Development of Handbook Addressing Self-Efficacy and Intrinsic Motivation in the Corporate Training Setting

Geraldine L. Marquis

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DEVELOPMENT OF HANDBOOK
ADDRESSING SELF-EFFICACY AND INTRINSIC MOTIVATION
IN THE CORPORATE TRAINING SETTING

by

Geraldine L. Marquis

A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Arts
Adult Learning and Training

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December, 2005
DEVELOPMENT OF HANDBOOK
ADDRESSING SELF-EFFICACY AND INTRINSIC MOTIVATION
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Geraldine L. Marquis

has been approved

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APPROVED:

__________________________, MLS Faculty Advisor

__________________________, MLS Degree Chair
ABSTRACT

Development of Handbook Addressing Self-Efficacy and Intrinsic Motivation in the Corporate Training Setting

This research project focuses on strategies for increasing intrinsic motivation and self-efficacy beliefs of participants in the one to two day corporate training session. It consists of three primary components: (1) identifying strategies that can be utilized to increase intrinsic motivation and self-efficacy beliefs through a review of literature and interviews with corporate trainers, (2) testing of strategies within training sessions to determine if utilizing the strategies results in an increase of participants’ intrinsic motivation and self-efficacy beliefs, and (3) developing a handbook outlining these strategies that can be utilized by corporate trainers. Although additional research is needed in this area, the results of the strategy testing do appear to indicate that the inclusion of strategies for increasing intrinsic motivation and self-efficacy beliefs can be successful in increasing participants’ motivation or at least their satisfaction with the training.
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Chapter 1

INTRODUCTION

According to a survey of 344 U.S. organizations conducted by ASTD (American Society for Training and Development), corporations spent an average of $820 per employee in 2003 on training. The surveyed organizations had an average of 6,866 employees, which results in a total average training cost of $5,630,120 per organization (Sugrue & Kim, 2004). When corporations invest money to train their employees, they are hoping the employees’ work behavior will be impacted – their productivity will increase, they will start using a new system or procedure, etc. – and that this change will ultimately result in higher net profit by decreasing costs associated with providing their products and/or services or by increasing revenues.

Caffarella summarizes this by identifying five primary purposes for education and training programs:

- To encourage continuous growth and development of individuals
- To assist people in responding to practical problems and issues of adult life
- To prepare people for current and future work opportunities
- To assist organizations in achieving desired results and adapting to change
- To provide opportunities to examine community and societal issues, foster change for the common good, and promote a civil society

(Craig, 1996; Daloz, Keen, Keen, and Parks, 1996; Merriam and Caffarella, 1999; Wilson and Hayes, 2000; as summarized by Caffarella, 2002, p. 10).
Most corporate trainings are focused on the purposes identified in the third and fourth bullet point listed above. At the heart of all of these purposes is the desire to change participants’ behavior, improve skills or knowledge, and/or change values or beliefs (Caffarella, 2002).

It is difficult to find information regarding how frequently learning is transferred to the workplace. This seems to be caused by the fact that companies do not utilize evaluation methods that measure transfer of learning. Kirkpatrick identified four levels of evaluation methods:

- **Level 1**: Reaction – often times referred to as the “smiley sheet”. These evaluations are completed at the end of the training sessions by the participants and measure their reactions.

- **Level 2**: Learning – at this level, participants are tested using pen and paper exercises, computer mediated tests, and/or skill demonstrations.

- **Level 3**: Behavior – at this level, appraisals of current behavior is taken prior to and after training sessions are held, so that pre- and post-training results can be compared. The “post-training appraisal should be made at least three months after the [training] intervention” (Kirkpatrick, 1996; as summarized by Robinson & Robinson, 2000, p.9). This represents the minimal level of evaluation required to measure transfer-of-learning.

- **Level 4**: Results – “This level of evaluation is necessary if trainers want to tie training to unit, division, departmental, and organizational goals and objectives” (Robinson & Robinson, 2000, p.1).

(Robinson & Robinson, 2000; Sugrue & Kim, 2004).
According to the 2004 ASTD survey results, 74% of organizations use Level 1 evaluation methods. Only 31% conduct Level 2 evaluations and only 14% and 8% of companies conduct Level 3 and/or Level 4 evaluations, respectively (Sugrue & Kim, 2004).

Even with the fact that it is difficult to obtain statistics regarding transfer-of-learning, researchers all seem to agree that transfer-of-learning only occurs a small percent of the time and that it needs to be increased (Brinkerhoff & Montesino, 1995; Broad & Newstrom, 1992; as summarized by Caffarella, 2002). The Robinsons state that, “typically, less than 30 percent of what people learn is ever actually used on the job” (Robinson & Robinson, 1998, Table 1: Converging Forces for Transformation of Training Position, Item 2).

Given the purposes for providing training, a training session cannot be considered truly successful unless the employees implement the desired knowledge or skills when they return to work. Why are trainings not always successful? Sometimes it may be that the wrong information or skills were focused on in the training; however, many times the information contained in the training has been well identified and still the training is not effective. Not including realistic transfer-of-learning plans, which include support for the participants when they return to work to assist them implementing the change, is a big reason that many training programs are not successful in fostering change in work behaviors (Caffarella, 2002). As discussed in prior paragraphs, transfer-of-learning is a very important concept, but it is not the focus of this research project.

For a training to be successful it also requires that the attendees are motivated to learn the information and feel confident in their own ability to learn and apply the information and skills acquired. Wlodkowski states, “Learners who complete a learning
experience and leave the situation feeling motivated about what they have learned seem more likely to have a future interest in what they have learned and more likely to use what they have learned” (1999, p.5). What strategies can a trainer employ to increase participants’ motivation and confidence in their ability to master the skills and/or information presented? The purpose of this research project is to identify strategies that increase participants’ motivation and confidence in applying knowledge and skills learned and bring them together in a handbook for trainers.

The remainder of this introductory chapter consists of the following sections to outline this research project: definitions of major concepts, statement of problem, purpose statement of this research project, and chapter summary.

Definitions

Provided below are definitions for some of the major concepts utilized in this research project. Some of these terms are closely related to other concepts, so it is useful to know how these terms were used in this research project.

**Extrinsic motivation** – the provision of external rewards/incentives (i.e., raises, grades, promotions, etc.) to encourage participants/students to learn information, change their behaviors, etc. Another piece of extrinsic motivation can be the avoidance of negative consequences (i.e., disciplinary actions, reprimands, loss of jobs, etc.). Wlodkowski states that, “When learners do not respond to these incentives, they are often seen as responsible for their lack of motivation” (1999, p 9).

**Intrinsic motivation** – motivation that comes from within the participants/students. Participants are intrinsically motivated when they are curious or desire to understand a topic. When using this orientation towards training, the trainer attempts to
create an environment that is supportive to the participants, involves participants in the process, and increases their curiosity or desire to learn the information (Wlodkowski, 1999).

Self-efficacy—“beliefs about one’s capabilities to learn or perform behaviors at designated levels” (Bandura, 1986, 1997, as summarized by Schunk, 2003). These self-efficacy beliefs will differ depending on the subject area (i.e., some people have low self-efficacy beliefs surrounding mathematics and high self-efficacy beliefs regarding writing skills).

Statement of Problem

Employee attendance is often mandatory at corporate trainings. Whenever employees are required to attend trainings there will be many participants who feel that the training is unnecessary and/or do not want to be at the training. Some of the participants may be extrinsically (e.g. externally) motivated to learn the information or skills, so that they don’t loose their jobs and/or in the hope of obtaining a raise or promotion; however, the “carrot and stick” approach to motivation does not work with everyone. Finding ways to increase participants’ intrinsic (internal) motivation to learn the information can make trainings much more successful.

Another factor that can impact the effectiveness of the training is whether the participants feel that they are capable of learning the information and/or applying the skills gained. Self-efficacy is the participant’s belief in his or her capability to learn and apply certain skills or knowledge (Schunk, 2003). If someone has low self-efficacy regarding the skills to be learned at the training, then they will likely try to avoid the training and when they do attend they won’t believe that they can master the skills.
There has been a lot of research conducted in this area that reflects that if someone has low self-efficacy surrounding an area they will not be successful (Schunk, 2003) and as a result, it becomes a self-fulfilling prophecy.

It follows that if trainers utilize strategies to increase intrinsic motivation and self-efficacy in the participants that the overall effectiveness of the trainings will increase. There is a lot of literature regarding motivation in the corporate training setting; however, the sheer mass of information can be overwhelming to trainers when participant motivation is lagging and the approaches that they usually use are not successful. There does not seem to be as much information on increasing self-efficacy of adult learners and most of that information seems to be geared towards academic settings where the instructor has eight weeks or more to increase the participants’ self efficacy beliefs. Most corporate trainings only last for one or two days and so the strategies employed must be those that are successful in a short time frame.

Purpose of the Project

The purpose of this research project is to create a handbook of strategies and effective practices to increase intrinsic motivation and self-efficacy within a one to two day training session. It is hoped that this manual will assist the researcher and other instructors in making their training sessions more effective for their companies and to make them enjoyable and useful to the employees/participants. As part of this project, four different strategies that were suggested by a review of the literature and interviews with other trainers were utilized during computer training sessions that the researcher provided at work. Each of these strategies were implemented for a week and evaluated for its effectiveness in increasing the learners’ intrinsic motivation, self-efficacy beliefs,
and overall satisfaction with the training sessions. This was determined from the
participants’ responses to the post-event evaluations.

Chapter Summary

Trainers want to design and deliver effective training sessions. To ensure that a
training session is successful trainers need to include strategies to increase participants’
intrinsic motivation and self-efficacy beliefs. As trainers gain experience, they learn
many of these strategies through intuition and trial and error. However, every participant
is different and sometimes the approaches that have worked previously are not
successful. In these instances, it can be helpful to have other strategies readily available
without having to conduct further research. In addition, much of the literature that exists
in adult learning is focused more on academic settings, in which the instructors have
eight to fifteen weeks to facilitate an increase in the participant’s motivation and self
efficacy, as opposed to the focus of this research project on corporate trainings that only
last for a day or two; therefore, it is important to identify strategies that are successful
when utilized in that timeframe.
Chapter 2

LITERATURE REVIEW

The literature review for this research project consists of five primary areas of study, including: extrinsic motivation and its limitations; intrinsic motivation and two models relating to intrinsic motivation; relationship between extrinsic motivation and intrinsic motivation; self-efficacy beliefs; and, social cognitive theory.

Extrinsic Motivation

In most corporate settings, extrinsic motivators are relied upon to encourage change or high performance of employees. Some common extrinsic motivators include promotions, raises, bonuses, recognition, etc on the positive side and fear of job loss, disciplinary actions, reprimands, etc on the negative side. When utilizing extrinsic motivators to encourage employees to change behaviors, there seems to be two primary limitations to their success, which are the availability of the motivators and whether they appeal to the employees.

Although many of the extrinsic motivators that can be provided to employees are inexpensive, such as recognition, there are limitations to the number and frequency that certain motivators can be given, particularly when looking at promotions and raises. In most organizations, there are only a limited number of higher positions that employees are competing to obtain. Covington and Müller describe how when there is an inadequate supply of rewards to be distributed unequally to the best performers, then a zero-sum scoring system results. In a zero-sum scoring system, if one person wins, then
the other people must lose (Covington & Müeller, 2001). They hypothesize that this can lead to ability-linked anxiety, which would then narrow one’s attention to matters of self-preservation, including “the creation of self-serving excuses to deflect the causes of a poor performance away from insufficient ability” (Thompson, 1993, 1996; Urdan et al., 1998; as summarized by Covington & Müeller, 2001, p. 161). They were discussing competitive classroom grading; however, it would seem to apply to promotions and other extrinsic motivators in the world of work as well. They go on to summarize Kohn, that the “withholding of rewards, especially if they are merited, amounts to a form of punishment” (Kohn, 1993; as summarized by Covington & Müeller, 2001, p. 161). In this case, a promotion which is meant to be a positive motivator can actually have the opposite result for the employees who are not granted a promotion due to the limited number available, particularly if they feel that they have been “passed over” before for a justly deserved promotion.

The other limitation of extrinsic motivators is the value that is placed on them by the employees. Not everyone finds the same things motivating. For many employees, public praise during a meeting can result in a nice, warm feeling and the desire to recreate the behavior that resulted in the praise. For other employees, this same event could be traumatic, since it would place an unwanted spotlight on them. Another example would be that not everyone may want a promotion, since promotions often consist of additional responsibilities that they may not be interested in and/or that they may feel would interfere with their family responsibilities or other aspects of their life. Whenever this occurs, there is a tendency within the corporate and academic setting to place the blame on the participant’s/employee’s lack. Wlodkowski summed this up well, when he stated,
“When learners do not respond to these incentives, they are often seen as responsible for their lack of motivation. They are likely to be described as lacking ambition, initiative, or self-direction” (1999, p. 9).

This is further complicated by the fact that several researchers hypothesize that extrinsic motivators may actually decrease intrinsic motivation (Patel & David, 1996; Lowman, 1990; Baer, 1997). All the research shows that intrinsic motivation is more desirable than extrinsic motivation, so this possibility is not something to be taken lightly; however, not all of the researchers agree. This will be further explored in the Relationship between Extrinsic and Intrinsic Motivation section later in this literature review.

One positive thing about extrinsic motivation that was noted by researchers was that extrinsic motivators may keep one working at a difficult task even when the initial curiosity has lagged (Baer, 1997; Covington & Mueller, 2001). This researcher has experienced this phenomenon in the completion of this project. Although this researcher is interested in motivation and self-efficacy, there were times that the extrinsic motivators of graduating once the project was completed and periodic treats as rewards for completion of particular aspects were the things that ensured that the project was ultimately completed. The following section reviews the literature regarding intrinsic motivation.

Intrinsic Motivation

Intrinsic motivation arises from inside the individual. As Wlodkowski explains, “it is part of human nature to be curious, to be active, to initiate thought and behavior, to make meaning from experience, and to be effective at what we value. These primary
sources of motivation reside in all of us, across all cultures” (1999, p. 7). Intrinsic motivators at work include feelings that what we do makes a difference, satisfaction at job well done, enjoyment in the doing of the work itself, etc. With intrinsic motivation, there is no scarcity, since one person having these feelings does not take away or reduce these feelings in other people.

There are two primary models for intrinsic motivation: John Keller’s ARCS (attention, relevance, confidence, and satisfaction) Model for Motivation and Raymond Wlodkowski’s Motivational Framework for Culturally Responsive Teaching. Both of these models share some commonalities; however, Wlodkowski’s model offers a lot more strategies to utilize in an attempt to elicit intrinsic motivation. Following is a brief description of the two models and their components.

**ARCS Model for Motivation**

Keller’s ARCS Model for Motivation consists of four interrelated components: attention, relevance, confidence, and satisfaction. The first component attention deals with the need for variety and stimulation. Keller acknowledges that different people require differing levels – some people prefer a high level of routine seeing it as a type of security and other people like exciting and even dangerous jobs (1992). When relating this component to the practice of training, it is important that from the outset, a trainer captures the interest of the participants through creating curiosity in the topic, then throughout the training a trainer needs to work towards increasing curiosity and sustaining interest in the material (McGriff, 2002). If a participant is not paying attention during a training session, then he or she will be unable to learn any of the information that is presented.
The second component of relevance deals with ensuring that the information and skills being provided are something that the participant could use at work or in other aspects of his or her life. McGriff recommends utilizing the following questions in ensuring that the participants feel that the training is relevant: why do they need the training, what will they get out of the training, how may what they are learning make them more efficient or productive at work, etc. (McGriff, 2002).

The third component is confidence and relates to ensuring that the participants understand what is required to be successful in applying the skills or knowledge gained in the training. This relates to peoples’ desire to be successful at things that they embark on and is the component that most closely relates to self-efficacy in this model.

The fourth component is satisfaction, which focuses on ensuring the satisfaction of the participants with the training and the resulting consequences. In an academic setting, this component deals with the consistent application of measurement standards. In the work environment, this is the component that can often be reinforced with extrinsic motivators, such as acknowledgement of supervisors and coworkers, tokens and symbols, and other positive consequences that arise out of the participants applying the new knowledge or skills that they gained in training back in the work environment (Keller, 1992; McGriff, 2002).

Keller recommends that trainers create a matrix to determine where strategies need to be implemented to increase participants’ positive feelings in a particular component of his ARCS Model and thereby increase their intrinsic motivation. The matrix consists of five columns: one column for design factors and then a column for each of the components (i.e., attention, relevance, confidence, and satisfaction). In the
first column, the pertinent overall learner characteristics, medium or delivery methods utilized, learning tasks and other design factors are listed. Then in each of the remaining columns a brief hypothesis for how that factor will impact that particular component of intrinsic motivation and whether it will have a positive or negative impact. Once the matrix has been created, then the trainer can determine which components require motivational strategies be implemented to increase the positive aspects of that component (i.e., which components have a preponderance of negatives) (1999). Keller stresses that a trainer can include too many motivational strategies, since “when students are motivated to learn, they want to work on highly task-relevant activities. They do not want to be distracted by unnecessary motivational activities” (p. 42).

Motivational Framework for Culturally Responsive Teaching

Wlodkowski’s Motivational Framework for Culturally Responsive Teaching consists of four interrelated components: establishing inclusion, developing attitude, enhancing meaning (or interest), and engendering competence. Wlodkowski also identified five different interrelated core characteristics that motivating instructors possess, that include: “expertise, empathy, enthusiasm, clarity, and cultural responsiveness” (1999, p. 26). A central theme to his model is that through practice and work, instructors can improve their core characteristics and their ability to elicit intrinsic motivation in their participants. Following is a discussion of each of the components.

The first component of establishing inclusion consists of two subcomponents: respect and connection. Respect is a much touted concept; however, it is seldom defined. For the purposes of this research project, Wlodkowski’s definition of respect will be utilized, “to be free of undue threat and to have our perspective matter in issues of social
exchange are critical to our well being and learning” (1999, p. 70). The subcomponent of connection is established when participants have a sense of belonging. When these two subcomponents are achieved, a climate is created where participants feel free to share their experiences, engage in discussions, and to give meaning to a learning experience – these things in turn enhance motivation to learn (Wlodkowski, 1999).

The second component is developing a positive attitude, which consists of two subcomponents: relevance and choice. When participants can see how what they are learning is relevant to things that are important to them, then they are much more motivated to learn. The choice subcomponent can be brought into training by providing a sense of choice in the selection of activities; however, this is not always easy to plan for during training sessions due to the short timeframe. Often times training sessions are mandatory, which means that the whole subcomponent of choice is greatly minimized. In these instances, it is very important that participants understand the reason that the training is important to the company and how it can improve their working situation.

Wlodkowski also identifies four attitudinal directions, which when combined determine how adults regard the instruction. These attitudinal directions include: “(1) toward the instructor, (2) toward the subject, (3) toward the adults themselves as learners, and (4) towards the adults expectancy for success” (p. 134). Wlodkowski goes on to state that, “Whenever we instruct, we want to establish a learning environment in which these four important attitudinal directions are positive and unified for the learner. We want adults to like and respect us and the subject matter and to feel confident as learners who realistically believe they can succeed in the learning task at hand” (p. 134). Whenever
the attitudinal direction for any of these four components is negative, then the individual’s motivation to learn may be lowered (1999).

The third component of Wlodkowski Motivational Framework is to enhance meaning, which consists of two subcomponents: engagement and challenge. Engagement is when participants are truly interacting with the content of the training; when engagement is present true learning occurs. Before you can get participants to engage with the material, you must first have their interest (1999).

Wlodkowski discusses three types of interest: situational interest, personal interest, and interest as a physical state. Situational interest is interest that is “generated mainly by environmental conditions, such as novelty, surprise, complexity, ambiguity, and universal themes (birth, death, and so on)” (p. 181). Trainers can elicit situational interest through humor, surprising or unexpected information or events, or posing interesting questions. Personal interests are those interests that people have over the course of multiple years or even their whole lives. These types of interests are often used as a component “of the task of matching adults to educational and occupational activities” (Campbell & Hansen, 1981; as summarized by Wlodkowski, p. 182). The last type of interest is interest as a psychological state, which “is an interactive and relational understanding of interest: the individual’s personal interest engages with the environmental features to produce a psychological state of interest” (Krapp, Hidi, & Renninger, 1992; as summarized by Wlodkowski, p. 183). When trainers can link the training to participants’ personal interests, then they will be successful in enhancing the meaning of the training to the participants, which will “elicit and heighten adult motivation” (p. 183).
The challenge subcomponent deals with ensuring that the training activities are in balance with the participants’ skills or knowledge levels. When challenges exceed skill levels, participants get nervous or even anxious. When challenge is below skill levels of participants, then they become bored or apathetic. It is only “when desired challenges and personal skills approach harmony, we [as learners] become energized and stop worrying about control. We’re acting instinctively with full concentration, and deep involvement and exhilaration lie ahead” (Wlodkowski, 1999, p. 213).

The fourth component is engendering competence, which directly relates to participants’ self-efficacy beliefs. The following quote from Wlodkowski summarizes this component well, “competence is the most powerful of all the motivational conditions for adults. Competence is our reality check … Across cultures, this human need for competence is not one to be acquired but one that already exists and can be strengthened or weakened through learning experiences” (p. 240). As trainers, we want the participants to feel competent in their ability to apply the knowledge and skills gained in training. This is the component in Wlodkowski’s model that most closely relates to self-efficacy, which will be discussed later in this literature review. In addition, it also relates to participants’ taking responsibility for learning. Wlodkowski outlines three common reasons that adult learners are dependent, lack confidence, or are reluctant to take responsibility for their own learning: “(1) these adults have not been socialized to see themselves as in control of their own learning, (2) their experience in school or in the particular domain of learning has generally been negative or unsuccessful, and (3) they do not believe that they have a free choice as to whether or not they engage in the learning or training experience” (p. 241). This last reason is a very common one that
occurs in corporate training sessions, since participants often *must* attend the training to do their jobs or obtain promotions and not because they *want* to learn the information provided (1999).

Wlodkowski identifies 60 different strategies that can be utilized to increase intrinsic motivation through developing or strengthening the components of his model: establishing inclusion, developing positive attitudes, enhancing meaning, and engendering competence within the participants/learners. For additional information regarding these strategies, please refer to Appendix A which consists of a table summarizing these strategies. His listing of strategies is the most comprehensive and thorough of any of the strategies found during this literature review; therefore, this research project has utilized it as a basis of possible strategies to include in the resulting handbook. Not all of his strategies would work in the corporate training setting due to time issues or apply to certain types of trainings depending on the knowledge and skills being presented.

**Relationship between Extrinsic and Intrinsic Motivation**

The relationship between extrinsic and intrinsic motivation is more difficult to ascertain. Several researchers hypothesize that extrinsic motivators actually decrease intrinsic motivation (Lowman, 1990; Baer, 1997). This seems to be rooted in what Deci refers to as *overjustification*, which utilizes a cognitive dissonance formulation. As Lowman describes it “paying people to do something they like and would do without the concrete reward leads them to see the behavior as overjustified (or overdetermined). They resolve the resulting cognitive tension by devaluing the less salient (and less powerful) intrinsic reward” (Deci, 1971; as summarized by Lowman, 1990, p. 137).
Baer does allow that there may be certain instances in which extrinsic motivation may not impact intrinsic motivation negatively. One example that he gives is when an *unexpected* reward is received, then the extrinsic motivator can actually increase creativity and intrinsic motivation. He also states “that there are of course exceptions to this general rule: for example, extrinsic motivation may keep one working on a difficult task that may otherwise have been abandoned” (1997, p. 25).

Not all the literature supports that extrinsic motivation negatively impacts intrinsic motivation. Keller even believes that extrinsic motivators can increase feelings of satisfaction and thereby increase intrinsic motivation (1992). He states, “People respond strongly to social reinforcement and other outcomes that reinforce intrinsic feelings of satisfaction. When other people, whether subordinates, peers, or superiors offer positive recognition for one’s efforts and accomplishments, it helps one feel valued and satisfied” (Keller, 1992, p. 284).

Covington and Müeller argue that antagonism between extrinsic motivation and intrinsic motivation is actually built into most contemporary definitions of intrinsic motivation (2001). They identify three main ways that intrinsic motivation is defined: experimental-based paradigm, person/trait paradigm, and reward paradigm. Under the experimental-based paradigm, “intrinsic motivation is often defined as the pursuit of an interesting task without expecting or receiving a tangible payoff for one’s actions” (p. 162). There are two flaws with this definition in that it gives the impression that intrinsic motivation cannot exist if there is any extrinsic payoff and that it disregards the reality that intrinsic motivation “does not operate in a reward vacuum” (p. 162). Under the person/trait paradigm, intrinsic motivation is seen to be a trait-like characteristic that
people have to a varying degree, with some people seeking out intrinsic satisfactions and others wanting extrinsic payoffs – basically everyone can be placed on a single continuum. Again the very way that intrinsic motivation is described creates a zero-sum relationship with extrinsic motivation (i.e., the more intrinsically motivated a person is, then the less extrinsically motivated they would be). They feel that a bipolar model is an oversimplification and present a quadrapolar model later in their discussions. The reward paradigm is the definition that is utilized in this research project and defines intrinsic motivation as pursuit of an activity due to curiosity, pride in a job well done, and/or the pleasure derived from the pursuit itself. With extrinsic motivation being the performing of a task “not out of any intrinsic satisfaction derived from the action itself, but for the sake of extrinsic payoffs” (p. 164). This definition of extrinsic motivation differs slightly, but in a very pertinent way, from how extrinsic motivation is defined in this research project. For the purpose of this research project, it is not presupposed that extrinsic motivation being provided precludes any intrinsic satisfaction being derived from the action itself.

Covington and Müeller go on to state that everyday experiences suggest that “a positive, additive relationship between intrinsic and extrinsic rewards is the rule and not the exception” (p. 164). They cite the fact that “often hobbyists convert the pursuit of their personal interests into a professional livelihood – in effect combining business and pleasure” (p. 164) as an example. Ideally, if employees are in a job that is well suited to them, then they receive both intrinsic and extrinsic motivators for doing their job.
Covington and Müeller conclude that “extrinsic payoffs can either advance a love of learning – if they serve positive, task-oriented reasons – or interfere with caring if they are sought after for self-aggrandizing purposes” (p. 166).

All of the researchers agree that additional research is needed to determine fully the relationship between extrinsic and intrinsic motivation. This writer’s own experience in the corporate world lends credence to Keller’s, Covington’s and Müeller’s views that extrinsic motivators usually increase intrinsic motivation. If companies do not provide any extrinsic motivators for learning, mastering, and applying new knowledge or skills in their jobs, then employees often feel that they are being taken advantage of and that their efforts are not appreciated, which could in turn negatively impact their intrinsic motivation.

**Self Efficacy**

There is a close connection between self-efficacy and intrinsic motivation. Both Keller’s and Wlodkowski’s motivational models address issues surrounding self-efficacy in their components of confidence and engendering competence, respectively. Humans desire to be competent at the things that they do or that are important to them and if they have low self-efficacy surrounding that task/area, then they feel that they will not be competent and try to avoid it. When the task or activity cannot be avoided, then they do not do well at it. Schunk cites several researchers whose studies reflect that “self-efficacy predicts students’ academic motivation and learning” (Pajares, 1996; Schunk, 1995, 1996, as summarized by Schunk, 2003, p. 159).

Bandura is one of the primary researchers/theorists in the area of self-efficacy. He identifies four main sources for efficacy beliefs: mastery experiences, vicarious
experiences, social persuasion, and physiological and emotional states (Bandura, 1995). Several of Wlodkowski’s motivational strategies are linked to these identified sources, particularly the first three sources. Following is a brief discussion of each of these sources.

Regarding mastery experiences, Bandura states that, “failures undermine it, especially if the failures occur before a sense of efficacy is firmly established” (p. 3). However he also acknowledges that having lots of easy successes can result in people giving up quickly and easily when they do face some difficulties. Bandura states, “Some difficulties and setbacks in human pursuits serve a useful purpose in teaching that success requires a sustained effort. After people become convinced that they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks” (p. 3).

Vicarious experiences deal with beliefs based on social models. Both Bandura and Wlodkowski stress that the model’s impact on efficacy beliefs depends largely on how closely the individual perceives the model to be like his or her self (Bandura, 1995; Wlodkowski, 1999). Our first social models are our parents and other family members.

Social persuasion is the feedback that is received from teachers, parents, coworkers, employers, and others. It can be either positive or negative in its nature. Teachers and trainers can positively influence efficacy beliefs through positive and constructive feedback; however, Bandura stresses that it can be difficult to improve efficacy beliefs through social persuasion alone and that negative feedback can easily breakdown efficacious beliefs, particularly if received prior to strong efficacious beliefs being attained or developed (1995).
Physiological and emotional states consist of how adults actually feel physically and emotionally when they undertake certain activities. People often feel nauseous, fidgety, scared, etc. before and during engagement in a task that they have not done frequently and are unsure that they can do well. They often attribute these feelings to the fact that they are not good at the activity; however, that is not necessarily the case. An example would be some of the physical and emotional feelings that people have before they speak in public. Trainers can assist people in this arena by helping them interpret these symptoms and emotional states differently (1995).

Bandura also discusses how self efficacy beliefs impact motivation through three different types of cognitive motivators and their resultant theories: causal attributions and attribution theory, outcome expectancies and expectancy-value theory, and cognized goals and goal theory (1995). Attribution theory deals with where people attribute or assign their successes and failures. “People who regard themselves as highly efficacious attribute their failures to insufficient effort or adverse situational conditions, whereas those who regard themselves as inefficacious tend to attribute their failures to low ability” (Bandura, p. 7). When people feel that it was insufficient effort or to an adverse situation, then it is likely that they will expend more effort to succeed in the future; however, people who feel that they just do not have the ability to succeed in an area will give up (1995).

The expectancy-value theory states that the expectation that pursuing a course of action (i.e., attending a class, taking on a project, etc.) will produce certain outcomes and the value that the individual places on the outcomes will impact their motivation in pursuing that course of action. Bandura explains that efficacy beliefs play a part in this
process, since people do not pursue many activities that have attractive outcomes because they feel that they do not have the ability to succeed in the required course of action (1995). In other words, people select activities that they feel they can accomplish and have attractive outcomes.

Regarding self-efficacy beliefs and their impact on motivation through goal theory, Bandura states, “they [efficacy beliefs] determine the goals people set for themselves, how much effort they expend, how long they persevere in the face of difficulties, and their resilience to failures” (1995, p. 8).

Popular culture seems to support the notion that it is good to have realistic expectations about one’s abilities – to know what you are good at and where you are weak. Bandura argues that it is actually better to be optimistic when evaluating your own capabilities, as long as the optimism is not grossly overstated (1995, 1999). Anyone who strives and succeeds in making social changes or innovative advances has to have strong efficacy beliefs. Bandura states that, “realists may adapt well to existing realities. But those with a tenacious self-efficacy are likely to change those realities” (1995, p. 13). Where would we be if Martin Luther King, Jr., Desmond Tutu, and Gandhi were not highly efficacious? Another Bandura statement that sums this up well is, “optimistic self-appraisals are a benefit rather than a cognitive failing to be eradicated. If self-efficacy beliefs always reflected only what people can do routinely, people would rarely fail but neither would they mount the extra effort needed to surpass their ordinary performances” (Bandura, 1989, p. 732; as quoted by Flammer, 1995, p. 85).
Social Cognitive Theory

Bandura developed the social cognitive theory. He describes it as, “social cognitive theory subscribes to a model of emergent interactive agency. Persons are neither autonomous agents nor simply mechanical conveyors of animating environmental influences” (1999, p. 22). In this theory, individuals are seen as having human agency. People create and bring about changes in their lives; they are not only products of their environments, but produce them as well. Bandura stresses that human agency has been lacking in many psychological theories (1999). In social cognitive theory, “internal personal factors in the form of cognitive, affective and biological events; behavioral patterns, and environmental events all operate as interacting determinants that influence one another bidirectionally” (p. 23). In other words, human behavior is a result of these combined factors and human choice plays a large part. As Bandura explains, “economic conditions, socioeconomic status and family structure impact behavior through their impact on people’s aspirations, sense of efficacy and other self-regulatory factors rather than directly” (p. 24).

This theory has three major components/tenets. First, this theory acknowledges that learning and knowledge is gained largely through observational learning – unlike many psychological theories that stress learning through direct experience. Bandura summarizes this component, “if knowledge and competencies could be acquired solely through direct experience, human development would be severely retarded, not to mention exceedingly tedious and hazardous” (p. 25). Second, it looks at what determines if a particular behavior or course of action is adopted. It is from this section that self-efficacy arises, which was discussed in the previous section. Third, this theory addresses
the need for “the social networks that tie people to one another” (Bandura, 1986; Granovetter, 1983; Rogers & Kincaid, 1981; as summarized by Bandura, 1999, p. 26). Having social support is important especially when things are difficult.

This theory also discusses three different levels of agency: direct personal agency, proxy agency, and collective agency. Direct personal agency is exercised when people take actions to make changes in their own lives and environment and is the level of agency that most directly relates to this research project. Proxy agency is enlisted when people do not have control over certain factors (i.e., institutional practices and the like) that impact their lives; therefore, they seek to get people who wield influence and power to act on their behalf in an attempt to seek their well-being and security. Collective agency results from people with shared beliefs striving to make changes in their society or environment.

Chapter Summary

Whether participants in training are intrinsically motivated to learn the skills and knowledge provided in the training and the self-efficacy beliefs they hold regarding their ability to adopt certain changes in behaviors or master the skills presented, will impact the effectiveness of training sessions. Wlodkowski’s Motivational Framework for Culturally Responsive Teaching goes into more depth and pulls from other existing theories better than Keller’s ARCS Model; therefore, his model and the strategies he describes for increasing intrinsic motivation will be utilized as a basis for this research project.

In addition, self efficacy and intrinsic motivation are closely intertwined. Self-efficacy beliefs are one of the components that determines if people are motivated to
embark on a certain activity or task and how committed they will be to seeing it through. Everyone experiences difficulties at times and how they attribute these difficulties impacts how motivated they are to continue in a particular endeavor. If people attribute it to the fact that they just don’t have the ability (i.e., they have low self efficacy beliefs), then they usually give up; however, if they attribute it to insufficient effort or adverse situational conditions, they usually try harder and persevere.
Chapter 3

METHODS

The methodology discussion for this research project is comprised of three major components, including: identifying strategies that may increase intrinsic motivation and/or self-efficacy, testing of the strategies to determine if they have increased the intrinsic motivation and/or self-efficacy of participants, and determining what information to include in a handbook of strategies and effective practices to increase intrinsic motivation and self-efficacy within a one to two day training session. Following is the description of the methods that were utilized to achieve each of these components.

Component 1: Identifying Strategies

Two primary methods were utilized to identify strategies for increasing intrinsic motivation and self-efficacy in participants attending a one or two day training. First, potential strategies were identified from the literature review. Second, interviews were conducted with other trainers to ascertain, which strategies they utilize in their training sessions.

When reviewing the literature, it was found that the most comprehensive listing of potential strategies to increase intrinsic motivation and self-efficacy beliefs were provided by Wlodkowski. When other researchers mentioned specific strategies, those strategies were found to be included in Wlodkowski’s listing. His listing is comprised of 60 different strategies. Appendix A contains a table that lists all of these strategies. As
these 60 strategies represent the most comprehensive listing, they were used as the foundation of this research project.

Wlodkowski identified these strategies as a resource for anyone who provides instruction to adults, either in academic settings or in business settings. He acknowledges that not all of the strategies are ideal in all circumstances and that the instructor or trainer can select from among them based on how well the strategies apply to the content presented and the learning situation (1999). Part of the purpose of this research project is to provide trainers with only those strategies that would be ideal in the one to two day training session; therefore, strategies that require a longer timeframe to implement are excluded from the resulting handbook.

The writer of this research project did not want to rely solely on her own subjective beliefs of what could be accomplished in a training of that timeframe; therefore, qualitative interviews were conducted with other trainers to determine what strategies they utilized in their training sessions. A qualitative interview process was selected, since it is more conversational in nature and allows for a set of topics to be discussed in depth, as opposed to a more quantitative survey method (Babbie, 2004).

The interview questionnaire that was utilized consisted of two different sections. The first section consisted of four questions designed to determine the background of the trainer (i.e., how long they had been training, what types of training they currently provide or have provided in the past, and if they have received any formal instruction on adult learning theory). Following is a listing of the questions that comprised the first section:

1. How long have you been providing training or instruction?
2. Currently, what types of training do you provide?

3. What (if any) other types of training have you provided in the past?

4. Have you taken any classes, obtained in certifications, or attended any trainings regarding adult learning or training?
   a. If yes, what types?
   b. Did they cover adult learning theory?

The second section consisted of four questions regarding strategies that they employ in preparing and delivering training to increase participants’ intrinsic motivation and self-efficacy beliefs. These questions were utilized as a guide to ensure that all of the topics were covered; however, since a qualitative interview process was utilized, not all of the questions were asked if the information had already been provided and additional questions were asked if clarification was required. Following is a listing of the questions that comprised the second section:

5. When preparing for training sessions, what strategies do you utilize to address motivation and/or self-efficacy beliefs of participants?

6. During a training session, what strategies do you implement to increase motivation and/or self-efficacy beliefs?

7. What strategies do you use if participants appear to lack motivation?

8. What strategies do you use if participants appear to lack confidence in their abilities?

These interviews were conducted with the top ranking trainers at New Horizons Computer Learning Centers of Colorado, which is where this writer is employed. All of the trainers at New Horizons are ranked on the basis of post-event evaluation scores
received from participants in the training sessions. These scores relate to how satisfied
the participants are with the training sessions and so those trainers with the highest scores
have the most satisfied participants. It was felt that these instructors would be the best at
increasing intrinsic motivation and self-efficacy beliefs within training participants. The
top five ranking instructors were confirmed with the training supervisor and the top four
were interviewed (the writer of this research project was the fifth ranked trainer).
Currently, there are twelve application instructors working at the Colorado locations of
New Horizons.

Originally, it was planned that interviews would also be conducted with other
corporate trainers that were members of ASTD (American Society for Training and
Development), since the writer has a membership to this organization. However, given
time limitations, these interviews did not occur.

The IRB (Institutional Review Board) approved the interviewing process prior to
any interviews being conducted. No negative impacts to the interviewees were
anticipated through their participation in the interview process. One side effect that may
arise in the interviewees is that they may reflect in more depth upon their current
instructional practices, which may cause them to make improvements or revisions;
however, this would be a beneficial side effect. In addition, given the nature of this
study, it should not impact the results, since they are not part of the testing segment of
this project.

These interviews were recorded, with the permission of the interviewees, to
ensure that none of their responses were missed. It was hypothesized that most of the
trainers did not have a lot of exposure to adult learning theory; therefore, a definition
handout was provided to the interviewees before the second section of questions were asked. After conducting the first interview, it was decided to show the interviewees Wlodkowski’s 60 strategies to ensure that they did not forget any strategies that they utilized. In an attempt to keep the results unbiased, this table was shown to the interviewees after all the questions were asked to ensure that they did not forget a strategy that they employ. Appendix B of this research project contains the following information related to these interviews: the email message inviting the interviewee to participate, interview questionnaire, definition handout given to participants, and the transcribed interviews.

After the interviews were transcribed, they were reviewed so that the strategies could be classified and grouped into the most frequently used strategies. This information was then used to determine which strategies were tested.

Component 2: Testing Strategies

The second component of this research project is the testing of strategies. Many of the strategies that were identified during the first component are ones that are regularly included as part of the training sessions. For example introductions are always included. For this component, strategies that were hypothesized would work in a one to two day training session and that the researcher was not previously implementing or implementing fully were tested. Following are the strategies that were tested (please note that the number refers to strategy number assigned by Wlodkowski):

#7 Emphasize the human purpose of what is being learned and its relationship to the learners’ personal lives and contemporary situations (at the beginning of learning activities).
Introduce, connect, and end learning activities attractively and clearly. Use critical questions to stimulate learner engagement and challenge. Provide effective feedback.

Each of these strategies was implemented for one week during the month of October 2005. Participant post-event evaluations were utilized to track the overall success of each strategy. These evaluations are collected at the end of each class and generally completed online. The results of these evaluations are available to instructors for the classes that they taught. As an instructor at New Horizons, the researcher has access to her scores going back to when she was hired. These evaluation scores will be compared to the average scores received, since the beginning of the year (i.e., the previous 9 months’ averages).

During the months of June and July, the participant evaluation form was modified. For evaluations completed online the new form was implemented towards the end of June; paper evaluations are sometimes utilized for onsite classes and these did not get converted until the month of July. This is important to note, since almost all of the instructors’ evaluation scores have gone down as part of adopting the new form. Therefore, particular attention was paid to how the evaluation scores changed in comparison to the average evaluation scores for the months of July, August, and September 2005. The overall averages for the entire evaluation and for the instructor’s section were compared.

Appendix C of this research project contains both participant evaluation forms. The first one is the one currently utilized and the second one is the one utilized for the beginning part of 2005.
In addition, the writer completed a Post-Class Self Evaluation Form on each of the classes during the testing phase. The purpose of this form was to note any extenuating circumstances that could impact the evaluation results. These forms were completed prior to pulling the evaluation results from the computerized evaluation system. These completed forms can be found in Appendix D of this research project.

Component 3: Determining What to Include in Handbook

Determining what to include in the handbook was one of the more difficult components of this research project. It is important that the information contained in the handbook is concise and pertinent to other trainers; otherwise, they will not utilize it. This needs to be balanced with the fact that many trainers are experts in an area and therefore have been selected to provide training and have little to no knowledge of adult learning concepts and theories. If a trainer does not understand the reasoning for implementing the identified strategies, then they are less likely to incorporate them into their training practice.

Caffarella’s Model of Program Planning was utilized to determine what items should be included in the final handbook. Although this model was created for developing training and educational programs, there are similarities between instructional planning and handbook creation. Caffarella’s Model is an interactive 12-component model. For the purposes of this research project, the following components will be utilized:

- Discerning the context: “human, organizational, and environmental factors that affect decisions planners make about programs” (Caffarella, 2002, p. 59).

In the case of the handbook, the main context falls under environmental
factors and the fact that the strategies included have to work in the one to two day training session.

- Developing program objectives: determining what people who utilize this handbook are expected to learn.

- Designing instructional plans: selecting and organizing the content that is relevant to achieve the desired objectives (2002).

Chapter Summary

This research project consists of the following components: identification of strategies for increasing intrinsic motivation and self-efficacy, testing of strategies in an attempt to measure their effectiveness, and determinations made of what information to include in the handbook. Qualitative methods will be utilized to identify strategies; however, there will be a quantitative component to the testing of the strategies, since the participants rate their experience on a 9-point scale. This enabled the researcher to compare averages prior to the testing to averages obtained during the testing period. In the next chapter the results of this research project will be reviewed.
Chapter 4

RESULTS

This results chapter is comprised of three main sections, which tie to the three major components of this research project. First, the results of the qualitative interviews will be presented, which will summarize the types of strategies that the trainers interviewed engage in to increase intrinsic motivation and self-efficacy beliefs of the training participants. Second, the results of the strategies tested will be outlined. Third, the handbook that was created as part of this research project will be presented.

Component One: Interviews

A total of four qualitative interviews were conducted with the top instructors at New Horizons Computer Learning Centers of Colorado. As discussed in Chapter 3, these interviews were recorded and transcribed. The transcribed interviews were then reviewed, so that the strategies that the instructors utilized could then be classified and grouped into the strategies identified by Wlodkowski. The transcribed interviews are included in Appendix B.

From the first section of the interview questions, which pertained to the instructors background there were a couple notable items. The trainers’ experience in providing training ranged from 7 to 14 years, with two instructors having 11 years experience. The other thing was only two instructors had received instruction in adult learning theory as part of their formal education and one additional instructor had attended two different seminars on training principles.
The below table summarizes the strategies identified by the interviewed trainers during the second part of the interviews. The first column contains the corresponding Wlodkowski strategy number and a brief description of what aspects the trainer(s) were utilizing of that strategy. The four remaining columns each represent one of the trainers interviewed. The instructors are listed in the order in which the interviews were conducted. If an “x” is placed in their column that means that they mentioned utilizing that strategy.

### Table 1: Strategies Identified During Interviews

<table>
<thead>
<tr>
<th>Strategies Utilized:</th>
<th>Trainer 1</th>
<th>Trainer 2</th>
<th>Trainer 3</th>
<th>Trainer 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Introductions</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>7: Human purpose of learning</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>9: Ground Rules -- Norms</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>11: Common interest/language</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>16: Confront erroneous beliefs/expectations</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>17: Scaffold learning -- easier to complex</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>18: Encourage learners</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>24: Expectation of practice &amp; time</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>31: Frequent response opportunities</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>34: Intro, connect, end learning activities</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>38: Humor</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>40: Use analogies/examples/metaphors</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>42: Critical questions</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>43: Relevant problems</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>48: Effective feedback</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>52: Adults demonstrate knowledge</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>56: Praise learners</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>60: Positive closure</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

After identifying strategies through the literature review and conducting and analyzing qualitative interviews with instructors, it was time to implement the testing of strategies. The following section discusses this testing and its results.
Component 2: Testing Results

Of the strategies identified through the interview process four of the strategies were ones that this researcher felt that she could utilize more fully during training sessions. Each of the following strategies was tested for one week during the month of October 2005:

#7 Emphasize the human purpose of what is being learned and its relationship to the learners’ personal lives and contemporary situations (at the beginning of learning activities).

#34 Introduce, connect, and end learning activities attractively and clearly.

#48 Provide effective feedback.

#42 Use critical questions to stimulate learner engagement and challenge.

The above listing is placed in the order in which these strategies were tested.

As discussed in the previous chapter, to determine if the strategy was successful in increasing intrinsic motivation and self-efficacy beliefs the post-event evaluation scores for the testing weeks were compared with prior months’ average evaluation scores, which have been tracked, since the beginning of this year for this research project. In June 2005, New Horizons adopted a new post-event evaluation form; the impact of this change will be further discussed in Chapter 5. The following table summarizes post-event evaluation information for January 2005 – October 2005. The table consists of the following information: the monthly averages for the overall evaluation scores for all categories combined, the instructor only scores, the total number of evaluations collected for each month, the number of classes taught each month, and an average class size.
Table 2: Evaluation Scores for 1/05 - 10/05

<table>
<thead>
<tr>
<th>Type</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct 1 - 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>8.49</td>
<td>8.56</td>
<td>8.46</td>
<td>8.55</td>
<td>8.44</td>
<td>8.51</td>
<td>8.44</td>
<td>8.23</td>
<td>8.33</td>
<td>8.4</td>
</tr>
<tr>
<td>Instructor</td>
<td>8.61</td>
<td>8.74</td>
<td>8.63</td>
<td>8.72</td>
<td>8.58</td>
<td>8.67</td>
<td>8.61</td>
<td>8.4</td>
<td>8.55</td>
<td>8.63</td>
</tr>
<tr>
<td># Evals</td>
<td>57</td>
<td>156</td>
<td>162</td>
<td>112</td>
<td>153</td>
<td>125</td>
<td>95</td>
<td>148</td>
<td>133</td>
<td>161</td>
</tr>
<tr>
<td># Classes</td>
<td>11</td>
<td>16</td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>15</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Avg Size</td>
<td>5.18</td>
<td>9.75</td>
<td>11.57</td>
<td>9.33</td>
<td>11.77</td>
<td>8.33</td>
<td>8.64</td>
<td>11.38</td>
<td>8.31</td>
<td>12.38</td>
</tr>
</tbody>
</table>

Note: Gray highlighted months were using the old evaluation form

This table reflects that post-event scores utilizing the old evaluation form were generally higher than the scores reported since the new evaluation form was adopted. Closer attention will be paid to the results for the months utilizing the new evaluation form.

The instructor only portion score or 8.63 for October 2005 reflects an increase over the months of July through September. The increase over the month of July is a modest .02; however, the increase over August and September are a somewhat more significant .23 and .08, respectively. When comparing to the first six months’ scores, it is lower than three months: February, April, and June; it is higher than January and May and ties with the average for March.

The overall score for October 2005 of 8.4 is higher than August and September 2005, but still lower than the score for July of 8.44. The overall score received in October 2005 is lower than any of the overall scores received in the first six months.

It is notable that the average class size was higher in October than any other month this year. This average class size was calculated based on the number of evaluations received in a given month divided by the number of classes taught. According to the training supervisor at New Horizons, this is a typical occurrence for the
months of October and November each year. With the exception of January 2005, it seems that months with average class sizes of less than 10 are somewhat higher in the evaluation scores.

Following are two charts reflecting the evaluation scores overall and the instructor only portion. The first is a line chart presenting the information for January – October 2005. The second is a bar chart reflecting only July – October 2005 (the months utilizing the new evaluation form).

**Figure 1: Line Chart 2005 Scores**
The following table summarizes the classes taught during the month of October. The table provides the following information: the strategy applied to each class, class date, class name, number of evaluations completed, and the average evaluation scores for the instructor only portion and the overall average for the post-event evaluations. For more detailed information regarding each class, please refer to Appendix D, which contains the Post-Instructor Self Evaluation forms. These forms were utilized to capture the researchers impressions regarding how the class went and any special circumstances that may have impacted the satisfaction of the participants and thereby the post-event evaluation scores.
Table 3: October Testing Results

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Name</th>
<th># Evals</th>
<th>Instructor</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/3/2005</td>
<td>Custom Outlook</td>
<td>19</td>
<td>8.62</td>
<td>8.29</td>
</tr>
<tr>
<td>10/5/2005</td>
<td>Dreamweaver L1</td>
<td>15</td>
<td>8.88</td>
<td>8.71</td>
</tr>
<tr>
<td>10/6/2005</td>
<td>Custom Outlook</td>
<td>18</td>
<td>8.79</td>
<td>8.57</td>
</tr>
<tr>
<td></td>
<td><strong>Week 1 totals:</strong></td>
<td><strong>52</strong></td>
<td><strong>8.75</strong></td>
<td><strong>8.51</strong></td>
</tr>
<tr>
<td>10/10/2005</td>
<td>Visio</td>
<td>8</td>
<td>8.65</td>
<td>8.04</td>
</tr>
<tr>
<td>10/11/2005</td>
<td>Custom PowerPoint</td>
<td>9</td>
<td>8.98</td>
<td>8.85</td>
</tr>
<tr>
<td>10/13/2005</td>
<td>Custom Access L1</td>
<td>11</td>
<td>8.29</td>
<td>7.99</td>
</tr>
<tr>
<td>10/14/2005</td>
<td>Custom Outlook</td>
<td>16</td>
<td>8.55</td>
<td>8.23</td>
</tr>
<tr>
<td></td>
<td><strong>Week 2 totals:</strong></td>
<td><strong>44</strong></td>
<td><strong>8.61</strong></td>
<td><strong>8.26</strong></td>
</tr>
<tr>
<td>10/18/2005</td>
<td>Access</td>
<td>10</td>
<td>8.67</td>
<td>8.51</td>
</tr>
<tr>
<td>10/21/2005</td>
<td>CSS</td>
<td>11</td>
<td>8.71</td>
<td>8.37</td>
</tr>
<tr>
<td>10/22/2005</td>
<td>Word L2</td>
<td>8</td>
<td>8.6</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td><strong>Week 3 totals:</strong></td>
<td><strong>29</strong></td>
<td><strong>8.67</strong></td>
<td><strong>8.4</strong></td>
</tr>
<tr>
<td>10/24/2005</td>
<td>Outlook L2</td>
<td>17</td>
<td>8.33</td>
<td>8.22</td>
</tr>
<tr>
<td>10/26/2005</td>
<td>Outlook L1</td>
<td>16</td>
<td>8.54</td>
<td>8.54</td>
</tr>
<tr>
<td>10/27/2005</td>
<td>Word L1</td>
<td>3</td>
<td>9</td>
<td>8.79</td>
</tr>
<tr>
<td></td>
<td><strong>Week 4 totals:</strong></td>
<td><strong>36</strong></td>
<td><strong>8.48</strong></td>
<td><strong>8.42</strong></td>
</tr>
</tbody>
</table>

* Totals for instructor and overall scores are weighted averages.

The strategies tested in week 1 and week 3 were successful in increasing the instructor only portion to above 8.61, which was the highest monthly instructor only score, since the changeover to the new evaluation scores. Only the strategy tested in week 1 was successful in increasing the overall evaluation score above the previous high score on the new evaluation form obtained in July 2005 of 8.44. When compared to August and September 2005, which received overall evaluation scores of 8.23 and 8.33
respectively, then only one of the strategies, the one tested in week 2, was unsuccessful in increasing the overall evaluation scores.

**Component 3: Handbook**

The main purpose for this research project is the development of a handbook for corporate trainers pertaining to intrinsic motivation and self-efficacy beliefs. In an attempt to make this handbook something that could be utilized by the researcher and other corporate trainers in the future, it is contained in Appendix E. In addition, in the handbook, less formal writing was employed in an attempt to make it easily readable and accessible to other trainers that may want to utilize it.

**Chapter Summary**

In this chapter, the results for this research project are presented, which consist of an analysis of the interviews, the results of the strategy testing, and the handbook outlining the strategies for increasing intrinsic motivation and self-efficacy beliefs of participants in a one to two day training session. The results of the strategy testing reflect an increase in the instructor only scores for most weeks and for the average received in October. The overall scores received are not as conclusive; however, the average for October was higher than the overall average received in August and September. In the next chapter these results will be interpreted and the limitations of this project will be addressed.
This chapter consists of a discussion of each of the main components of this research project: the qualitative interviews, strategy testing, and the creation of the handbook. This discussion will include interpretation of the results, limitations that exist in this research project, and opportunities for additional research indicated by this project.

Component One: Interviews

It was felt that qualitative interviews would be the most thorough method of determining strategies utilized by trainers to increase participants’ intrinsic motivation and self efficacy beliefs. The researcher anticipated that the trainers interviewed might have very little exposure to adult learning theory; therefore, the conversational nature of qualitative interviews allows for more of an exploration of strategies that the interviewed trainers utilize.

This section will consist of the following areas: discussion of the interview results, limitations of the interviews, and opportunities for additional research indicated by the interviews.

Discussion of the Results

Overall, the responses of the interviewed trainers were not surprising to this researcher. The responses to the experience section, in particular to the fourth question, supported the fact that often trainers have little to no formal training in adult learning theories and training practices. Of the four instructors interviewed, two had received
formal education in adult learning theory. One of the instructors stated that she had not
attended any seminars or classes on adult learning or training. The remaining instructor
stated that he had attended two training sessions, but had mainly learned through trial and
error. Half of the instructors stipulated that they had received little or no formal training
in providing training and adult learning theories.

It was somewhat a surprise that only half of the instructors mentioned
introductions as one of the strategies that they utilized to increase intrinsic motivation of
participants. New Horizons requires that all instructors complete introductions at the
beginning of every training session. Only one of the instructors really stressed the
importance of introductions in setting the tone and mentioned that when she did not give
it due attention that the whole training did not seem to go as smoothly. It could be that
the other two instructors did not mention introductions, since they have come to take that
as a given for all trainings.

Limitations of Interviews

The interview component of this research project has several limitations. First the
interview sample was very small and all were employees of New Horizons; therefore, the
sample cannot be considered representative of all corporate trainers. Second, the
researcher’s inexperience in conducting qualitative interviews may have reduced the
effectiveness of the interview process. Following is a more in depth discussion of these
limitations.

Originally, the researcher planned to conduct interviews with trainers, who were
members of the local ASTD chapter in addition to the interviews conducted with her
coworkers. Due to time constraints, the interviews with ASTD members were not
conducted. This resulted in a very small sample size and even more importantly meant that all of the interviewees worked for New Horizons. New Horizons is a company that provides computer training to individuals and to companies. Since training participants work for other companies, there is a different relationship than the relationship that corporate trainers who provide training within their own companies experience. Two of the interviewees, Trainer 2 and Trainer 4, both acknowledged that there were differences in their approach towards motivation than if they were working somewhere else. It makes sense that when providing training internally within your own organization, trainers would be more invested in the participants fully learning and engaging with the material.

In addition, all of the trainers currently provide software application trainings which may result in some strategies not being utilized due to the nature of the skills being instructed. All of the trainers had experience in providing other types of training in the past; however, they may not have thought of strategies that they had not used for awhile. Two of the instructors have been at New Horizons for over five years and the other two have been there for over a year.

Another limitation of the interview process was this researcher’s inexperience in conducting qualitative interviews. According to Babbie, “the respondent does most of the talking. If you’re [the interviewer] talking more than 5 percent of the time, that’s probably too much” (2004, p. 300). This was something that the researcher got better at during the process; however, during the first one or two interviews, she spoke more than recommended.
In addition, the researcher felt her inexperience during the analysis of the transcribed interviews, since this was a subjective process. The analysis consisted of assigning strategies mentioned by the interviewed instructors to one of Wlodkowski’s 60 identified strategies. The researcher reviewed the transcribed interviews and took the terminology utilized by the instructors and determining which Wlodkowski strategy or strategies best defined the strategies they used. Babbie states, “Open-ended responses must be coded … this coding process often requires that the researcher interpret the meaning of responses, opening the possibility of misunderstanding and researcher bias” (2004, p. 245).

Opportunities for Additional Research

The limitations of the interview portion of this research project point to possible opportunities for additional research. These opportunities would include conducting research over a larger sample of trainers and different types of training scenarios. Different training scenarios could include different types of skills and knowledge training beyond computer skills training and also training conducted in-house (or internally) within companies versus those provided by third party training vendors. This research could include surveys, interviews, and/or observation of actual training sessions.

Component 2: Strategy Testing

During the strategy testing, four strategies were tested for one week each during October 2005. The post-event evaluation scores were then compared to previous months’ average post-event evaluation scores to determine if there was an increase. The purpose of these post-event evaluation forms is to measure the training participants’ satisfaction
with the training; therefore, they can be considered a measurement of participants’ motivation.

This section consists of a discussion of the results of the strategy testing, limitations of this testing, and opportunities for additional research.

Discussion of the Results

As discussed in Chapter 4, the average evaluation scores for the October 2005 were 8.63 in the instructor only questions and 8.4 on the overall evaluation scores (i.e., average of all sections). The instructor only score reflects an increase over July, August, and September 2005, which are the months that utilize the new evaluation form. The overall score for October is higher then August and September, but is slightly lower than the month of July 2005.

When looking at the weekly averages for the month of October, the strategies tested could be ranked in the following order based on their success in increasing the evaluation scores:

1. Week 1: Emphasize human purpose of what is learned
   Instructor Only: 8.75 Overall: 8.51
2. Week 3: Provide effective feedback
   Instructor Only: 8.67 Overall 8.40
3. Week 2: Introduce, connect and end learning activities attractively
   Instructor Only: 8.71 Overall 8.26
4. Week 4: Use critical questions to stimulate learner engagement
   Instructor Only: 8.48 Overall 8.42
The above order is based on the instructor only portion. If ranking by the overall evaluation score, then Week 4 would be ranked second and Week 3 and 2 would be bumped down to the third and fourth place, respectively.

However, this researcher does not feel that these results are conclusive. There are additional factors that can impact the evaluation scores. The class size seems to be an indicator of higher or lower evaluation scores (i.e., smaller average class sizes typically reflect higher evaluation scores). New Horizons also offers custom classes to clients where additional topics can be added, topics can be eliminated, or the time spent on topics/class can be reduced. For example, in Week 2, three of the four classes were custom classes, which may negatively have impacted the evaluation scores. The custom PowerPoint class still reflects higher evaluation scores, which could be due to the fact that it is a class frequently taught by the researcher; therefore, it is easier to customize the class to the client company. The lowest scoring class of Week 2 was a custom Access Level 1 class, which represented a third teach of the class for the researcher and was to be completed in one day versus the standard two allotted for that class. In addition, although the Visio class was not a custom class, it was a private class conducted for a client company and the expressed that they wished it had been customized to reflect tools that they would utilize frequently in their business. In the next section, additional limitations will be discussed.

*Limitations of Strategy Testing*

Several limitations exist in the testing of strategies. The most significant limitation was the amount of time spent testing the strategies. Ideally, these strategies should have been tested for at least one month each as opposed to one week. By testing
the strategies for a longer period of time, fluctuations in scores due to customization of classes, larger class sizes, and/or instructor’s experience with the information (i.e., classes taught less frequently) would create less of an impact in the average scores.

Another limitation that arose in the strategy testing was that the post-event evaluation form utilized by New Horizons changed the end of June 2005. Since the changeover to the new evaluation form, most of the instructors have experienced a decrease in their evaluation scores. From a review of the evaluation forms, it hypothesized that this reduction in scores is predominantly due to two factors. First, the descriptive language describing the numerical scores has raised the participants’ requirements prior to giving the higher scores. The old evaluation used the terminology “Strongly Agree” and “Strongly Disagree”; the strongly agree spanned over 9 – 7 and strongly disagree spanned over 4 – 1. The new evaluation uses the terminology “Extraordinary/Outstanding” and “Unacceptable/Poor”, with the Extraordinary/Outstanding spanning 9 – 6 (it almost touches 5). Second, the number of questions under the instructor section was reduced from 7 on the old form to 5 on the new form. Since the instructor section typically receives the higher scores than other sections of the form, this has reduced the overall evaluation scores received. Fortunately, this changeover occurred prior to the testing period; however, it did reduce the number of previous months’ evaluation scores that could be compared fairly to the testing month. Comparing evaluation scores for the testing month, October 2005, to evaluation scores for months utilizing the old form (i.e., months prior to July 2005) would be similar to comparing apples and oranges. Appendix C contains both of the New Horizons Post-Event Surveys utilized in 2005.
Lastly, it is somewhat questionable whether the post-event survey utilized for New Horizons is the best measure of motivation and self-efficacy beliefs. None of the questions would truly measure self-efficacy beliefs. Several of the questions could measure the motivation of the participants. However, there is no baseline information on the participants’ motivation and/or self-efficacy beliefs at the beginning of the class; therefore, there is no way to be sure if there has been an increase in individual participants’ motivation due to the strategies utilized by the instructor. By comparing to previous classes post-event evaluation scores, then it can be somewhat concluded if an increase in motivation has occurred; however, the classes covered different classes and had different participants.

**Opportunities for Additional Research**

As mentioned in the limitations section, the length of the testing period was too short. Additional testing could be conducted on the four strategies tested during October 2005. In addition, testing could be done on other strategies as well. Lastly, as mentioned during the discussion of the interview process, research could be conducted for different types of training classes besides computer software applications, since different training content could result in different strategies being ideal.

**Component Three: Creation of Handbook**

The overall purpose of this research project is the creation of a handbook identifying strategies for increasing intrinsic motivation and self-efficacy beliefs in the one to two day corporate training session. Originally, it was thought that the interviews and testing would help to identify strategies that would be successful in training sessions due to their shorter time-frame; in particular, the interviews were hoped to assist with this
identification, since it was hoped that they would be conducted with a broader range of corporate trainers. However, this did not occur due to time constraints (refer to the section on interviews earlier in this chapter). Given the nature of training at New Horizons, (1) that they are a third party provider of training and (2) the classes provided are software application classes, certain strategies are not utilized by instructors employed there. It is felt that several other strategies would be successful in other training environments, so they were included in the handbook.

It was a significant challenge to determine what strategies should be included, since many of the strategies could be utilized somewhat in a training session. In addition, different types of trainings might lend themselves to different strategies. Some of the strategies recommended by Wlodkowski were recombined in an effort to streamline this handbook, so that trainers would be more likely to utilize it. The resultant handbook consists of 35 pages double spaced, so it is hoped to not be of a daunting length. In the handbook, readers are referred to Wlodkowski’s book for additional information and clarification if they are interested in learning more on increasing intrinsic motivation.

Chapter Summary

This chapter discusses the meaning of the results obtained in this research project, the limitations of the research project, and the opportunities for additional research suggested by the research project. Due to the time constraints experienced in the completion of this project, this research project was small in its scope. However, it does indicate several areas for additional research, which include: conducting interviews, surveys or observation of corporate trainers providing a range of different types of training to determine what strategies they utilize to increase intrinsic motivation and
self-efficacy beliefs; and, testing of motivational strategies in a range of different training situations.
REFERENCES


APPENDIX A

Wlodkowski’s Strategies Identified in his Motivational Framework for Culturally Responsive Teaching
<table>
<thead>
<tr>
<th>Motivational Purpose</th>
<th>Motivational Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Motivational Condition: Inclusion (beginning learning activities)</strong></td>
<td></td>
</tr>
</tbody>
</table>
| To engender awareness and feeling of connection among adults. | 1. Allow for introductions.  
2. Provide an opportunity for multidimensional sharing.  
3. Concretely indicate your cooperative intentions to help adults learn.  
4. Share something of value with your adult learners.  
5. Use collaborative and cooperative learning.  
6. Clearly identify the learning objectives and goals for instruction.  
7. Emphasize the human purpose of what is being learned and its relationship to the learners’ personal lives and contemporary situations. |
| To create a climate of respect among adults | 8. Assess learners’ current expectations and needs and their previous experience as it relates to your course or training.  
10. When issuing mandatory assignments or training requirements, give your rationale for these stipulations.  
11. To the degree authentically possible, reflect the language, perspective, and attitudes of adult learners.  
12. Introduce the concepts of comfort zones and learning edges to help learners accommodate more intense emotions during episodes of new learning.  
13. Acknowledge different ways of knowing, different languages, and different levels of knowledge and skill to engender a safe learning environment. |
| **Overall Motivational Condition: Attitude (beginning learning activities)** |
| To build a positive attitude toward the subject. | 14. Eliminate or minimize any negative conditions that surround the subject.  
15. Ensure successful learning with mastery learning conditions.  
16. Positively confront the erroneous beliefs, expectations, and assumptions that may underlie a negative learner attitude.  
17. Use assisted learning to scaffold complex learning. |
<table>
<thead>
<tr>
<th>Motivational Purpose</th>
<th>Motivational Strategy</th>
</tr>
</thead>
</table>
| To develop positive self-concepts for learning | 18. Encourage the learner.  
19. Promote the learner’s personal control of the context of learning.  
20. Help learners accurately attribute their success to their capability, effort, and knowledge.  
21. When learning tasks are suitable to learners’ capability, help learners understand that effort and knowledge can overcome their failures. |
| To establish expectancy for success.        | 22. Make the criteria of assessment as fair and clear as possible.  
23. Use relevant models to demonstrate expected learning.  
25. Use goal-setting methods.  
26. Use contracting methods. |
| To create relevant learning experiences.    | 27. Use the five entry points suggested by multiple intelligences research as ways of learning about a topic or concept.  
28. Make the learning activity an irresistible invitation to learn.  
29. Use the K-W-L strategy to introduce new topics and concepts.  
30. Use brainstorming webs to develop and link new information. |
| Overall Motivational Condition: Meaning (during learning activities) |  
31. Provide frequent response opportunities to all learners on an equitable basis.  
32. Help learners realize their accountability for what they are learning.  
33. Provide variety in personal presentation style, modes of instruction, and learning materials.  
34. Introduce, connect, and end learning activities attractively and clearly.  
35. Selectively use breaks, physical exercises, and energizers. |
| To maintain learners’ attention             | 36. Relate learning to adult interests, concerns, and values.  
37. When possible, clearly state or demonstrate benefits that will result from learning activity.  
38. While instructing, use humor liberally and frequently.  
39. Selectively induce parapathic emotions.  
40. Selectively use examples, analogies, metaphors, and stories.  
41. Use uncertainty, anticipation, and prediction to degree that learners enjoy them with a sense of security. |
<table>
<thead>
<tr>
<th><strong>Motivational Purpose</strong></th>
<th><strong>Motivational Strategy</strong></th>
</tr>
</thead>
</table>
| To develop engagement and challenge with adult learners.                               | 42. Use critical questions to stimulate learner engagement and challenge.  
43. Use relevant problems to facilitate learning.  
44. Use an intriguing problem to make instructional material meaningful.  
45. Use case study methods to enhance meaning.  
46. Use simulations and role playing to enhance meaning with a more realistic context.  
47. Use invention, artistry, imagination, and enactment to render meaning and emotion in learning. |
| **Overall Motivational Condition: Competence (ending learning activities)**              |                                                                                                                                                                                                                          |
| To engender competence with assessment                                                   | 48. Provide effective feedback.  
49. Avoid cultural bias in assessment procedures.  
50. Make assessment tasks and criteria known to learners.  
51. Use authentic performance tasks to enable adults to know that they can proficiently apply what they are learning to their real lives.  
52. Provide opportunities for adults to demonstrate their learning in ways that reflect their strengths and multiple sources of knowing.  
53. When using rubrics, make sure they assess the essential features of performance and are fair, valid, and sufficiently clear so that learners can accurately self-assess.  
54. Use self-assessment methods to improve learning and to provide learners with the opportunity to construct relevant insights and connections. |
| To engender competence with communication.                                              | 55. When necessary, use constructive criticism.  
56. Effectively praise and reward learning.  
57. Acknowledge and affirm the learners’ responsibility and any significant actions or characteristics that contributed to individual or group learning.  
58. Use incentives to develop and maintain adult motivation in learning activities that are initially unappealing but personally valued.  
59. When learning has natural consequences, help learners to be aware of them and their impact.  
60. Provide positive closure at the end of significant units of learning.               |

(Wlodkowski, 1999, p. 294 – 297)
APPENDIX B

Interview Information:

Email Invitation to Participate
Interview Questionnaire
Definition Handout
Transcribed Interviews
Dear Instructor Name,

As part of the requirements for my master’s program, I am completing an applied project to develop a handbook for instructors on strategies to increase training participants’ motivation and self-efficacy beliefs. Most of the existing research in these areas focuses on academic settings, in which the instructors have a longer period of time to work with the participants.

In an attempt to identify those strategies that would be successful in the shorter time frame of a one to two day training session, I plan on conducting interviews with several of my fellow instructors. Your evaluation scores reflect that participants are very satisfied at the end of the training sessions; therefore, I would like the opportunity to interview you.

Attached to this email is a one page definition sheet that provides brief definitions and descriptions relating to my project.

Your assistance would be very helpful to me and I would appreciate it greatly. The interview should take no longer than an hour of your time. I would like to complete the interview portion of my project by the end of September 2005.

Please let me know either way. If you have any questions, feel free to email me or call me at home (303-750-2051). Thank you for your consideration.

Thanks again,
Geraldine
INTERVIEW QUESTIONS

Instructor background:

1. How long have you been providing instruction/training? 

2. Currently, what type(s) of training do you provide? 

3. What (if any) other types of training have you provided in the past? 

4. (a) Have you taken any classes, obtained in certifications, or attended any trainings regarding adult learning or training? 

   (b) If yes, what types? 

   (c) Did they cover adult learning theories? 

At this point, review the definition handout on motivation and self-efficacy with the interviewee. This will ensure a common understanding of the terminology.

Motivation/Self Efficacy:

5. When preparing for training sessions, what strategies do you utilize to address motivation and/or self-efficacy beliefs of participants?
6. During a training session, what strategies do you implement to increase motivation and/or self-efficacy beliefs?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

7. What strategies do you use if participants appear to lack motivation?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

8. What strategies do you use if participants appear to lack confidence in their abilities?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
**Definition Handout**

**Extrinsic motivation** – the provision of external rewards/incentives (i.e., raises, grades, promotions, etc.) to encourage participants/students to learn information, change their behaviors, etc. Another piece of extrinsic motivation can be the avoidance of negative consequences (i.e., disciplinary actions, reprimands, loss of jobs, etc.).

**Intrinsic motivation** – motivation that comes from within the participants/students. Participants are intrinsically motivated when they are curious or desire to understand a topic. When using this orientation towards training, the trainer attempts to create an environment that is supportive to the participants, involves participants in the process, and increases their curiosity or desire to learn the information (Wlodkowski, 1999).

**Self-efficacy** – “beliefs about one’s capabilities to learn or perform behaviors at designated levels” (Bandura, 1986, 1997, as summarized by Schunk, 2003). These self-efficacy beliefs will differ depending on the subject area (i.e., some people have low self-efficacy beliefs surrounding mathematics and high self-efficacy beliefs regarding writing skills).

Wlodkowski created a motivational model, which outlines four essential and interrelated conditions that are required for motivation to occur, which follow:

1. Establishing inclusion: creating a learning atmosphere in which learners and teachers feel respected and connected to one another
2. Developing attitude: creating a favorable disposition toward the learning experience through personal relevance and choice
3. Enhancing meaning: creating challenging, thoughtful learning experiences that include learners’ perspectives and values
4. Engendering competence: creating an understanding that learners are effective in learning something that they value (Wlodkowski, 1999, p. 81).
Interview Date: September 8, 2005

Participant: Sherry

[Note: this interview was not recorded on tape due to technical difficulties. The interviewer took notes during the interview session; however, it may not be as accurate an account, since some things may have been missed.]

Background Information:

I: How long have you been providing instruction or training?

P: About 11 years

I: Currently, what training classes do you provide?

P: The main Microsoft office products, Acrobat, Photoshop, and of the business skills classes Time Management.

I: Prior to coming to New Horizons, what types of training did you provide?

P: I worked coaching women’s college basketball. I conducted training camps and other training sessions.

I: Have you taken any classes or training sessions regarding adult learning or training?

P: Nope, I have just learned what works through trial and error.

I: As part of the email that I sent you asking you to participate in this interview, there was an attachment regarding definitions that I am using for my project. I have also brought it with me, so that you can review it. When preparing for training sessions, what strategies do you utilize to address motivation and/or self-efficacy beliefs of the participants?

P: I want to provide the best product possible, so I'm motivated to re-practice or review everything pertaining to the class the night before. One exception to this is
if I am teaching an Excel class. I have taught enough of them that I feel comfortable without reviewing the materials the night before. As I teach other classes more frequently, I may also feel comfortable not reviewing them the night before.

[Note: At this point, I (the interviewer) realized that the interview subject was answering more as to what motivates her and strategies that she utilizes to ensure her own comfort-level with the material. Therefore, I redirected the question to focus on the participants of the training sessions.]

P: If the user seems uncomfortable with computers, then I assist them a lot throughout the day. If it seems that they are uninterested, I attempt to get them involved. If they seem bored with the material, then I get them to "show-off" their knowledge in an attempt to get them to engage. I also try to connect with them on another subject on a personal level – maybe talk with them about sports some during the break or the like.

I: Are there any other strategies that you use if person seems to lack confidence in their computer abilities?

P: I try to use reinforcement, lots of positive feedback whenever they do something right, even if it is a small thing. Start off with easier exercises, so that they can warm-up mentally. Similar to warm-up exercises prior to a game or practice. Start with the least difficult to the most difficult – usually. There are some exceptions with classes and try to also end the day with something that all participants can succeed at.

I: What strategies do you use if participants appear to lack motivation?
P: Try to get them involved and interacting. Try to get them to think about how they
could apply the skills they are learning to their work and share them with other
classmates. – Often ask the question, "Can you see how you could use this in the
real world?" In the more advanced levels of classes, conduct mini discussions on
how they use the application in their positions.

I: Well, thank you very much for your time.
Interview Date: September 20, 2005
Participant: Rick

I: Thanks for agreeing to the interview. The first couple of questions that I am going
to ask you pertain to what your background in trainings, because there are lots of
different paths that people take to become trainers. So, how long have you been
providing training?

P: Probably … since about 1990.

I: What types of training do you currently provide? I know that you provide software
application trainings, but what specific packages? Also do you do any business
skills classes?

P: Microsoft Applications, most the page layout software applications, windows for
end users. In terms of business skills, I teach the Time Management class.

I: What about the trainings that you provided prior to coming to New Horizons?

P: Well, I have a HR background, so training in ADA, benefits, and facilitation. I still
do a lot of facilitation at church – more like workshops, than classes for skill sets.

I: At any point, have you taken any classes or training sessions in providing training?

P: Majority has just come from experience, I seem to have a knack for providing
training.

I: I think that experience is definitely the best way to build skills in anything. I am
just trying to determine if you have had any exposure to adult learning theories.
Experience is definitely the best teacher, but if have had training in adult learning it
can provide a different way of looking at things.
P: I have had small amount of training in training through a company called Career Track, which is now defunct.

I: Did Career Track look at adult learning theory or more just hands on?

P: More just hands on. Actually church required that I had a weekend course in train the trainer to facilitate. It was really pretty good. The presenters had masters in instructional design or something. There were a lot of concepts provided during the weekend, like how to handle difficult people. I also have been involved with the theatre and it provided me with a lot useful skills for training – like how to keep breathing when in front of people and just be more comfortable.

I: The email that I sent you had an attachment of definitions that I am using for my project, which I have brought with me, as well so you can look at them. Do you have any questions about these definitions?

P: What is the difference between self-efficacy and self-confidence or esteem?

I: They way I look at it is that self-confidence or esteem or more general or broad base whereas self-efficacy more deals with a specific topic area. For instance, I feel fairly confident in the fact that I am intelligent and can learn or accomplish most anything that I attempt; however, I have a low self-efficacy belief surrounding geometry, that stems largely from the fact that it was the first class that I ran into in school that just really floored me and that I wasn't successful at initially. Further aggravating this belief was that the teacher and I didn't get along. Even today, I feel intimidated by geometry – though on one level, I am sure that I could learn it if I really put my mind to it – but I just avoid, which hasn't been hard in my professional life.
I: There is a ton of literature out there on how to increase self efficacy and intrinsic motivation, but most of it pertains to the academic setting, where the instructor has 8 or 15 weeks to influence those beliefs. For my project, I am trying to identify the ways that would work in a one to two day training session. When you are preparing for a training session, do you ever think of how to increase participants’ confidence levels or motivation regarding the training topics?

P: You know this situation with New Horizons, I don’t know if it is really set up for that, because it is not like I give a grade. Or that they are given any kind of proficiency exam to determine how well they learned the information. They are not required to attend the training, although some may feel that they are only there because their boss is requiring it, but for the most part it is voluntary. Some people aren’t happy to be in the class, because they are coming due to a change at work and people don’t like change. So, if that is their attitude it is going to impair their ability to learn the material right off the bat and I can’t control that. I feel that the two ways I control, well three ways, that I control the classroom are infinite patience. Starting off in the morning with making as comfortable an environment as possible – crack a few jokes, have people introduce themselves, being open and friendly, and just setting the tone – and third praising as much as possible.

I: I think those can be very good strategies. Some of those strategies are mentioned by the theorists and authors that I have read on these topics. I have a table that lists different strategies that one of the professors at Regis and one of the main authors that I have read has identified to increase intrinsic motivation. Many of these
strategies wouldn't necessarily translate well to a one or two day training session, which is part of what I am trying to identify with my project.

P: This is another one that I use, trying to keep it relevant to what they do. Try to acknowledge that everybody brings a different set of experiences and allow them to share some of the ways that they use the software.

I: Even acknowledging that is a strategy, because we can learn from our students and they can learn from one another.

P: Of course that can be limited, since we usually only have them in a one day class. In addition, we don't get much choice in the design of the courseware.

I: When you are in the classroom, if you see someone who appears to lack motivation are their any strategies that you use?

P: Well, I would say regarding that I am usually unaware. I know if someone is bored or surfing the web, if they are way ahead of everyone else, if the class is way beneath their skill level. I don’t particularly have the time or the inclination to try to motivate them. They are adults and they are there for a reason. Where I try to help people are for those that denigrate themselves in class. I try to say "no, no, no. Everybody had to learn this, no one is born knowing this and you just need the exposure and time to learn it." Or "I know this is difficult and this process is really step heavy, so if you get lost please stop me immediately and don't expect to be an expert when you leave here today. This is just to get you exposed to a topic, so that you can explore it more on your own." So I do as much as I can to mitigate fear and stress.
I: Yes, people lacking confidence can be easier to address in the time frame that we have than people who aren't motivated.

P: I mean we only have them for 6 maybe 6 ½ hours when you minus out breaks and the like. It is a little better in a two day class, since we get them back on a second day.

I: Well those are the questions that I have for you today.

P: That's it.

I: Yes, that should cover it. Thanks again for your time.
Interview Date: September 26, 2005
Participant: Craig

I: The first few questions that I am going to ask you are more just to get a feel for your background, because I realize that you did things before you came to New Horizons and I don’t even know how long you’ve been there. So, how long have you been providing trainings?

P: Eleven years of which 5 years I have been at New Horizons.

I: I know that you provide software applications trainings, but currently what are the main kinds of trainings that you provide?

P: Mostly Project, Access, Crystal, and relational database tools. A lot of the stuff that I do are high end theory classes not so much practice. In business skills, I do Project Teams, Project Management, and Grammar Skills. The high end theoretical stuff always seem to be where I end up when I do training. I also teach Photoshop occasionally.

I: Prior to come to New Horizons, what kind of training did you do then?

P: I started off as a high school German teacher, predominantly on a substitute basis, since I never got a full time gig while in Scotland. I then flew to the States and worked as a TA [teacher assistant], then went to New York and worked as a German Instructor at a bank and I once did a tutoring gig with Broadway show kids. I made sure that they did their homework and such.

I: Have you ever taken any college classes geared to adult learning or any training sessions in that area?
P: My undergrad years majored in German and had no thoughts to go into teaching, so didn’t have any methodology classes then. After out of school, someone suggested to me that I go get my post-secondary certification, which is a year long class that allows you to get PGCE which allows you to teach in British high schools. This was the first moment that I thought maybe I will go into teaching, still hedging my bet at that point. But I did start to get some learning theories then. I was sort of at a loss after that, because as I mentioned, I was only doing some subbing. A friend of mine suggested that I come over to the States and work as a TA and get a master’s. So that was what I did at University of Nebraska. If you go into languages to a master’s level, it is assumed that you will teach at least some, so I had a semester of learning methodology class. It was okay.

I: As part of the email, there was an attachment on definitions that I am using in my project, which I have brought with me for you to review.

P: Ok. I do a little bit of extrinsic motivation. I tend to talk about job rewards, the prevalence of certain things. If it is an Access class I talk about naming conventions and how LNC is required for many jobs. Make them see the relevance to their live. Relevant, because your jobs will be needing it. The importance of being on top of their data given Sarbanes-Oxley Act.

Anyway regarding intrinsic motivation, I invite participants to ask questions and address as many as possible. Of course, this is after an initial ramp-up period, so that I know my stuff. I feel that taking questions adds a certain vibrancy to the class for both myself and the participants. I also try to bring a certain amount of
background information that adds a certain amount of understanding that you aren’t
going to get from the book. Adds to context of what they are learning.

Self-efficacy, I’m not really good at that area. It is hard for me to tell if they are
getting the information, because the classes I teach predominantly have a lot of
theory and I feel like I am talking all the bloody time. Some people are much better
at this than I am and I envy them their ability to kind of step back. My time scale is
usually so tight, that I never have an enough time. I do try to point out that there is
no way in the time that we have together that they are going to become fully
comfortable with everything and that they are going to have to practice and build
upon the basis of the class, whether they believe it our not. Which is one of the
challenges with teaching adults, you can’t just tell them to do their bloody
homework – you have to explain to them why they will need to practice. I do try to
find analogies that I can use in class, because I truly believe that most knowledge is
something that we already know and just need to re-look at it in a new context.
Analogies and parallels are how I tend to learn, so also how I teach. It tends to be a
very organic approach, so I don’t have to work as hard at it.

I: You have answered questions before I have asked them.

P: Sorry about that.

I: No, it’s great. Just need to see where we are at. While in a training session, if
there is participant who seems uninterested to lack motivation what strategies do
you use?

P: During the break, I try to get them one-on-one and ask them if it is working for
them and if they are getting what they need. At that point, if they say no I really
need this other thing, then I adapt what I am doing to try to bring them back in. If it is that the class is too basic, I let them know when we will be getting to the topics they are interested in – either later that class or in the next level. At that point, I also try to direct question to them to attempt to bring them back in.

I: What if a participant appears to lack confidence in their abilities are there any strategies that you employ?

P: Most the classes I teach are two day classes, but I do teach a couple of three day classes, which used to be a five day class and the amount of time available makes a huge difference in what you can do. There is no point in only have one explanation for anything, you have to have a multitude of different explanations – a number of approaches – and hopefully one of them will make sense to the person. For example if someone is having difficulty understanding relationships, stop thinking about relationships in Access and talk about someone in a video store with multiple movies under their arm and discuss the relationship of the person to the movies. A different context or perspective can often help.

As instructors, I think that we are in a much better place eventually if you had to struggle to learn the topic, because you then are better able to understand what student is going through and provide better explanations. Terminology and vocabulary that we use in computer classes can often be difficult to understand, so try to use different language to explain it.

I don’t know if this really fits in, but often times people have a specific question that they are bringing in from work and they get too wrapped up in it. I am like,
“wait. First you need to get the big picture, then you can apply it to a specific issue at work.”

I: This is a listing of strategies that Wlodkowski brought together as was to increase intrinsic motivation. You have already touched on quite a few of them, but just to jog your memory in case you forgotten any, just take a quick look and let me know if you see any additional ones.

P: I do this one, using relevant models for learning. I also try to provide positive closure at the end.

I: Craig, I really appreciate your taking some time to talk to me today. Thanks so much.

P: Your welcome.
Interview Date: September 27, 2005

Participant: Emily

I: The first couple of questions that I am going to ask you are just to get more of an idea what your background is. How long have you been providing training?

P: Oh boy, started sometime in college. When I went to college, I worked in a multimedia lab and professors would come in when they needed to do something for their classes. We would teach them how to use PowerPoint, design web pages, make slides, videos, projectors. More in small groups – one-on-one are just a couple. I was in charge later of training the new people in technology services department and those groups were somewhat larger. Then after college, I was an asp and cold fusion developer on a consulting basis and then I would need to train them on what I created. Again a fairly small group, usually no larger than 5 people. I didn’t start training larger groups until after that when I worked for a nonprofit for a year when I provided free technology trainings. Those groups got fairly large, since they were free.

I: Backing up just for a moment, approximately how many years does that mean?

P: 7 ½ or 8 years

I: Currently what trainings do you do?

P: All Microsoft Programs, Dreamweaver up through level 3, Photoshop, FileMaker, HTML.

I: Some of the classes you teach are a little more on the technical and theory side, like Dreamweaver and Photoshop.

P: Well yeah, but it largely depends on how you teach it.
I: So it sounds like even prior to New Horizons most of your trainings have been technology related. Have you taught any other types of classes?

P: Yes definitely technology related. When I first was going to college, I was planning on being a physician assistant, but I loved my job at the multi-media lab so much that I changed my degree to computer science. I’ve always liked technology. I got my masters in multi-media technology, because I liked my job, so it all kind of stemmed off that stupid job in college.

I: Have you ever attend any trainings or classes where the focus was on providing training?

P: Obviously, not through New Horizons, since we don’t do any of that. The only thing I really did was in my master’s program we were learning different software programs, like authorware, that were for creating computer based trainings, so we would learn the theories behind computer based training, adult learning theory, instructional design, blah-blah-blah.

I: So you did learn some adult learning theory?

P: I did, but do I remember any of it? I never really applied it really since left school. I was formally trained in it, that’s how I describe it on my resume.

I: So at this point we are going to switch to the questions that more pertain to my project. Here is a handout of definitions that I am using in my project. So in this next segment, I am going to ask you questions about the things that you are aware that you do that deal with those definitions and then I will give you a chance to look at the 60 strategies that Wlodkowski determined so that you can see if there were any things that you forgot to mention.
P: Okay

I: So, when you are preparing for a class, are there any kinds of things that you do so that you can make people feel more motivated about this topic or increase their comfort level if it is something more complicated or even for beginning level classes if there is someone who is new to computers?

P: When I prep, anymore my prepping is just horrible. The more I’ve taught the more I haven’t focused on those kind of things when prepping and just let them happen during training. So anymore I just focus on learning the software. I’m training so often, so don’t think a lot about it. But I am trying to think what I did when I first started.

Things I tend to think about is if something is harder, I tend to plan for more time, so that they can practice. Like, in level 1 Excel, I used to not allow enough time for formulas and functions and people will just hate you for it. I look for things for items that are relevant. Often times there are things in the courseware that are irrelevant, that I wouldn’t even want to say out loud, like the segment on creating web pages in Word. I also try to add any things that I have learned that are useful that aren’t necessarily included – some wow factor things.

I think in general, in terms of making people feel comfortable, introductions are very important. I usually spend a good portion of time on introductions not only tell them about myself, but tell them about the 5 rules that I have – like to turn off cell phones/pagers, where the bathrooms are and I try to make them humorous. I try to stress to them that this is how the class is going to be, we are going to laugh,
be goofy, be comfortable. I find that if I don’t do that people are very cold and rigid. Sometimes they are anyway, but certainly if I don’t do that. One of my friends she hates training, but she has to do it for her job every once and awhile, was mentioning that everyone hated her. I asked her what she did at the beginning and she was like “I just started training”. I was like you can’t do that, you have to present yourself. People know that after I presented my five goofy things with humor, they know I am funny and laid back. It helps set the tone for the class.

I: I think that is an important part, because although we all do introductions in the morning, we do them differently and it does set a different tone.

P: I think that they are judging you at the beginning of the class and if you don’t gain their respect or increase their comfort you can loose them. Think it is important to set my expectations of the class, which are often times lower than what they think.

I: I think that sometimes people have depending on their past experiences that they had in school and how far they went they often have different expectations. Most the classes I had in undergrad the instructor was the fount of all knowledge and there wasn’t really any discussions and the instructors were above the student. In my master’s program, it has been totally the opposite, but often times people bring those other beliefs to class. Often time [they] feel that they shouldn’t ask questions or interrupt the instructor.

I: Specifically, we have already talked some about what you do to prepare and during class, but what do you do if there is one or two students in class that just seem to be totally unmotivated, uninterested? Do you implement any strategies?
P: That’s hard, because at New Horizons I kind of take the attitude that you paid, or someone paid for you to be in this class and if you aren’t going to pay attention, I don’t care. Unfortunately, even though I think that in my mind, I really do care. It depends, sometimes I can be I really don’t care, particularly if it is a larger class, because I don’t have time. But I really want them to learn and I really want them to like me. I joke about everything, I am a big joker, so I tend to use humor as my first resort with anything. If the class is just looking like whatever, like cut, copy, paste often times isn’t needed in a class, so I tend to just zoom over it or here is the quirky things you need to know. I speed up topics if they seem to know them. I often change topics if people are interested in them assuming that I have time to cover them.

Hard to make myself care too much. If I have 15 people in class and 2 aren’t motivated, then I am not going to worry about them, because don’t have time or energy. Don’t feel like it is my job at New Horizons to make them want to learn. Now if it is the whole class that seems uninterested, then I will employ the strategies I mentioned before.

I: I understand what you are saying. When I think about my project, I think that it is more applicable when you are working for a particular corporation’s training department and provide training to their staff. As you mentioned, the participants or their company paid for them to come to the training for some hope for goal. When you do training at one company, then its your company’s dollars that are providing the training and you are invested in making sure that the goals are met and are hoping to engender change in your staff. Whereas, we are an outside
vendor and someone else is paying and we don’t even know what their hopes are in
sending them to this class.

P: I tend not call on specific people when ask questions at New Horizons, because I
figure it is their choice to participate. But, when I worked for other places, I would
call on specific people, because I knew the people, I knew their background and
why they were taking the class. At New Horizons, we get such an array and even if
we do go out to a business we don’t have the time to figure out what they do and
how they use the software.

I: What if you have a participant that is struggling or they are down on themselves and
don’t think that they can learn the material – often times our older students don’t
feel comfortable with computers – what do you do?

P: I tend to again to use humor. I use “stupid computer”. I stress that I didn’t learn
my computer skills overnight and that it will take them time. If it seems like a
whole class is struggling, then I really stress what the expectations for a computer
training class should be. “If you think that you are going to walk out of a one or
two day training and expert on the software, then you are going to be disappointed.
My job as a trainer to teach you enough, so that you can go and practice it.” I don’t
always bring it up, but do if they seem to feel it. Also talk about our retake policy.
Stress that need to practice what we talk about in class after the class.

I: I particularly think that is important if they are coming to a Dreamweaver class,
because often times participants’ ultimate goal is to create wonderful, interactive
web pages. So, I tell them well this is a great starting place and you will learn some
great foundational information over the next two days, but to reach your ultimate
goal, you are going to have to learn additional information through our classes or own your own and have to practice with it a lot.

I: Well, you actually have already mentioned a lot of things that Wlodkowski’s strategies address, but I realize that you have come into this interview cold, so go ahead and look at these strategies and see if there are any additional ones that you use and just haven’t mentioned.

P: this is hard. I use a lot of things if there is time, but sometimes use them.

I: I understand. If you were to read Wlodkowski’s whole book, he isn’t suggesting that all strategies be employed in every class or training session. He gives a variety and then you can plan to use the ones appropriate to the information and time frame. Also have to remember that he is a college professor, so he often has more time to interact with the students.

P: I definitely use encouragement. I also teach English as a second language classes. In those classes, I talk a lot less and then solicit them to respond. The idea is to get them talking. I end lessons attractively and clearly – I always try to end on a wow. I also use lots of praise. They all make sense, but in New Horizons environment they aren’t all possible. I guess I use all of them but on a pretty superficial level.

I: Well that’s it. I really appreciate your time.

P: No problem.
APPENDIX C

New Horizons Post-Event Survey – Applications
New Evaluation

Instructor Name: __________________________ Course: _______________________ End Date:________________

Student Name: ______________________________ Student E-mail Address:_________________________________

Company ________________________________________ Job Role: ______________________________________

The quality of your experience is very important to us and your comments are an integral part of our quality control.
Please take a moment to provide us with your observations. Thank you.

1. What was your main objective for completing this training?
   - □ Solve a particular problem
   - □ Prepare for a new product deployment or software upgrade
   - □ Build new skills and knowledge (not related to a new software deployment)
   - □ Prepare for a certification exam
   - □ Better understand products before purchasing new software
   - □ Prepare for a career change
   - □ Other (please specify) ___________________________

2. How would you rate this training on the following dimensions?

Classroom
- Quality of the classroom environment
- Performance of the technology used in the classroom (hardware/software)

Instructor
- Instructor’s knowledge of the subject matter
- Instructor’s response to questions
- Instructor’s ability to provide real world experiences and examples
- Instructor’s presentation skills
- Instructor’s overall performance

Training Content
- Clarity of the training content
- Flow of the training content
- Depth of the training content
- Effectiveness of the exercises in reinforcing the knowledge/skills learned
- Relevance of the exercises to real world situations
- Time dedicated to activities such as discussions, practices, and exercises (as opposed to lecture)
- Language quality of the courseware (grammar, terminology, style)

How would you change the training content to improve your learning experience?
_________________________________

Other training content comments (if any)
_________________________________________________________________

3. How would you rate this training on the following dimensions?

Learning Effectiveness
- Knowledge and skills gained from this training
- Impact of this training on your productivity related to the subject matter

4. How well did this training meet your expectations?
   - Exceeded Expectations
   - Did not meet expectations at all

5. Overall, how satisfied are you with this training?
   - □ Very Satisfied
   - □ Somewhat Satisfied
   - □ Somewhat Dissatisfied
   - □ Very Dissatisfied

6. What percent of your total work time requires the knowledge/skills presented in this training? Check only one.
   - □ 0%
   - □ 10%
   - □ 20%
   - □ 30%
   - □ 40%
   - □ 50%
   - □ 60%
   - □ 70%
   - □ 80%
   - □ 90%
   - □ 100%
7. If you think this training will have a positive impact on your job performance, what areas will be impacted most? Check all that apply.
- [ ] increasing quality
- [ ] increasing productivity
- [ ] increasing sales
- [ ] increasing ability to innovate
- [ ] decreasing time to complete task(s)
- [ ] decreasing costs
- [ ] increasing customer satisfaction
- [ ] increasing employee satisfaction

8. Please indicate how much you expect your job performance related to the course subject matter to improve as a result of this training and other business improvements in your organization.
- [ ] 0%
- [ ] 10%
- [ ] 20%
- [ ] 30%
- [ ] 40%
- [ ] 50%
- [ ] 60%
- [ ] 70%
- [ ] 80%
- [ ] 90%
- [ ] 100%

9. How much of the improvement in your job performance will be a direct result of this training? (For example if you feel that half of your improvement is a direct result of the training, enter 50% here.)
- [ ] 0%
- [ ] 10%
- [ ] 20%
- [ ] 30%
- [ ] 40%
- [ ] 50%
- [ ] 60%
- [ ] 70%
- [ ] 80%
- [ ] 90%
- [ ] 100%

10. Would you like to be notified about advanced or complementary courses?
- [ ] Yes
- [ ] No

Additional Questions

11. My Account Executive/Educational Consultant is:

12. My Account Executive/Ed. Consultant has serviced my account satisfactorily

13. Is this your first time at New Horizons?

14. Would you recommend New Horizons to others?

15. Other classes you are interested in but not included in your learning plan:

16. Comments Suggestions to improve your experience:

Thank you for completing the survey.
Instructor Name: __________________________ Class: __________________________ Date: __________________________

Student Name: __________________________ Student E-mail Address: __________________________

Student Phone Number: __________________________

The quality of your experience is very important to New Horizons and your comments are an integral part of our quality control. Please take a moment to provide us with your observations. Thank you.

Instructor

1. The instructor was knowledgeable about the subject. 9 8 7 6 5 4 3 2 1
2. The instructor was prepared and organized for the class. 9 8 7 6 5 4 3 2 1
3. Participants were provided the opportunity to ask questions. 9 8 7 6 5 4 3 2 1
4. The instructor was responsive to participants’ needs and questions. 9 8 7 6 5 4 3 2 1
5. The instructor’s energy and enthusiasm kept the participants actively engaged. 9 8 7 6 5 4 3 2 1
6. The instructor demonstrated effective presentation skills. 9 8 7 6 5 4 3 2 1
7. The instructor provided real-world experience and examples. 9 8 7 6 5 4 3 2 1

Comments: __________________________________________________________

Environment

8. The physical environment was conducive to learning. 9 8 7 6 5 4 3 2 1
9. The software and hardware was setup and functioning properly. 9 8 7 6 5 4 3 2 1
10. Customer service (registration, on-site assistance etc) met my expectations. 9 8 7 6 5 4 3 2 1

Comments: __________________________________________________________

Courseware

11. The scope of the material was appropriate to my needs. 9 8 7 6 5 4 3 2 1
12. The overall quality of the course materials was sufficient. (eCourseware, self-paced interactive course, etc.) 9 8 7 6 5 4 3 2 1

Comments: __________________________________________________________

Overall Satisfaction

13. Everything considered, I was satisfied with this class. 9 8 7 6 5 4 3 2 1

General Questions

14. My Account Executive/Educational Consultant is: __________________________

15. My Account Executive/Ed. Consultant has serviced my account satisfactorily 9 8 7 6 5 4 3 2 1

16. Is this your first time at New Horizons?— o Yes o No

17. Would you recommend New Horizons to others?— o Yes o No

18. Would you like to be notified about advanced or complementary courses?— o Yes o No

19. Other classes you are interested in taking that are not already included in your learning plan: __________________________________________________________

Comments or Suggestions to improve your experience: __________________________________________________________

Please continue on Next Page
Post-Event Survey - Applications

Learning Effectiveness

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
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<td>20. I learned new knowledge/skills from this training.</td>
<td></td>
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</tr>
<tr>
<td>21. Rate the amount that your skill level or knowledge of this content INCREASED as a result of the training. A 0% is no increase and a 100% is a very significant increase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□0% □10% □20% □30% □40% □50% □60% □70% □80% □90% □100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Job Impact

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. I will be able to apply the knowledge and skills learned in this class to my job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. What percent of your total work time requires the knowledge/skills presented in this training? Check only one.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□N/A □0% □10% □20% □30% □40% □50% □60% □70% □80% □90% □100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Business Results

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. This training will improve my job performance and productivity.</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>25. Given all factors, including this training, estimate how much your job performance and productivity related to the course subject matter will improve.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□N/A □0% □10% □20% □30% □40% □50% □60% □70% □80% □90% □100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Based on your response to the prior question, estimate how much of the improvement will be a direct result of this training. (For example if you feel that half of your improvement is a direct result of the training, enter 50%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□N/A □0% □10% □20% □30% □40% □50% □60% □70% □80% □90% □100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. This training will have a significant impact on: (check all that apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□increasing quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□decreasing time to complete task(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□increasing customer satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□increasing productivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□decreasing cycle time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□increasing employee satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□increasing sales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□decreasing costs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Return on Investment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. This training was a worthwhile investment in my career development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. This training was a worthwhile investment for my employer.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What aspect of this class was MOST useful to you? ____________________________

What aspect of this class was LEAST useful to you? ____________________________

How can we improve the training to make it more relevant to your job? ___________

Thank you for completing the survey.
APPENDIX D

Post-Class Self Evaluations
Post-Class Self Evaluation

<table>
<thead>
<tr>
<th>Date of Class:</th>
<th>October 3, 2005</th>
<th>Class Name:</th>
<th>Custom Outlook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Class:</td>
<td>ONS □ DTC □ LOV □ DEN □ SPR □ BRM</td>
<td>Evaluation Collection:</td>
<td>□ Online □ Paper</td>
</tr>
<tr>
<td># of Participants</td>
<td>21</td>
<td>Frequency Taught:</td>
<td>Greater than 5</td>
</tr>
</tbody>
</table>

Strategy Tested: #7. Emphasize the human purpose of what is being learned and its relationship to the learners’ personal lives and contemporary situations.

I feel that this is a strategy that I could use some work in, particularly as I am introducing the class and its objectives.

Overall Impression/Feelings about Class:
Custom classes are always a little more difficult, particularly with the flow and timing of topics; however, Outlook is a class that is frequently customized and one that I am extremely comfortable with the topics. This class was broken into two – four hour sessions of 11 each. It was conducted at the customer’s location and their Microsoft Exchange Server was down the whole day. This definitely made it more difficult to teach.

What things went well during class?
Overall, participants were very interested in the topics and seemed to have above average comfort level with computers. They asked good questions and participated.

What things still need work?
Mainly the thing that made this class difficult was the technology issues that arose. Also when dealing with half day classes and trying to fit in all the same topics with less depth, there is an attempt to make the introductions take a little less time.

Special circumstances that impacted the success of class:
- Technology issue with Exchange Server being down all day
- The participants are being required to switch over to Outlook from Netscape and some have lots of concerns regarding conversion, which I could not address fully, since it depends on decisions that the company’s IT department makes.
- Shorter timeframe of the class
- Per my supervisor, paper evaluations generally result in lower scores than those completed online.

Evaluation Results:  8.62 instructor/8.29 overall
**Post-Class Self Evaluation**

<table>
<thead>
<tr>
<th>Date of Class:</th>
<th>October 4 &amp; 5</th>
<th>Class Name:</th>
<th>Dreamweaver MX 2004 Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Class:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ONS</td>
<td>×</td>
<td>DTC</td>
<td></td>
</tr>
<tr>
<td>LOV</td>
<td></td>
<td></td>
<td>DEN</td>
</tr>
<tr>
<td>SPR</td>
<td></td>
<td></td>
<td>BRM</td>
</tr>
<tr>
<td># of Participants</td>
<td>15</td>
<td>Frequency Taught:</td>
<td>Greater than 5</td>
</tr>
<tr>
<td>Evaluation Collection:</td>
<td></td>
<td>×</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Paper</td>
</tr>
</tbody>
</table>

**Strategy Tested:**  #7. Emphasize the human purpose of what is being learned and its relationship to the learners’ personal lives and contemporary situations.

**Overall Impression/Feelings about Class:**
I enjoying teaching this class a lot; however, it is still somewhat easy for me to get thrown in this class, since I feel like I am only a few steps ahead of the students. I still have not attended the Level 2 class and have no experience using Dreamweaver, except for what I have learned while at New Horizons. There was one very difficult student, who only attended Day 1. She complained at 10 a.m. on the first day stating, “When are we going to get into the program. I may not come back tomorrow.” I replied that, “I understand your frustration; however, since several of the participants are brand new to web design, we need to cover some of the basic terminology and theory.” She didn’t come back on Day 2; however, this was due to the fact that she hadn’t paid for the class. I think I handled her well, but am not sure what other students’ perceptions were of this event.

**What things went well during class?**
People seemed to engage well and have fun – of course this is usually case with this class. After the last time that I taught this class, I created a couple more cheat sheets to reinforce some more of the theory and I think it did increase people’s comfort level. Overall the technology worked well, only one hiccup with a computer locking up frequently.

**What things still need work?**
The biggest thing that still needs work is just increasing my knowledge of more advanced Dreamweaver tools and other programming related to web design. This is something that will take time to obtain. Often times, I wish that New Horizons would not have instructors teach a class until we have at least attended the next level class; however, given time and other resource constraints this can be difficult.

**Special circumstances that impacted the success of class:**
The biggest thing was the difficult student who attended day 1. I feel that I handled the situation well, but I realize that the other participants’ perceptions may be very different. There was also one computer that kept locking up, so I had to move that student and that took a little bit of time away from the rest of the class.

**Evaluation Results:**  **8.88 Instructor/8.71 Overall**
Post-Class Self Evaluation

<table>
<thead>
<tr>
<th>Date of Class:</th>
<th>October 6, 2005</th>
<th>Class Name:</th>
<th>Custom Outlook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Class:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ONS, DTC, LOV, DEN, SPR, BRM</td>
<td>Evaluation Collection:</td>
<td>Online, Paper</td>
<td></td>
</tr>
<tr>
<td># of Participants</td>
<td>20</td>
<td>Frequency Taught:</td>
<td>Greater than 5</td>
</tr>
</tbody>
</table>

**Strategy Tested:** #7. Emphasize the human purpose of what is being learned and its relationship to the learners’ personal lives and contemporary situations.

**Overall Impression/Feelings about Class:**
This was the second time this week that I conducted these sessions. The company is about to change over to Outlook and is conducting a series of ½ day Outlook sessions. These went much smoother technologically speaking, since after the first day New Horizons and the client agreed to us bringing out laptops and our server. Even though this made the classes go much smoother, the level of computer knowledge in the two groups today seemed less than on the first day. This could have just been chance or maybe they were getting the more savvy users in first.

**What things went well during class?**
Technology seemed to go well and people seemed engaged.

**What things still need work?**
The flow of the topics was a little rough, which is usually the case in custom classes.

**Special circumstances that impacted the success of class:**
- Paper evaluations used
- Shorter timeframe of the class

**Evaluation Results:** 8.79 Instructor/8.57 Overall
Post-Class Self Evaluation

<table>
<thead>
<tr>
<th>Date of Class:</th>
<th>October 10, 2005</th>
<th>Class Name:</th>
<th>Visio L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Class:</td>
<td>ONS   DTC  LOV  DEN  SPR  BRM</td>
<td>Evaluation Collection:</td>
<td>Online  Paper</td>
</tr>
<tr>
<td># of Participants</td>
<td>12</td>
<td>Frequency Taught:</td>
<td>Greater than 5</td>
</tr>
</tbody>
</table>

**Strategy Tested:**
#34 Introduce, connect, and end learning activities attractively and clearly.

Sometimes it is difficult to have attractive transitions between topics in our computer classes, since some tools aren’t closely related; so want to work on this area.

**Overall Impression/Feelings about Class:**
This class was made up of 12 students that all worked at an IT department within an organization; therefore, they have higher than average computer skills. This made the class much easier to teach. Several individuals already have quite a bit of experience in Visio and several were brand new to the program. One concern with those that have experience in Visio is whether they will feel that the class was a good time investment and increased skills enough. Students’ verbal feedback was positive, but it is hard to tell until the evaluations are reviewed.

**What things went well during class?**
I feel like my transitions went well today. There was only one topic that the transition felt very choppy. There were no technology issues and they were able to complete online evaluations, so think it went well.

**What things still need work?**
Although I have taught this class over five times, there are sometimes long gaps between teaching and I do have to review my notes. Need to continue to work on my comfort level with this class. In addition, need to practice with the drawing of maps more, since that is the segment I least enjoy.

**Special circumstances that impacted the success of class:**
None really leap out at me. The one thing that could hurt the evaluations would be the fact that several of the users may not have felt that the class increased their skill level/knowledge base enough. Several of the participants had to leave for portions of the day or early at the end; therefore, they may have missed things.

Note after looking at evaluations: The only real written comment was a frustration often expressed by companies when we go to their locations, which is that the exercises aren’t tailored to their types of work. This is frustrating to me, because we are not given time to prep onsite/private classes or to learn about companies.

**Evaluation Results:** 8.65 Instructor/8.04 Overall
Post-Class Self Evaluation

<table>
<thead>
<tr>
<th>Date of Class:</th>
<th>October 11, 2005</th>
<th>Class Name:</th>
<th>PowerPoint L1/L2 Custom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Class:</td>
<td>ONS</td>
<td>Evaluation</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>LOV</td>
<td>Collection:</td>
<td>Paper</td>
</tr>
<tr>
<td># of Participants</td>
<td>11</td>
<td>Frequency Taught:</td>
<td>Greater than 5</td>
</tr>
</tbody>
</table>

**Strategy Tested:**
#34 Introduce, connect, and end learning activities attractively and clearly.

**Overall Impression/Feelings about Class:**
PowerPoint is one of the classes that I have taught many times, both regular and custom classes. I was teaching the 2000 version and I have to think a little more about where some of the advanced features hide in this version, since in 2002/2003 they are more accessible and it has been awhile since I taught this version. However, at lunch I checked on the advanced features and didn’t fumble for them during class time. Transitions are a little easier in this class, since I structure them as a single project that we are working to complete.

**What things went well during class?**
Overall everything went well.

**What things still need work?**
Getting better with describing the locations of things when a projector is not available.

**Special circumstances that impacted the success of class:**
- Only had a projector for the second half of the day. It is harder to teach computer classes when there is not a projector present.
- Comfort was a big issue. Set-up in a conference room and it was crowded and hot.
- Paper evaluations were utilized.
- However, everybody seemed pleased at the end of the class.

**Evaluation Results:** 8.98 Instructor/8.85 Overall
Post-Class Self Evaluation

<table>
<thead>
<tr>
<th>Date of Class:</th>
<th>October 13, 2005</th>
<th>Class Name:</th>
<th>Custom Access L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Class:</td>
<td>ONS DTC LOV DEN SPR BRM</td>
<td>Evaluation Collection:</td>
<td>Online Paper</td>
</tr>
<tr>
<td># of Participants</td>
<td>13</td>
<td>Frequency Taught:</td>
<td>Less than 5</td>
</tr>
</tbody>
</table>

**Strategy Tested:**

#34 Introduce, connect, and end learning activities attractively and clearly.

More of a challenge with this class, since I am not as comfortable with the class. Only my third time teaching and it is a custom 1 day class. Usually Access is a two day class.

**Overall Impression/Feelings about Class:**

I feel exhausted after teaching this class. There was way too much material to cover in a one day class. Felt that I did not do the last two topics of queries and reports thoroughly enough. Most of the participants were brand new to Access and so I am concerned that they may have felt overwhelmed.

**What things went well during class?**

Felt pretty comfortable with the topics, which is good since it was only my third teach and it is not one that I teach frequently. I think I did a good job explaining the steps given the fact that there was no projector.

**What things still need work?**

Increase my familiarity with the Access Program. Develop additional methods (analogies and the like) to describe some of the theory surrounding databases, relationships, normalization rules, etc.

**Special circumstances that impacted the success of class:**

- The biggest thing was the shortness of the class time.
- Only third teach
- Lack of projector
- Paper evaluations

**Evaluation Results:** 8.29 Instructor/7.99 Overall
Post-Class Self Evaluation

<table>
<thead>
<tr>
<th>Date of Class:</th>
<th>October 14, 2005</th>
<th>Class Name:</th>
<th>Custom Outlook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Class:</td>
<td>ONS</td>
<td>DTC</td>
<td>Evaluation Collection:</td>
</tr>
<tr>
<td></td>
<td>LOV</td>
<td>DEN</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>SPR</td>
<td>BRM</td>
<td>Paper</td>
</tr>
<tr>
<td># of Participants</td>
<td>17</td>
<td>Frequency Taught:</td>
<td>Greater than 5</td>
</tr>
</tbody>
</table>

**Strategy Tested:**
#34 Introduce, connect, and end learning activities attractively and clearly.

**Overall Impression/Feelings about Class:**
This was the last of the custom Outlook classes that is being taught at this particular onsite/ company and the third day I have been out. The computer skills seemed a little lower and I think that most of them would have benefited from a full day as opposed to ½ day session. In the afternoon session, there were two people who were much further advanced that asked lots of questions and I am concerned that I may have taught more to their level than the overall level of the class.

**What things went well during class?**
No technological difficulties. Very familiar with the class so was able to handle any questions that arose. I think that my transitions were pretty good.

**What things still need work?**
I am somewhat annoyed with myself that I think I allowed a vocal minority, that were more computer literate, in the afternoon class to set the pace and may have left a couple of the students behind.

**Special circumstances that impacted the success of class:**
- Paper evaluation
- Shorter time frame

**Evaluation Results:** 8.55 Instructor/8.23 Overall
Post-Class Self Evaluation

<table>
<thead>
<tr>
<th>Date of Class:</th>
<th>October 17 &amp; 18, 2005</th>
<th>Class Name:</th>
<th>Access L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Class:</td>
<td>ONS  DTC  LOV  DEN  SPR</td>
<td>Evaluation</td>
<td>Online</td>
</tr>
<tr>
<td># of Participants</td>
<td>10</td>
<td>Frequency Taught:</td>
<td>Less than 5</td>
</tr>
</tbody>
</table>

Strategy Tested:
#48 Provide effective feedback.

Overall Impression/Feelings about Class:
It felt good to teach a regular two day Access class after the custom class last week. Even though custom classes are difficult, I think that after teaching one on a topic it increases understanding. Felt good about the topics, since it hadn’t been as long since the last time taught. This was a private class of Peterson Air Force Base employees and they were fairly savvy. A couple students were new to Access, but most have utilized it some. Only one had any formal training in Access. It seemed to go well.

What things went well during class?
I think that the feedback I provided was effective. Feel that I did a good job in not leaving those new to Access in the dust and not boring those that had more extensive knowledge. The pace seemed good to the participants, but was leaving times for extras, which I included. A couple of these extras, I tested out prior to the second day and they seemed to go well. Sometimes when you attempt to include extras or modify on the fly, it blows up in your face, but I don’t think that it did.

What things still need work?
The biggest thing is that I really do need to see the next level class. Prior to coming to New Horizons, I had very little (almost none) to Access and until I see the next level or get some time to explore it more on my own, I am only one step ahead of my students. I am still in the phase where I learn something new each time that I teach this class, which is exciting, but also leaves me feeling like students may doubt my expertise.

Special circumstances that impacted the success of class:
- Savvy participants
- My limited knowledge of more advanced concepts in Access

Evaluation Results: 8.67 Instructor/8.51 Overall
Post-Class Self Evaluation

<table>
<thead>
<tr>
<th>Date of Class:</th>
<th>October 20 &amp; 21, 2005</th>
<th>Class Name:</th>
<th>HTML -- CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Class:</td>
<td>□ ONS □ DTC □ LOV □ DEN □ SPR □ BRM</td>
<td>Evaluation Collection:</td>
<td>□ Online □ Paper</td>
</tr>
<tr>
<td># of Participants</td>
<td>11</td>
<td>Frequency Taught:</td>
<td>Second Teach</td>
</tr>
</tbody>
</table>

Strategy Tested:
#48 Provide effective feedback.

Overall Impression/Feelings about Class:
This is a second teach and the first teach was six months ago; therefore, my comfort level with the topics is not at its best. Often times, when there is a long time between the first and second teach, the second teach is rougher than the first, since it has been longer since the class was prepped. I do enjoy the web classes though and that helps. Overall, I feel good about this class. I did receive an email from an AE (Account Executive/sales) that one of the students in my class had a bad experience earlier this week in a Dreamweaver class and was very disappointed – in fact she didn’t attend the second day. Hopefully she was happier in this class – she did stay for both days.

What things went well during class?
Overall technology went well (one computer was somewhat on the fritz). People seemed very involved and liked the fact that they get a larger book with normal size print and a CD of the practice files (not something that is done for other classes). Feel like I provide good feedback to people, but hard to tell, since no way to review over the class later and no questions on the evaluations address feedback.

What things still need work?
Just need to work with CSS more and learn JavaScript, since they are somewhat interrelated and get questions about it during most web classes. Just more experience will improve the flow of the class better.

Special circumstances that impacted the success of class:
- One computer was on the fritz
- Lots of students commented on the fact that they found the room loud – we had computers with louder fans and Broomfield has exhaust fans that are loud. I turned off extra computers, but can’t do much else about this issue.

Evaluation Results: 8.71 Instructor/8.37 Overall
Post-Class Self Evaluation

<table>
<thead>
<tr>
<th>Date of Class:</th>
<th>October 22, 2005</th>
<th>Class Name:</th>
<th>Word 2002 L2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Class:</td>
<td>[][□][□][] DTC [][□][□][] LOV [][□][□][] DEN [][□][□][] SPR [][□][□][] BRM</td>
<td>Evaluation Collection:</td>
<td>[][X][□][□][] Online [][□][□][] Paper</td>
</tr>
<tr>
<td># of Participants</td>
<td>8</td>
<td>Frequency Taught:</td>
<td>Greater than 5</td>
</tr>
</tbody>
</table>

**Strategy Tested:**

#48 Provide effective feedback.

**Overall Impression/Feelings about Class:**

This class was at a school district, that we have provided multiple trainings for in the past. It is not one of my favorites, since it seems that the participants are more apt to be rude (i.e., talk to one another and the like). Also this was a Saturday class and the participants often seem to have mixed feelings regarding being in class. Some seem to mainly be extrinsically motivated to obtain their required CEU. Of the eight participants, three had never taken Level 1 Word and had lower computer skills, which definitely slowed the pace of the class.

**What things went well during class?**

Early on, I seemed to have a good rapport with the group. We were laughing and they really appreciated the cheat sheets. Due to lower computer skill level, I was able to “wow” them right off the bat.

**What things still need work?**

Always a challenge when there is a fairly even split between almost no computer skills and average or advanced computer skills.

**Special circumstances that impacted the success of class:**

- Saturday class and not sure how much people truly wanted to be there. Even if they did, they had worked a full week already.
- Room slightly too warm and no way to adjust; no facility people around due to it being a Saturday.
- Several participants had lower than average computer skills

**Evaluation Results:** 8.60 Instructor/8.30 Overall
Post-Class Self Evaluation

<table>
<thead>
<tr>
<th>Date of Class:</th>
<th>October 24, 2005</th>
<th>Class Name:</th>
<th>Outlook L2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Class:</td>
<td>ONS  DTC  LOV  DEN  SPR  BRM</td>
<td>Evaluation Collection:</td>
<td>Online  Paper</td>
</tr>
<tr>
<td># of Participants</td>
<td>17</td>
<td>Frequency Taught:</td>
<td>Greater than 5</td>
</tr>
</tbody>
</table>

**Strategy Tested:**
#42 Use critical questions to stimulate learner engagement and challenge.

**Overall Impression/Feelings about Class:**
I do not feel good about this class. It was a private class for one company and it was supposed to be standard Outlook L2 content, so those were the objectives on the board. Facilities had loaded the 2003 version of Outlook, as instructed. The first snag was when it was discovered that they were not on the 2003 version. As we went through, it appeared that they were on 2002 based on what looked familiar. I tried to teach it to that version; however, a little difficult, since 2003 makes a lot of options much more available. In addition, none of them had taken the L1 class and they all wanted the Calendar to be a big piece. Unfortunately, they also wanted all the topics that were on the board and other things as well. This was worse than a custom, because then I can plan for what topics to exclude and if they aren’t brought up the participants were satisfied. I tried to accommodate all of their wants, which was probably a mistake, since I think that some of the topics were too rushed for the lower end computer users – of which there were a few.

**What things went well during class?**
Not much … I guess that at least in the morning they appreciated that I was willing to spend time on the calendar; however, they did not want to eliminate any topics and the afternoon was too rushed. This was definitely a Monday class.

**What things still need work?**
With everything that was occurring during the class, I also don’t think that I got to really test out the strategy. Should have just told them what topics would be eliminated based on the fact that they wanted calendars covered in depth (a level one topic).

**Special circumstances that impacted the success of class:**
- Wrong version loaded – this was the contact’s fault; however, it will probably reduce the evaluation scores some
- Wrong class selection – they really should have been sold a level 1 class, since they wanted the calendar covered OR they should have been customized from the very beginning, so that some topics were excluded.

**Evaluation Results:** 8.33 Instructor/8.22 Overall
Post-Class Self Evaluation

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Strategy Tested:

#42 Use critical questions to stimulate learner engagement and challenge.

Overall Impression/Feelings about Class:
This was a private class and everyone works together. I think a couple of students were bored with Level 1 topics, but most seemed excited to learn about features other than email. Overall feel that it went well. It was a big class, so hard to meet everyone’s needs. I asked a couple of critical questions to get them to think about how certain features could be utilized in the work environment.

What things went well during class?
No major technical difficulties – though one computer was acting up some. Attendees good about returning on time for the most part. Not too many sidebar conversations, which always occur somewhat when everyone knows one another.

What things still need work?
Definitely need to work more on asking critical questions. This is by far the hardest strategy of the ones tested. I think that it is because of the fact that we cover quite a few topics in a fairly short time frame, so difficult to really get into critical thinking issues.

Special circumstances that impacted the success of class:
The computers in this room are older and louder. Since it was a large class, I wasn’t able to turn any extra computers off to assist with the noise and felt like it was hard to hear some of the students. Hopefully they heard me okay without feeling like I was yelling at them.

Evaluation Results: 8.54 Instructor/8.54 Overall
Post-Class Self Evaluation

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Strategy Tested:
#42 Use critical questions to stimulate learner engagement and challenge.

Overall Impression/Feelings about Class:
This was a two day evening class, so attendees were coming after work. The first evening I taught a class during the day as well. The second evening I did a 2 hour seminar, so wasn’t as tired. Think it went okay overall, but the participants had fairly low computer skills – to be expected in a Word Level 1 class. Energy level somewhat low, but again I think that was due to it being an evening class.

What things went well during class?
Participants seemed pleased with the topics covered and liked the cheat sheets that were provided.

What things still need work?
Ran over a little on night two in an attempt to get through all the topics. Cut/Copy/Paste and AutoCorrect/AutoText topics took a little longer than usual with this group.

Special circumstances that impacted the success of class:
- Evening class – so lower energy level
- Internet connections were very slow both evenings.

Evaluation Results: 9.0 Instructor/8.79 Overall
APPENDIX E

Handbook on Increasing Intrinsic Motivation and Self-Efficacy Beliefs in Corporate Training Sessions
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*Please note: the page numbers listed refer to the pages on the bottom of this handbook and as though it were a stand-alone document. The page numbers in the upper-left hand corner refer to flow of this handbook within my research project.*
INTRODUCTION

As trainers, we are committed to imparting knowledge and skills to participants in our training sessions. The companies, that employ us or send their employees to training sessions that we provide, not only want their employees to learn the skills or knowledge contained in the training sessions – they want them to apply this information to their jobs to make them more efficient, maintain compliance standards, ensure safe work environments, etc. It is not always easy to ensure that our training sessions meet the ultimate goal of changing participants’ behavior back at work. Several researchers in the area of adult learning, state that transfer-of-learning only occurs a small percent of the time (Brinkerhoff & Montesino, 1995; Broad & Newstrom, 1992; as summarized by Caffarella, 2002). The Robinsons state that, “typically less than 30 percent of what people learn is ever actually used on the job” (Robinson & Robinson, 1998).

There are several factors that impact whether the information learned in training sessions will be applied back in the workplace. These include the following:

- **Correct information provided.** As corporate trainers, we need to ensure that the trainings contain the correct information and that the training format is appropriate for the information provided. This often requires that a needs assessment is completed beforehand to ensure the appropriate focus and objectives and to determine that training is the correct solution.

- **Include transfer-of-learning plans.** The purpose of transfer-of-learning plans is to provide support for participants when they return to work to assist them in implementing the change. They can include things like
cheat sheets, learning aids, people to contact with questions or issues, and management support for implementation of new skills or knowledge.

- **Ensure participants are motivated to learn and apply the information or skills.** If participants feel “…motivated about what they have learned [in a training session they] seem more likely to have a future interest in what they have learned and more likely to use what they have learned” (Wlodkowski, 1999, p.5).

This handbook focuses on the last of the above items – the increasing of motivation in adult learners. Sometimes trainings are mandatory and participants are not very interested in the training or the changes that often times prompt the training (i.e., changes in procedures, software or systems used, etc). Boredom, lack of interest, feelings that the information or skills aren’t relevant or important can negatively impact motivation. This handbook will provide you with strategies to utilize in training sessions to increase motivation – specifically to increase intrinsic motivation in participants.

If you are interested in learning more about conducting needs assessments, developing learning plans, and/or transfer of learning plans, then you may want to read *Planning Programs for Adult Learners (2nd Edition)* by Rosemary Caffarella.

This handbook is comprised of several different sections:

- Definition of Terms
- Presentation of Wlodkowski’s Motivational Framework
- Establishing Inclusion
- Developing Attitude
- Enhancing Meaning
• Engendering Competence

• Conclusion

It is hoped that this handbook will provide you with practical strategies that you can incorporate in your training sessions. I recommend that you read the handbook all the way through to get an overall feel for the strategies and concepts. I have attempted to make it highly readable and brief. Practice implementing some of the strategies that you feel would work well with your training sessions and see if participants’ energy and motivation surrounding the information and skills don’t improve. Hopefully, this handbook can also provide you with a quick reference for other strategies you could utilize, if you are conducting a training session and participants do not seem to be engaging with or interested in the material.

DEFINITIONS

There are two primary types of motivation – extrinsic motivation and intrinsic motivation. Another closely related concept is self-efficacy. Below are brief definitions of these concepts.

**Extrinsic motivation** – the provision of external rewards/incentives (i.e., raises, grades, promotions, etc.) to encourage participants/students to learn information, change their behaviors, etc. Another piece of extrinsic motivation can be the avoidance of negative consequences (i.e., disciplinary actions, reprimands, loss of jobs, etc.).

**Intrinsic motivation** – motivation that comes from within the participants/students. Participants are intrinsically motivated when they are curious or desire to understand a topic. When using this orientation towards training, the trainer attempts to create an environment that is supportive to the participants, involves participants in the
process, and increases their curiosity or desire to learn the information (Wlodkowski, 1999).

**Self-efficacy** –“beliefs about one’s capabilities to learn or perform behaviors at designated levels” (Bandura, 1986, 1997, as summarized by Schunk, 2003). These self-efficacy beliefs will differ depending on the subject area (i.e., some people have low self-efficacy beliefs surrounding mathematics and high self-efficacy beliefs regarding writing skills).

This handbook will focus on increasing intrinsic motivation and self-efficacy beliefs. Research reflects that intrinsic motivation is more desirable than extrinsic motivation. With extrinsic motivation, there are two primary limitations: (1) availability of motivators – some of the rewards granted (i.e., promotions, raises, bonuses) are not widely available, and (2) whether they appeal to the employees/ recipients – not all people find the same things desirable. When people do not respond to external motivators, they are often held to blame. Wlodkowski summed this phenomenon up well when he stated, “when learners do not respond to these incentives, they are often seen as responsible for their lack of motivation. They are likely to be described as lacking ambition, initiative, or self-direction” (1999, p. 9). These limitations do not exist with intrinsic motivators.
Chapter 1

WLODKOWSKI’S MOTIVATIONAL FRAMEWORK

Raymond Wlodkowski developed a motivational model, which he refers to as a Motivational Framework for Culturally Responsive Teaching. This handbook is largely based off this model and strategies that he developed. His book Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults (2nd Edition) is a wonderful resource and is geared to anyone who works in the field of adult learning – college professors, corporate trainers, and instructional designers – whereas, this handbook focuses specifically on the corporate training setting and time constraints that are faced in this environment.

His motivational model consists of four interrelated, essential conditions that are required for intrinsic motivation to occur:

1. Establishing inclusion: creating a learning atmosphere in which learners and teachers feel respected and connected to one another;
2. Developing attitude: creating a favorable disposition toward the learning experience through personal relevance and choice;
3. Enhancing meaning: creating challenging, thoughtful learning experiences that include learners’ perspectives and values; and,
4. Engendering competence: creating an understanding that learners are effective in learning something that they value. (Wlodkowski, 1999, p. 81)

Following is a diagram of Wlodkowski’s model.
Although as a trainer you want to consider all of these components throughout the training, strategies specifically geared towards ensuring these components are met typically fall at different times. Strategies for establishing inclusion and developing a positive attitude are planned for and implemented at the beginning of a training session or major section/lesson. Strategies for enhancing meaning should be utilized throughout the training session and strategies for engendering competence should be implemented at the end of the training session or major section/lesson.

The following sections will discuss each of these components and strategies that can be utilized in those areas. As a trainer, you can select the strategies that best fit with the goals and objectives of the training and/or your particular style. If the strategies you usually use are not being effective with a particular group of participants, then you can try other strategies. It is hoped that this manual will become a useful tool to you throughout your training career.
Chapter 2

ESTABLISHING INCLUSION

If participants feel respected and connected with other participants and the trainer, then they will be more motivated to learn and enjoy participating in the training. It is important that as trainers we ensure that all participants feel a sense of inclusion. Therefore, we want to create a climate of respect, where all participants respect one another and are respected in turn and then true connections can be established.

Minimally, the following strategies should be employed to establish feelings of inclusion:

- Introductions – We should introduce ourselves and give each student a chance to introduce themselves.
- Identify learning objectives and goals – what is the purpose of the training, what outcomes are expected?
- Emphasize the human purpose of what is being learned – establish the relevancy of the information to their lives.
- Establish ground rules – important norms and participation guidelines.

(Wlodkowski, 1999)

When conducting introductions, there are a couple of additional strategies that you may want to employ. During your own introduction, you may want to indicate your cooperative intentions to help the participants learn. You can do this by letting them know that you will be available during breaks and after the training session or by giving them your email address so that they can contact you after the training session. If you utilize this strategy, then you need to be sure that you follow through with your intention.
You may also want to share something of value with the participants. This could be in the form of a humorous story or an experience related to the skill or knowledge being presented. During software applications classes, I often share some of the frustrations that I had with a particular part of the software as part of the introduction. If the training is mandatory or due to a mandatory change in the processes or systems utilized, then be sure to explain the rationale for why it is occurring.

For the participants’ introductions you may want them to also share briefly their experience level with the information and their current needs and expectations for the training session. This can let you know if you know if the training session is on target for the majority of the participants or if you need to adjust it somewhat.

Depending on the type of training being provided, you may also want to provide an opportunity for multidimensional sharing. Multidimensional sharing can be particularly useful for soft skills trainings on diversity, communication, and the like or for training sessions that are of a more significant length (i.e., greater than two days). Following are two possible activities that you may want to utilize. The first activity has the participant mention something he would recommend to the rest of the class during his introduction. He could recommend “(1) one thing he has read (such as an article, story, [poem], or book) or (2) one thing he has seen (such as a TV program, film, [museum exhibit,] or real-life experience) or (3) one thing he has heard (such as a speech, musical recording, [saying,] or song) that has had a strong and positive influence on him” and then tell why he would recommend it to the other participants (Wlodkowski, 1999, p. 101).
The second activity designed by Margery Ginsberg is called Decades and Diversity. In this activity, people divide themselves into smaller groups based on the decade in which they would have or did graduate from high school. These smaller groups then brainstorm a list of items in three to five areas of experience for that time: music, clothing styles, historical events, weekend social activities, and standards. These lists are then shared with the larger group and a group discussion about the insights and meanings of lists is conducted (Wlodkowski, 1999).

When identifying objectives of the training session, you want to make sure that they are clearly defined objectives. Clearly defined objectives are made up of three essential elements: “who (the participants), how (the action verb), and what (the contents)” (Caffarella, 1994; as summarized by Wlodkowski, 1999, p. 116). Objectives could also include two additional elements: “conditions under which the learning is to be demonstrated and the criteria for acceptable performance” (Dick & Carey, 1990; as summarized by Wlodkowski, p. 116). This can be harder to accomplish if you are working for a third-party training company (i.e., a company that provides public training sessions for participants working at other companies). Minimally, be sure to at least list the main items that will be covered and talk some about how they can be utilized, which leads us to the next strategy of stressing the human purpose or relevancy of the information presented.

As adults, we have a myriad of demands on our time and attention. If we can explain the human purpose of the training to the participants, then they are much more likely to be interested in the information and motivated to learn it. This is particularly true if what is being learned is directly relevant to the participants’ daily lives. “The
closer we bring our topics and skills to the personal lives of our learners in the here and now, the more available their emotional involvement and sense of common purpose will be” (Wlodkowski, 1999, p. 120).

The establishment of ground rules is also a very important piece in ensuring that everyone feels respected and connected to one another. In many training sessions, this may consist of a couple of rules regarding expectations and can even be somewhat humorous. During many of the software application trainings I provide, the following ground-rules are utilized:

- Please turn your cell phones and pagers to vibrate, so that they don’t disrupt the class.
- Misery is optional and if I were you I wouldn’t opt to be miserable. If you need to visit the facilities, then please don’t feel that you need to wait for a break.
- Try and have fun with what we are learning. I am convinced that we learn more and retain more if we are having fun.
- Ask questions, whether they are building upon a concept we are discussing or result from a daydream moment.

Depending on the nature of the training, additional ground rules may be required, particularly if the information contained in the training is controversial or if participants are working collaboratively during the training. In these instances (if time permits), it is good to have some discussion with the participants surrounding the development of the ground rules, so that they are part of creating the rules. When participants are part of developing the rules, then they feel that their opinion counts and are more committed to
following the rules. The following listing of ground rules can be a good base for more controversial training topics or when working collaboratively:

- Listen carefully, especially to different perspectives.
- Keep personal information shared in the group confidential.
- Speak from your own experience, saying, for example, “I think…”, or, “In my experience I have found …” rather than generalizing your experience to others.
- Do no blaming or scapegoating.
- Avoid generalizing about groups of people.
- Share airtime.
- Focus on your own learning. (Wlodkowski, p. 125).

The purpose of these strategies is to ensure that everyone knows that they are valued and that their opinion counts and to develop a sense of connection between the participants and between the participants and instructor. When people feel part of the group and that they are respected, then they are more likely to take chances and to truly learn some chances have to be taken. Having a positive attitude toward the learning and training also impacts participants’ comfort level in taking risks to further their learning. Strategies for developing a positive attitude are addressed in the next chapter.
Chapter 3

DEVELOPING ATTITUDE

When discussing attitudes towards a training session, there are four different attitudinal directions (or subcomponents) to consider, which include feelings or attitudes: “(1) toward the instructor, (2) toward the subject, (3) toward the adults themselves as learners, and (4) toward the adults’ expectancy for success” (Wlodkowski, p. 134). As trainers, we want to ensure that the learning environments we create foster positive attitudes for each of these attitudinal directions. This chapter will discuss strategies that can be implemented to positively influence participants’ attitudes towards the last three of these attitudinal directions. The previous chapter on establishing inclusion contains strategies that would influence participants’ attitudes towards the instructor.

Toward the Subject

Everyone holds opinions regarding what skills and subjects they are good at and which ones they struggle with or just don’t have inborn aptitude in. These self-efficacy beliefs are formed during our childhood and are fairly set in as adults. As you read the following words out loud, note which ones bring up strong emotions, either positive or negative:

<table>
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<tr>
<td>Writing</td>
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<td>Chemistry</td>
</tr>
<tr>
<td>Art</td>
<td>Geometry</td>
<td>Drawing</td>
</tr>
</tbody>
</table>

(Wlodkowski)
Those topics that caused an internal flinch are probably topics that you struggled with during your previous school experiences and that you do your best to avoid now. It is safe to assume that participants in your training sessions also have topics that they dread coming into contact with again and that some of them may have these feelings towards topics (or sub-topics) of your training sessions. As trainers, we want to implement strategies to minimize negative feelings and develop positive attitudes towards the subject matter of our training (Wlodkowski). Following are strategies that can be utilized towards changing the attitudes towards the subject matter:

- Minimize negative conditions that surround the subject
- Confront erroneous beliefs, expectations, and assumptions that may underlie negative learner attitudes
- Use mastery learning conditions and scaffolding to ensure successful learning
- Include variety in training to ensure that people with different learning styles are accommodated
- Make learning activities an irresistible invitation to learn (Wlodkowski)

When trying to improve attitudes towards a subject, one of the first things you want to do is to minimize negative conditions that surround the subject. These negative conditions can arise from a variety of causes: uncomfortable environment, fear and anxiety, frustration, humiliation, and boredom. First, you can attempt to make sure that the environment is comfortable – good temperature, comfortable chairs, good placement of additional equipment, etc. Next, if someone is new to a topic or feels that they aren’t good at the topic, then you want to be sure to minimize any fear and anxiety, frustration, or humiliation that they might experience. During computer trainings, I try to stress that
we aren’t born knowing about computers and that anyone who uses a computer has to learn about them at some point and make mistakes as they are learning. Never should a participant be shamed, degraded or disrespected by a trainer or other participants, because of not knowing a skill or answer.

Something that goes hand in hand with minimizing negative conditions surrounding a topic is confronting erroneous beliefs or expectations that underlie negative attitudes towards a topic. As mentioned in the previous paragraph, I always stress that people aren’t born knowing computers that anyone who uses them had to learn them at some point. I think this can be very important to stress, because many adult learners, particularly older participants, have children or younger coworkers, who know so much more about computers and it makes them feel foolish or inept. In addition, I stress to them that if they truly want to master the concepts and tools that we cover during class, then they will need to practice once the return to work or home. If someone seems to have very strong negative feelings, then you may want to talk with them one-on-one during a break using the following guidelines:

1. Tactfully find out what negative self-talk the learner is utilizing.

2. “If a learner appears to have a self defeating belief, point our how negative feelings would naturally follow from such a belief. (‘If you believe making a mistake will really make you look foolish in front of your peers, you probably feel fearful and anxious about trying some of the group exercises’)” (Wlodkowski, p. 144).

3. Suggest more helpful assumptions (i.e., this is guided practice, when something is new the instructor expects some mistakes, etc.)
4. “Encourage the learner to develop beliefs based on present reality, that promote well-being” (Wlodkowski, p. 144).

Additional strategies that can be utilized to assist in changing people’s negative beliefs regarding their ability to learn a topic will be discussed in the section regarding development of positive attitude towards themselves as learners.

Now we want to look at ways to ensure that the participants are successful in their learning. Providing mastery learning conditions and assisted learning to scaffold complex learning are ways that you can ensure that participants are successful. When conducting a one to two day training session, we are somewhat limited to what we can accomplish due to time constraints; however, here are some things that you may be able to utilize:

- Provide resources that they can utilize to learn more after the training or to reinforce their learning. This could be a listing of books and websites, online tutorials, etc.
- Breakdown the training into smaller units of learning.
- Give frequent feedback on how they are doing.
- Model or demonstrate the skill prior to them trying it.
- Talk about the actual thought processes utilized in carrying out a task (i.e., things to consider, preparatory steps, etc.)
- Discuss difficulties that commonly arise during the process.
- Provide prompts and cues for important steps.
- Regulate the difficulty. Start with simpler tasks to build skills and confidence and then move on to more difficult tasks. Sometimes it is a good idea to end a
training session with a skill that is somewhat easier to ensure that they leave the training feeling successful.

- Provide checklists or other job aides to remind them of major steps or things to consider when returning to work. (Wlodkowski)

In addition, you want to be sure that you develop your training considering the different ways people learn. There are three learning style preferences: visual, auditory, and kinesthetic. Visual learners like diagrams, pictures, and charts and prefer to see a task demonstrated prior to them attempting the task. Auditory learners like explanations, stories, and analogies and rely on their ability to remember things they have heard. Kinesthetic learners prefer to learn through doing. No matter what a participant’s learning style preference is, people retain information better when all three preferences are utilized. In addition, when you include all three preferences, it adds variety to your training sessions, which can make it more interesting for the participants.

Lastly, we want to ensure that we make learning activities an irresistible invitation to learn. This can be ensured by meeting five criteria: (1) Safe environment – little risk of learners being embarrassed due to a lack of knowledge or personal disclosure; (2) Successful – some form of acknowledgement that learners are effective or at least have made progress through their efforts; (3) Interesting – something novel, engaging, challenging, or stimulating about the activity; (4) Self-determined – learners are given some choices in the learning experience or at the least are allowed to voice their perspectives; and, (5) Personally relevant – use learners’ concerns, interests, or prior experiences to create elements of the learning activity or at minimum provide additional resources for major areas of interest that they can explore on their own (Wlodkowski).
If you know a topic well, then you could utilize a strategy called K-W-L which was originated by Donna Ogle. This strategy utilizes the prior knowledge of the learners to construct meaning and has three phases. During the first phase, the participants identify and discuss what they think the Know about the topic. The second phase consists of a discussion in which participants suggest what they Want to know about the topic. This could result in questions that want answered or subtopics that they want to know more about. The trainer then answers these questions or provides information on the identified subtopics. Ideally, if time permits and resources are available (i.e., computers, internet access, library resources, etc), the participants can divide up into groups and research the answers to questions and find additional information on subtopics and then share what they find with the larger group. The last or third phase consists of a discussion of what participants have Learned (Wlodkowski).

Towards Themselves as Learners

In this section, we will discuss strategies that assist in improving participants’ attitudes towards themselves as learners and their expectancy for success. As discussed earlier in this chapter, adults have self-efficacy beliefs regarding their capabilities in certain areas or topics. If they have negative self-efficacy beliefs, then as trainers we can work towards improving those beliefs; however, this can be a daunting task, since adults have fairly firm self-efficacy beliefs. This does not mean that you shouldn’t work towards improving these beliefs, but understand that you may not make noticeable strides during a one to two day training session. Strategies that can be utilized in this area include:
• Encouraging the learner. “The primary foundation for encouragement is our caring about and acceptance of the learner” (Wlodkowski, 149).

• Help learners attribute their success to their own capability, effort, and knowledge.

• Make criteria of assessment as clear as possible.

• Announce expectation for additional time required for study and practice.

(Wlodkowski)

When encouraging participants, we want to send the clear message that we believe in their efforts and know that they can learn. The following methods can be used to encourage participants:

• Giving recognition for effort. When attempting to learn something new, we are taking a risk, since no one learns 100% of the time. Even if people don’t succeed at first, acknowledge their effort and respect their perseverance.

• Minimizing mistakes while they are struggling. Don’t stress the mistakes made, but what they have accomplished. If they have low self-efficacy beliefs in an area, then we don’t want to crush them by stressing their mistakes.

• Emphasizing learning from mistakes. Show them what they have learned by taking a wrong turn. I always try to remember all the failed experiments that scientists go through before they are successful.

• Showing faith in their ability to learn.

• At the beginning of difficult tasks, work closely with the participants.

(Wlodkowski)
Often times learners attribute their successes and failures to things outside of themselves, such as luck (or lack of it), the trainer, aptitude (i.e., inborn ability that they can’t change and that they either have or don’t have). Particularly with our failures this is a way to protect our self image; however, this can cause people to give up on something before they have truly put in sufficient effort. How many times have you heard something like, “No one in my family has gotten math and I don’t either”? To combat this we want to make sure that they attribute their successes to their capability, effort, and knowledge. Ways that you can accomplish this are to: provide learners with tasks “just within reach” of their capabilities; before start a learning task, stress the importance of their effort and knowledge for success; and, make sure that your feedback is supporting that they are responsible for their success. There are certain subjects that are considered aptitude-driven, such as art, writing, and math; however, peoples’ abilities in these areas can be greatly improved through effort and strategy, so try to point out strategies that they can utilize in certain areas to build their abilities (Wlodkowski).

Even when participants fail, it is a good idea to not have them attribute their failures to aptitude or other external factors, since then they believe that nothing that they will do can make a difference. Stress to them that with greater effort you belief that they can improve their performance. Let them know of additional resources that they can utilize to improve the particular skill that they are working on.

Another thing that can affect participants’ attitudes towards their expectancy for success is assessment criteria that are utilized. If there will be a practical assessment or test of some sort, then be sure to let the participants know that fact upfront and how best to prepare for it. Within certain corporations, there may be some form of follow-up
several months after the training to ensure that they are implementing certain skills or processes satisfactorily. This is not something that should come as a surprise to the participants when it occurs, so let them know what the expectations are for implementing the skills and knowledge and how success will be measured.

At the beginning of training sessions, I always stress that during the training they will be learning about tools, strategies, or processes that can assist them in a particular area (i.e., computers, public speaking, etc.), but that if they want to master these concepts or tools they will need to spend additional time on their own practicing them. Often times participants simply take the learning materials received during training sessions and just put them on a shelf or in a drawer and never practice, they then feel like the training was a waste of time – which is true if they don’t force themselves to practice with the tools or implement the skills back in the workplace. If they don’t realize that they will need to spend additional time on their own to truly master the concepts, they may also use not remembering the skills or knowledge as proof that they are not good learners, so stressing the need for time to practice is important.

In addition to the above tools, some companies encourage employees to create career development plans that outline the goals they have for acquiring new skills to make them more successful in their current job or for future positions, which are usually developed jointly with their supervisors. As a trainer, you may be called upon to assist with the creation of guidelines in this area. Some recommendations include: determine the employee’s goals, identify skills or knowledge that employee needs to accomplish these goals, discuss possible ways to obtain those skills or knowledge (i.e., shadowing coworkers, online tutorials, training, etc), determine any costs associated with acquiring
the skill (i.e., training costs, time spent, etc.), and determine a realistic time line for achieving the goals and requisite skills and knowledge. The supervisor is part of this process, to ensure that the career development plan is realistic not only for the employee, but for the company and within budgetary constraints, so that a commitment can be made towards assisting the employee in the achievement of these goals.

In this chapter, strategies were discussed for developing positive attitudes within participants regarding the subject matter and themselves as learners. When participants have negative attitudes towards either of these components or towards the instructor, then their motivation to learn will be negatively impacted. In the next chapter, strategies for developing meaning will be discussed.
Chapter 4

DEVELOPING MEANING

Boredom is probably the greatest enemy of any trainer. When participants become bored, they often stop paying attention and without their attention there is no way they can learn the information or skills that we are trying to impart. To combat boredom trainers need to attempt to make their trainings interesting at minimum and ideally to give meaning to the participants for what they are learning (i.e., establish personal relevance). Below are some of the strategies that can be utilized to increase interest and develop meaning:

- Provide frequent participation opportunities to all participants
- Provide variety in presentation style, modes of instruction, and learning materials
- Introduce, connect, and end learning activities clearly and attractively
- Use breaks, physical exercises, and energizers
- State benefits that will result from the learning activity
- During instruction, use humor
- Use examples, analogies, metaphors, and stories (Wlodkowski)

When participants are actively involved and engaging in the training, then it reduces the likelihood of them being bored. It also increases the level of learning that can occur. There are several ways to encourage participation:

- Group discussions – when utilizing this method, try to give everyone an opportunity to express their thoughts and opinions. Often a few outgoing participants will monopolize discussions and we want to make sure that quieter more reserved participants also have the opportunity to share.
• Ask critical questions – which stimulate participants “to analyze, infer, synthesize, apply, evaluate, compare, contract, verify, substantiate, explain, and hypothesize” (Wlodkowski, p. 214).

• Use case studies, role playing, and/or simulations – when appropriate, utilize case studies, role playing, or simulations as learning activities.

Asking questions of participants can be a difficult process to handle well. You want to try to include everyone and yet are struggling to foster a safe environment where people don’t feel like they are being put on the spot. There is also the issue of how to handle incorrect answers. Here are a couple suggestions on how to handle asking questions:

• When you ask a question, ask for participants to raise their hands and then wait three - five seconds before selecting a respondent. This gives time for additional respondents to formulate a response and raise their hands, so that you are not calling on the same people every time.

• Look over the entire group as you select respondents. This increases everyone’s attentiveness.

• “Avoid a ‘yes … but’ reaction to a learner’s answer” (Wlodkowski, p. 218). When you respond this way, it negates the learner’s response. If they give an incorrect answer, then attempt to tell them what question they did answer – sometimes when participants give an incorrect answer, they are correctly answering something else. At minimum, acknowledge their attempt.

Another tool that can be utilized to decrease the likelihood to boredom is to utilize a variety of presentation styles and modes of instruction. How you use your voice,
gestures and movements, and even pauses can create variety. The class I most dreaded during my undergraduate coursework had a professor, who had a very monotone voice and delivery and he would nearly put me to sleep. One thing that I struggled with when I was first training, were pauses. A few seconds of silence feels like an eternity when you are first starting out; however, pauses can arouse participants’ attention. Mixing up learning activities between mini lectures, group discussions, case studies, role playing, etc. can make the training session much more stimulating and fun. It also makes it so that you as the trainer don’t have to be the center of attention at all times.

Each training session usually consists of several learning activities. Introducing, connecting and ending learning activities attractively and clearly can be a challenge. As Wlodkowski states, “connecting learning activities is a real art … to segue automatically and fluidly helps maintain learners’ attention and maximize instructional impact” (p. 195). Following are some helpful suggestions to improve your introductions, connections, and closure for learning activities:

- Use organizational aids – handouts, outlines, and models “that interrelate concepts, topics, key points, and essential information” (Wlodkowski, p. 195).
- Indicate what the new activity relates to – how it builds on the previous skills or how it further demonstrates a concept. This one is often difficult depending on the skills that you are training. When I am providing software application trainings, there sometimes is not a clear connection between different tools that are presented.
• Make directions and instructions clear for the next learning activity – often times participants “stop paying attention simply because they are confused about what they are supposed to do” (Wlodkowski, p. 195).

• Check for understanding – as you are finishing up an activity or after providing instructions for the next activity, make sure that everyone understands the concepts.

• Review basic concepts or skills gained as part of the learning activity.

• Allow for requests for clarification or questions from the participants.

(Wlodkowski)

People get restless and bored if they have to sit for too long; therefore, it is important to provide periodic breaks during trainings. This allows people to stretch, move around a little, visit the facilities, and get something to drink or eat. Even if you feel pushed for time, giving breaks will revitalize the group and is well worth the time spent.

During training, be sure to demonstrate or state the benefits that will arise out of the particular learning activities. “Any learning that offers the possibility of acquiring a significant advantage is not only interesting but also can, indeed, be fascinating” (Wlodkowski, p. 203). McLagan provides a list of general items or benefits that many adults want to gain:

<table>
<thead>
<tr>
<th>Health</th>
<th>Security</th>
<th>Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Efficiency</td>
<td>Money</td>
</tr>
<tr>
<td>Comfort</td>
<td>Popularity</td>
<td>Leisure</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>Freedom</td>
<td>Competence</td>
</tr>
</tbody>
</table>
If participants realize that the skills or knowledge that you are providing can assist them in obtaining some of these benefits, then it is relevant to their lives and they are more motivated to learn the information.

Using humor during training could fall under providing variety; however, I think it is important enough to list it separately. I love using humor and yet at first I felt challenged, because I never can set up jokes properly. Following are some suggestions that Goodman provides on incorporating humor into training:

- Remember that people are more humorous when they feel safe and accepted.
- Laugh with people (which includes), not at them (which excludes).
- Humor is an attitude. Be open to the unexpected, insane, silly, and ridiculous that life daily offers.
- Do not take yourself too seriously. How easily can you laugh at yourself?
- Be spontaneous.
- Don’t be a perfectionist with humor. It will intimidate you. No one can be witty or funny 100 percent of the time. (Talk shows are living testament to this.)
- Have comic vision. If you look for humor, humor will find you.

(D Goodman, 1981; as summarized by Wlodkowski, p. 205)

During your training sessions use examples, analogies, metaphors and stories to help ensure understanding. Many times the concepts that we present in training are somewhat foreign to the participants. Using examples, analogies, metaphors, and stories
can help them relate it to other things that they might have experience with or recognize how they can utilize a skill or knowledge in their daily life. I always think it is good to have multiple ways of explaining any given topic, since sometimes different people will grasp a difficult concept through different analogies or metaphors.

In this chapter, we discussed strategies that can be utilized to increase participants’ interest or meaning in the learning activities and/or training. As you utilize these strategies, it is important that you balance it with strategies discussed in the last chapter regarding attitude to ensure that participants still feel safe and secure. They must know that if they take a risk by participating and then aren’t 100% successful, that they won’t be ridiculed or humiliated.
Chapter 5

ENGENDERING COMPETENCE

As adults, we want to be competent at things that we pursue and that are important to us. Wlodkowski states, “Competence is the most powerful of all the motivational conditions for adults … Across cultures, this human need for competence is not one to be acquired but one that already exists and can be strengthened or weakened through learning experiences” (p. 240). In this chapter, we will look at strategies that can assist you with engendering feelings of competence in participants. Following is a list of strategies that can be utilized;

- Providing effective feedback
- Providing constructive criticism
- Effectively praising and rewarding learning
- Avoiding cultural biases
- Making assessment tasks and criteria known
- Using authentic performance tasks
- Encouraging participants to utilize self-assessment methods
- Using incentives to develop and maintain motivation for learning activities that are initially unappealing
- Providing positive closure at the end of significant units of learning

(Wlodkowski)

Providing effective feedback seems to enhance motivation in participants, because they are able to evaluate their progress, maintain efforts towards realistic goals, self-
assess, correct errors efficiently, and receive encouragement from the trainer and other participants (Wlodkowski). Following are characteristics of effective feedback:

- Informational rather than controlling. We want to be sure to stress the participant’s learning effectiveness or creativity rather than taking the credit for what they have achieved.

- Provides evidence of the learner’s effect relative to learner’s intent. It is helpful if the learner’s work can be compared against an accepted standard, so that they know what they have done well and things that they still need to work on.

- Specific and constructive. Make sure to give specific examples of things that they are doing well and what they still need to work on.

- May be quantitative. If performance can be measured by percentages of accuracy or by the length of time that it takes to be completed, then quantitative feedback may be useful.

- Needs to be prompt. In training sessions, this is generally a given, since they are only with us for a short span of time.

- Usually is frequent. When first learning a skill, the more frequent the feedback the easier it is to learn. It is easier to correct a mistake early on before additional mistakes have been accumulated. In the software application trainings I provide, I often enlist the participants in this effort by stating that if they are having difficulty to call me over immediately, so that they don’t get further behind.

- Needs to be positive. Want to place emphasize the on improvements and progress rather than on deficiencies and mistakes. (Wlodkowski)
Related to providing effective feedback is the provision of constructive criticism. I don’t recommend utilizing this strategy unless it is absolutely necessary, since it does emphasize errors and deficiencies. Be sure that when it is given that “it does not connote expressions of disapproval, disgust or rejection” (Wlodkowski, p. 274). Following are times that it may be necessary to provide constructive criticism: “when learning process is extremely costly or involves threat to human safety … when learning performance is so poor that to emphasize success or improvement would be ridiculous or patronizing … when there are significant errors and only a few remaining chances for improvement … when the participant requests it” (Wlodkowski, p. 275). It is a good idea to always give constructive feedback in private.

Another related concept to providing effective feedback is to effectively praise and reward learning. First, I want to acknowledge upfront that there is a lot of research that shows that praise often times does not serve the purpose of increasing participants’ motivation (Kohn, 1993; as summarized by Wlodkowski, 1999). The reasons it seems to be ineffective is that “it is not related to exemplary achievement, it lacks specificity (the learner doesn’t exactly know why it was given), and it is not credible” (Wlodkowski, p. 277). To effectively praise or reward learning, be sure the praise or reward is:

1. Given with sincerity, spontaneity, variety, and other signs of credibility.
2. Based on the attainment of specific performance criteria. Make sure that the learner can clearly understand what particular personal behaviors are being acknowledged.
3. Adapted in sufficiency, quantity, and intensity to accomplishments achieved.
4. Given to attribute success to the apparent combination of the personal effort, knowledge, and capabilities of the learner.

5. Given contingent on success at a challenging task.

6. Adapted to the preference of the individual. (Wlodkowski)

Now that we have looked at ways that a trainer can provide information back to the participants regarding their performance through feedback, constructive criticism, and effective praise and rewards, let’s look at some of the other strategies that can assist in engendering competence in participants.

During training sessions, cultural bias is to be avoided. Make sure that everyone feels included in the training and has an opportunity to participate. When developing training materials, consider the following issues:

- Invisibility – do not omit women and minority groups in the training manuals and materials. When certain groups are excluded, then it can send a message that those groups are not capable of accomplishing those activities.

- Stereotyping – make sure that when groups or members of groups are mentioned that they are not assigned traditional or rigid roles that deny diversity and complexity within different groups.

- Selectivity – try to ensure that a variety of interpretations for issues and situations are provided. Want to ensure that different perspectives are presented.

- Unreality – do difficult topics lack historical context that acknowledges — when relevant — prejudice and discrimination?

- Linguistic bias – are masculine examples, terms, and pronouns dominant?

(Wlodkowski)
These issues also need to be considered if there are any assessments as part of the trainings (i.e., testing of some sort). If testing is utilized, be sure that the directions are in short sentences and easily understandable.

Make sure that assessment tasks and criteria are known to learners. This is a strategy that you won’t typically use if you work for a third-party training company; however, if you work for an in-house training department, you can let the participants know how their utilization of the skills trained will be assessed when they get back to the workplace. If there are specific standards that must be met, then be sure that participants are fully aware of them. The participants should not experience any surprises when they return to work about how their skills and abilities will be measured in a given area.

When developing training, be sure that you include authentic performance tasks. If at all possible, make sure that the learning activities resemble how they will be utilizing the skill back in the real world of work. Authentic performance tasks promote transfer of learning, enhance motivation for related work, and clarify learner competence (Wlodkowski). According to Wiggins, a task is authentic if it is:

- Realistic – replicates how participant’s knowledge and capacities are utilized in their real world.
- Requires judgment and innovation.
- Asks the learners to “do” the subject – the participants actually demonstrate their competence.
- Replicates or simulates the contexts that adults find in their workplace, community, or personal life. This involves looking at their specific situations and their demands.
• Assesses the learners’ ability to use an integration of knowledge and skill to negotiate a complex task effectively.

• Allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products.

(Wiggins, 1998; as summarized by Wlodkowski, p. 254-255)

If you are providing training through a third-party vendor, it can be difficult to ensure that the tasks are authentic, since you may not know how everyone will be utilizing a particular skill. However, providing some tasks that are standard ways that a skill may be utilized can be helpful. You may also want to conduct brief discussions about how some of the participants have utilized the skills in question back in their workplace if some of the participants have experience with it.

Another strategy that can be utilized to increase participants’ feelings of competence is to have them reflect on what they have achieved and to use self-assessment methods. Usually during a training session, there is not a whole lot of time for participants to use self-assessment methods to improve their learning and to construct relevant insights and connections. However, there are some closure techniques that work well with certain types of training and allow participants to synthesize what they have learned, to identify any emerging thought or feelings, to discern any themes, to construct learning, and/or to relate learning to real-life experiences (Wlodkowski). Some examples include:

• Head, heart, hand – In this activity, the learners report on one of the following possibilities, after being given a little time to think about it. For head, they can identify things that they will continue to think about as a result of the training.
For heart, they report feelings that have emerged as a result of the training. For hand, they identify a desired action that they will take that was stimulated by the learning experience.

- Summarizing questions for reflecting on a training session, which can include:
  - What have you accomplished that you are proud of?
  - Compare accomplishment with what you hoped for and expected at the start.
  - Which kinds of things were difficult and frustrating? Which were easy?
  - What is the most important thing you did during this program?
  - What did you learn throughout? What was the most important thing?

(Wlodkowski)

If a learning activity is initially unappealing, but personally valued or needed to accomplish a valued goal, then a strategy that can be utilized is to provide incentives to develop and maintain adult motivation. These incentives can include treats, such as: candy or a break after completion of a task. Wlodkowski identifies at least two situations in which incentives may be effective: “1. The adult has had little or no experience with the learning activity. … 2. The adult has to develop a level of competence before the learning can become enjoyable or interesting” (p. 284). These activities can include learning a foreign language, using a computer, or playing an instrument – all these activities can be fun, once they are somewhat competent at them.

At the end of the training session (or of a significant unit), provide positive closure. Often times, participants are provided with a certificate of completion at the end of training sessions; however, for longer training sessions or ones that have been intense,
there are other ways to celebrate the end of a training session, such as celebrations (i.e., applause, party, congratulations), acknowledgements (given by the instructor, participants, or both), and sharing between instructor and participants (Wlodkowski).

In this chapter, strategies were discussed that can increase participants’ competency feeling regarding skills or topics. You may be feeling that given the time constraints that you face in training that there are very few of these strategies you can implement or have control over. However, you may be able to utilize some of these strategies effectively in your training sessions.
Chapter 6

CONCLUSION

In the previous chapters, strategies have been identified to work on increasing intrinsic motivation and self-efficacy beliefs in participants during training sessions. Not all strategies are appropriate for all training sessions. Some of the strategies work better with technical types of training and some work well with soft skills trainings. In addition, your training style may be more conducive to certain strategies or you may feel more comfortable with certain strategies. Hopefully, the thing that has come across is that it is a good idea to include strategies geared towards increasing participants’ intrinsic motivation and self-efficacy beliefs in your training plans. Just leaving it up to chance or putting it off on the participants will not ensure that your training sessions are effective.

You may have noticed some overlaps between the different motivational conditions and some of the strategies. As mentioned at the beginning of the handbook, these components are interrelated; therefore, some overlap is to be expected.

It is my hope that you will find these strategies useful. In this handbook, I have tried to provide you with a multitude of strategies and brief explanations on how to implement them. Hopefully, these will get you thinking of other ways you can implement the strategies or even additional strategies that will work. If you would like additional information, I strongly recommend that you read Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults (2nd Edition) by Raymond Wlodkowski. His book goes into greater detail regarding each of the strategies and also provides additional information regarding some of the supporting theories.