Bloomington, Chicago, Moline, Peoria, and Rockford) is being requested. Your professional input is vital to the success of this research study. I urge you to please take time from your busy schedule to complete this questionnaire before [End Date]. If you have any questions or comments I may be contacted at kservin@eiu.edu. In appreciation for your participation, a copy of this study will be forwarded to your chapter president upon completion, estimated to be in May 2009. Thank you in advance for your help with this research project and in a better understanding of training delivery methods in the state of Illinois.

Sincerely,

Kimberly S. Ervin
Graduate Student, Eastern Illinois University

Dr. R. Lance Hogan, Assistant Professor
Advisor, Eastern Illinois University

APPENDIX F
FOLLOW-UP E-MAIL TO POPULATION

Dear Chapter Members:

I recently sent you an e-mail requesting your participation in a research study being conducted by a graduate student at Eastern Illinois University. The purposes of this study are to: 1) Establish a profile of business and industries surveyed in Illinois., 2) Identify skill sets training is which training is being provided., 3) Identify types of training delivery methods utilized by Illinois ASTD members., 4) Identify the most common training delivery method utilized by Illinois ASTD members., and 5). Identify training methods perceived to be the most effective.

If you have already responded to the questionnaire, thank you and please disregard this message. If not, I urge you to take a moment and answer the questions before [End Date]. Please use your web browser to find the questionnaire at [WEB LINK]. Completing the questionnaire should take no longer than 10 minutes. Your responses will be kept confidential and no information that could be used to identify survey participants will be released. Your personal identity is NOT asked to be revealed or connected to your responses.

Your expertise, experience, and professional input are vital to the success of this research study.

Thank You,
Your Illinois ASTD Chapter President