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TEACHING IN INDUSTRY: CAREER CHOICES, JOB EXPERIENCES, AND CAREER PERSISTENCE OF TRAINERS IN THE PRIVATE SECTOR

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ABSTRACT

TEACHING IN INDUSTRY: CAREER CHOICES, JOB EXPERIENCES, AND CAREER PERSISTENCE OF TRAINERS IN THE PRIVATE SECTOR

By

Judy Joy Bailey

This dissertation examines why trainers who did not originally choose training as a career continue in it despite the difficulties of the job, rather than work as practitioners in their first careers. It seems contradictory that someone would find satisfaction and persist in a career far from the work for which he or she was trained. While it is true that many people change careers over life, it is the case with trainers that they are often employed for a long time in activities which they never anticipated. These trainers originally chose to be financial analysts, health care professionals, engineers, business administrators, or other business-related professionals instead of teachers. They came into teaching late—many even came into it accidentally. While current job satisfaction and career persistence theories appear to explain some of this career persistence, much still seems unexplained. Training has aspects that make it exhausting—job pressures, travel, and the repetitiveness of teaching the same content many times to similar audiences. This dissertation reviews the existing career persistence models and job satisfaction theories and their relevance to the conclusions drawn through the interviews conducted of a small group of trainers who provide information about how they got into the field and what motivates them inside or outside of the classroom to continue teaching.

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Chapter 1 - Introduction

All my life, I have either been a teacher or have been around teachers and teaching of one sort or another. I have observed that some people are drawn to teaching while others cannot imagine teaching as a career. I have been a high school teacher, a college teacher, and a tutor. In addition, during a fifteen year career in the training industry, I have coordinated training in a manufacturing organization, evaluated all types of training, designed and developed both classroom and online training, wrote about training, and even marketed training. I have also been active in a national professional association for continuing education and training.

A few years ago, I was inspired to study individuals who teach continuing education and training programs, a field not well known or understood by those outside of it. My inspiration occurred during a phone conversation with an instructor I had known slightly for several years. He had recently been diagnosed with cancer, a concern to us because he was our sole instructor for a course that was critical to the major automotive client for whom we administered training. I had been asked to call him and discuss potential replacement solutions while he was undergoing chemotherapy. My expectation was that he might be retiring permanently.

Instead, he told me he "couldn't imagine not teaching" and would not retire no matter what the situation. We got into a long discussion about being in the classroom and how we enjoyed teaching. We talked about other people we knew who felt the same way he did, including the instructor who taught for us until only a few months before his death

at age 86. When I told him I was working on a doctoral degree and might write a dissertation about the subject, he volunteered to be my first research subject.

He made me think about the many people I knew who taught seminars or "short courses" and who loved what they were doing, in spite of the difficulties of the job: the exhaustion of being on their feet in front of a class for an eight-hour day, the travel often required, the repetitiveness of teaching the same courses over and over, having to deal with different types of audiences, and the challenges of teaching in unknown locations and hotels. I have noticed that although many of these individuals did not originally choose teaching as a career, as a result of their being well-respected subject matter experts they have remained in a training role for many years, instead of returning to their original careers.

When I began to research trainers and their work, I found almost no information. Much research has been conducted on individuals who teach in K-12 or higher education about how they feel about their teaching and why they continue to teach. Very little academic research, however, has been conducted on individuals who are instructors/trainers for business and industry. They are a virtually unstudied group. This paucity of academic research may be due to the fact that "trainer" is a little known career. The Department of Labor's *Occupational Outlook Handbook 2000-01 Edition* lists four teaching fields: K-12, higher education, adult education, and vocational education. Adult education is defined as teaching adults who wish to obtain a diploma or certificate or leisure activities through continuing education. Vocational education is described as being career focused and includes courses in such things as auto repair and welding. Although training is vocational and its learners are adults, neither of these categories really describes

training in business and industry. "Trainer" is mentioned only briefly in the handbook under human resources manager as someone who is managed by a human resources or training manager.

What little research that has been conducted on trainers focuses on competencies needed to be effective in their work. Articles in professional or trade journals tend to provide general information on the industry or advice on how to handle the practical aspects of teaching, such as recalcitrant learners. Only a very few articles, such as "Dog Day Afternoon" by Bob Filipczak relate the experiences of trainers (Training, 1997). From these we learn some things about the experiences of trainers—spending long, exhausting days on the road, dealing with energy-draining participants and handling problem situations.

Because businesses expect a return on the money they have invested in training, trainers and other human resource professionals tend to focus efforts on practical aspects of the career such as effectiveness and obtaining results, as opposed to doing traditional academic-type research. There is also a feeling among many practitioners that they are not qualified to perform research and that any research they might do is invalid (Mott, 1996). Mott notes that this considerable schism between practice and the development of theory could be remedied by encouraging practitioners to recognize their own self-generated knowledge as valuable, perceiving themselves as being able to build and share theories in practice (Mott, 1996).

Although they might number in the tens of thousands, another possible reason trainers and instructors of continuing education have not been studied extensively by researchers in academia is because training has not been considered to be within the

"mainstream" of traditional education. Because trainers work in a business environment, rather than in a public or private educational setting, their roles are not as well known by the individuals in higher education who traditionally perform research.

The scarcity of research on instructors who conduct a large percentage of the training that costs employers billions of dollars should be remedied. It is important to learn more about these trainers and why they continue to choose to do a job which would be considered difficult by many people. How do they get involved in training and what is there about this job that motivates them to continue to do this kind of teaching?

Statement of the Problem

I intend to at least partially rectify the lack of research conducted on trainers. This dissertation attempts to determine why trainers who may not have originally chosen training as a career, choose to continue in it despite the difficulties of the job, rather than work as practitioners in the careers they originally chose.

This question is important to me because it seems contradictory that someone would find satisfaction and persist in a career far from the work for which he or she was trained. While it is true that many people change careers over life, it is the case with trainers that they are employed for a long time in activities which they never anticipated. Most of the trainer/consultants I studied did not choose this as a first career, as did most educators in other venues. These trainers originally chose to be financial analysts, health care professionals, engineers, business administrators, or other business-related professionals instead of teachers. They came into teaching late—many even came into it accidentally. While current job satisfaction and career persistence theories appear to

explain some of this career persistence, much still seems unexplained. Training has aspects that make it exhausting and other aspects which make it repetitive and routine to the point of being unsatisfying—namely the necessity of teaching the same content many times to similar audiences. Training, as practiced by many in the field, can be exhausting due to the pressures of the job and the travel often required.

This dissertation will describe in more detail the nature of the job of a trainer which makes it a difficult and potentially boring career. It will also review the existing career persistence models and job satisfaction theories and their relevance to this question. Through interviews, a small group of trainers will provide information about how they got into the field and what motivates them inside or outside of the classroom to continue teaching. The trainers I interviewed obtained their education for a career which they later abandoned in favor of one in training. In addition, most were freelancing for multiple employers. Their careers as trainers remain stable only as long as their skills and knowledge are in demand. Such instability would make many employees very uncomfortable, but such arrangements are becoming more common in today's workforce.

In my study, I focused on individuals who became trainers because of their expertise in their fields. These individuals became trainers, but all had alternative careers available to them. At the conclusion of this study, I hope to be able to provide at least the beginnings of an understanding of their career decision-making, experiences, and motivation to persist in their careers. Because so little is known about this work by outsiders, I will use the next few sections to describe the work environment of trainers and the things that make their work unusually difficult. Understanding these trainers and what

makes them persist in their careers is especially important as technology threatens to change how they teach and the nature of their careers.

Work Environment of Trainers

To understand why this work is so difficult, we need an understanding of what this work is like on a day-to-day basis and what outside forces affect how trainers perform their jobs. We will look at:

- How trainers' tasks are similar to and different from those of higher education instructors.
- The repetitive nature of training
- Who employs trainers
- Where training takes place
- Employees' attitudes about training

Similarities and Differences with Higher Education

Faculty members in higher education believe that the purpose of their teaching is to prepare students for careers and help them learn to learn. The focus is on teaching the theory, with the idea that once students know the theory they can apply it whenever and wherever it is needed in their later lives. The belief is that making students into learners will enable them to continue to learn throughout their lives. Control over what is taught is through individual instructors, department committees, and other internal groups, and the university's board of directors. Ultimately, if the institution is public, taxpayers and state government have some say in the institution's direction, and although this seldom affects

an individual who does the actual teaching, maintaining the university's reputation among the public is an important issue.

Trainers, on the other hand, are employed by businesses to improve the bottom line by providing employees with the skills and knowledge they need to do their jobs better and achieve organizational goals. The focus is on application and the practical, and if what is taught cannot be applied to the bottom line, it is likely that management will not continue to pay for it. Businesses develop or buy training programs which meet their needs as efficiently as possible. Needs are determined by functional departments and the local or corporate level training departments. Class content is monitored through end-of-class evaluations, but it is more likely that problems with a course will be verbally reported to management and the training department by the employees who attend the class. In addition, training program attendees often "vote" about a course with their feet. If they do not think it is worth their time, they will walk out. If a program fails to meet organizational or employee needs, it gets dumped and another one selected to take its place. Thus the control by "management" over the classroom is more direct than in higher education, and instructors are under pressure to keep both course participants and their employers happy.

There are some other similarities and differences in the jobs. Unlike higher education instructors, instructors of short courses do not assign homework, correct student work, or give grades. They see their students only for the relatively brief period of the course, and then typically never see them again. It could be described as "hit and run" teaching. The problem with this is that instructors most often do not get to see what students have done with what they have learned. They are also not around if students

need additional help or have questions upon implementation. It can be a major disconnect and a common complaint of training managers is that employees often do not use what they have learned.

Whereas, college faculty perform their teaching in the same or very similar sets of classrooms in the same building or buildings over a period of years and spend only a few hours each day in the classroom and the rest in an office, trainers have a very long day. A trainer's day typically means arriving well before participants at a training/conference room they may not have seen before, setting out books and supplies, checking audio-visual equipment and refreshments, and greeting participants as they arrive. This is after flying in the night before, lugging heavy instructional material onto and off the plane (checking such luggage is not acceptable since losing it would cause an entire class to be inconvenienced), obtaining a rental car, and finding the training site if the training class is being held far away from home. Break and lunch time is sometimes spent with participants. After spending nine to ten hours on his or her feet, the instructor returns to a hotel or home to prepare for the next day.

College faculty typically live near their work and spend their nights at home. Some trainers seldom travel, but others travel extensively in their jobs, and such travel can make the job difficult for individuals who have families and other personal responsibilities. Heavy travel schedules are a big reason for "burnout" of trainers who have become "educational Gypsies," as one of my subjects put it.

College instructors focus on teaching theory to students who may not use the knowledge for many years. It is expected that students are there to gain a general education and will put the information to use in their later careers. Trainers, however, are

expected to provide practical skills and knowledge that can be immediately applied. Participants and their management expect that their time spent in class is not wasted on what they consider to be "unnecessary" information. If they feel the instructor is wasting their time, they are likely to leave, return to their work places, and complain to management. In other words, participants and their employers want immediate value for their money and demand it from training programs.

There is no tenure in training. If you do not deliver, you will not be asked to come back and your income or job security will suffer. In addition, learners expect the instructor to present information in an interesting, even entertaining, way, and to maintain their interest over the entire course period. Unlike college students who are anxious to get a good grade, business people who find a class boring will simply get up and leave, and then demand their money back.

College instruction takes place for a few hours each week over a period of a fourteen to fifteen-week semester. Most training is conducted intensively, meaning that it occurs in all-day sessions for one or more consecutive days. This schedule is convenient to business people, especially if travel to a training site is required because only one trip is needed. In addition, this schedule enables learners to get the information they need quickly so they can go back to work and begin using skills. What this means for the trainers, however, is that they must be on their feet for a tiring eight-to-ten hours each day. By the end of two or three consecutive days, not only are their feet sore, but their voices are worn out. The task is made even more exhausting by the fact that good trainers are expected to appear to be enthusiastic and animated, even when tired, which requires extra energy.

Although trainers are seldom studied, one study was performed for the American Society for Training and Development (ASTD), a major professional association of trainers and human resource professionals, by McLagan and Suhadolnik in 1989. Among the competency areas studied were instructional skills. The study also determined role profiles for human resource professionals, and one role among those identified was that of being an "instructor/facilitator" (Cited in Lewis, 1998, p. 1). One conclusion drawn from the study was that, "When HRD practitioners assume instructional roles . . . their task appears fundamentally to be no different from that of vocational instructors or from practitioners in formal educational settings, such as schools or universities." (Cited in Lewis, 1998, p.1).

Much as do their higher education counterparts, many instructors who are subject matter experts develop or contribute to the development of the courses they teach. Most specialize in a few subject areas in which they have exceptional knowledge and skills either through education or experience. Many have advanced degrees. Some of these instructors also function as faculty in colleges of medicine, veterinary medicine, business administration, labor relations, nursing, or other such professional areas where practitioners need to have skills updated after graduation. Many instructors of training have in common with college and university faculty that they come to this work through expertise in an area. Rather than choosing education or teaching as a career, they began their careers as engineers, accountants, mathematicians, physicists, chemists, or other areas.

The Repetitive Nature of Training

Trainers tend to become specialists and are likely to teach the same few courses over and over. Training tends to be packaged in prepared units so that everyone who takes a particular class can learn the same content in a consistent way. Businesses want everyone within an organization to do things the same way, for efficiency and effectiveness in such things as engineering procedures, for example. There is also content which is taught to employees in a very consistent way so that employers protect themselves against lawsuits, for example on such things as sexual harassment and safety procedures.

In addition, often much money is spent ensuring that courses are as effective as possible. Because training is seldom a one-time thing, it tends to be planned carefully so that time spent in class is as cost-effective as possible. Courses are often designed by people with knowledge of what makes good instructional design, and course materials and instructor guides developed and piloted at great expense. Once a course is designed and developed, several hundred employees in a company may be scheduled to take the same class, so a trainer may teach it using the same materials and the same agenda a couple of days every week for months.

Outside providers of training programs also try to deliver a consistent product as many times as they can to recoup their development costs and deliver to customers exactly what they have advertised in their catalogs. For that reason, only a few trainers may be qualified or certified to teach a particular class and, therefore, trainers tend to specialize in a few courses. This is especially true when the subject matter is such that it takes

someone who has considerable experience and expertise in the content area, which is typically true of technical or specialized subjects.

The result of this is that a trainer may end up teaching the same two or three-day course dozens of times a year. Although this is an efficient and effective way to deliver skills and knowledge, it can make the job boring to a trainer. How many times can you say the same thing, for example, without sounding dull even to yourself? Where is the challenge of this kind of teaching? The mundane nature of teaching the same thing over and over can be de-motivating and may make career persistence among the trainers seem puzzling.

Who Employs Trainers?

For whom do trainers work? Probably the most common work situation is in a training department within a company. Larger companies often have training departments that include instructional designers, desktop publishers, and instructors. Large manufacturing companies whose workers are represented by labor unions may also have union members who represent the union's interests assigned to the training department. Union members may fulfill many of the same roles as the salaried trainers in that they develop courses and teach them. Smaller companies tend to rely on individuals within the organization who teach a particular course or two when needed, but otherwise perform their regular jobs. Other training is likely to be provided by local community colleges and other local sources, since budgets are often minimal.

Whether large or small, the trend is for companies to outsource as much training as possible in order to minimize the size of training departments and save money. Outsourced courses are taught by employees of the outsourcing organizations or for-

profit, sub-contracted vendors. These for-profit vendors can be large companies that own and supply courses or small "mom and pop" firms, consisting of a handful of instructors, or even a single instructor who owns a course and is self-employed.

Some other trainers are employed as adjuncts by colleges and universities through extension centers or continuing education departments. Still others are employed by non-profit professional associations that focus on programs targeted to their membership, and some instructors work full-time or part-time by for-profit training companies. Of these total numbers of instructors, some have a formal education which has prepared them for a teaching role, but many do not. Many are subject matter experts who have been drafted into training as a result of their expertise. Thus, continuing education and training is a large, though not well-recognized, employer. Where and how one is employed as a trainer can make a difference in the freedom or constraints one has in choosing which courses one teaches or how often one is scheduled to teach.

Of the trainers I interviewed for this study, most were employed by for-profit providers of training, or were self-employed and had contracts with for-profits or professional associations.

Where Does Training Take Place?

One of the challenges to trainers is that formal training programs take place in such a wide variety of places, many of which present challenges to effective teaching. Many large companies have a large, separate facility containing as many as 30 or more training rooms and a support staff who manages the facility, sets up rooms for upcoming classes, and provides various services for instructors. Support services may include last minute copying of instructional material, technical assistance with projectors or computers, and

food service. Classrooms are likely to be designed for training program delivery and come equipped with screens, transparency projectors, and student tables and chairs that can be moved to meet the needs of a specific course. In such a training center, an instructor has fewer unknowns and help is available if any problems occur. Other, smaller companies may have only one or two rooms in an office facility dedicated as training rooms. Such rooms tend to be equipped as well as they might be in a separate training facility, but may be also used as meeting and conference rooms, meaning that equipment may be borrowed by other activities or not left in good condition. Although not as well staffed as a training facility, help is usually available nearby.

Training also occurs in manufacturing facilities. Sometimes a manufacturer may have an off-site training facility as complete and as well equipped as any other training facility. However, training also takes place in the plant itself, in rooms that vary greatly in terms of size, location, and equipment. Training rooms in plants can be noisy because of nearness to equipment and hot because of lack of air conditioning. I have known of trainers who taught classes in rooms less than 100 feet from booming stamping presses, and I have personally taught in thin-walled temporary classroom structures situated next to loading and delivery docks where large diesel trucks with engines idling were loaded by fork lifts. At times, I had to shout to be heard above all the commotion. The worst situation, however, was when a maintenance crew began sandblasting a wall just outside our classroom windows. Since the Chinese and Mexican students in the class did not speak or understand English well, it was an impossible situation. Plant maintenance personnel do not change their schedules because training is taking place. Another problem in teaching classes to plant personnel is that shifts often start very early in the morning or

can be held in the evening. Also, hourly participants will leave when their regular quitting time arrives, regardless of whether the instructor is in mid-sentence. Adjusting to plant time can be difficult for some trainers who are used to regular business hours.

The above situations describe training conducted onsite for employees of a single company. Training can also be held as "open enrollment," meaning that employees of many companies travel to a class location other than that owned by their employer. College and university continuing education departments usually own their own classroom training facilities or share space with regular, for-credit courses because they mostly draw local audiences. Professional associations generally draw national or international audiences. They hold some classes in their headquarters' facility, but many others are held in hotels or "conference centers" around the country to make it easier for participants who must travel to attend. Private, for-profit training providers, also occasionally use hotels for classes, as do companies who wish to get their employees offsite so they will not be as likely to be disturbed by peers and supervisors.

Hotel facilities tend to present the most surprises to trainers. First, it is likely that the individual instructor has been sent to a hotel and scheduled to a room he or she has never used before. In addition, hotel staff tends to be focused on managing banquets and events such as weddings that involve food and beverages, rather than training classes which mean less revenue to the hotel. Also, because training is not very profitable, if another event is scheduled at the last moment, the training room may be switched to one which is much smaller. I once taught 15 people in what was actually a small hotel conference room, with chairs crammed around one big table so tightly that I could stand on only one side of the transparency projector and could not move around the room at all.

Group exercises were impossible because of the inflexible seating. Other events can also interfere with training if they are noisy. Any trainer who has done much teaching in a hotel can tell stories about the rock band playing outside in the lobby or the 300 person wedding reception just on the other side of a thin room divider.

Hotel furniture is also a problem. Tables provided tend to be narrower than those provided by training facilities and the space allowed per participant can be quite small, making it difficult for learners to manage binders and other course materials while sitting elbow to elbow with another student. In addition, banquet chairs are designed for their ability to be stacked—not sat upon for eight hours. Backs are usually very straight and provide no support for spines. Audio-visual equipment is often not owned by the hotel but rented through an outside vendor who comes in to set it up and then leaves until the end of the day. If bulbs burn out or there are compatibility problems, no one is available to troubleshoot and fix problems. Occasionally, the equipment does not arrive at all or is missing needed cables and plugs. Some trainers I know routinely carry their own laptops and projection equipment, along with extra extension cords. Frankly, I often did this myself if I possibly could, since I have had bad experiences with equipment. The result is a lot of heavy carry-on baggage which cannot be checked because the airline might lose it.

Generally, the problem with hotels is that there are more unknowns, more surprises. You don't know ahead of time what the room where you will be teaching is like, how big it is, what the acoustics are, whether the equipment will arrive or operate correctly, how the room will be arranged, and whether the materials you have shipped have arrived and are available. It also means that you will likely have to set up the room

yourself, arranging chairs and tables classroom style or in groups. You will almost certainly have to put training materials out at each student place.

Not knowing what your classroom will look like or how it will function until you get there the morning of class, can be a major challenge to training instructors.

Employees' Attitudes About Training

The attitudes employees have about training can affect the jobs of the trainers. Employees often attend training because they are required to attend by their supervisor or their employer. However, they also enroll in training programs for developmental reasons which may be voluntary or involuntary (Noe, Wilk, Mullen, & Wanek, 1997). We will look first at the mandatory reasons people attend training and how these situations can result in attitudes toward training that trainers must deal with in class.

Some training is mandated by employers in order to meet governmental regulations. Examples of this include hazardous materials handling, workplace safety, sexual harassment prevention, and other courses that help employees meet federal and state regulations. Also, mandated in an organization are courses that teach people how to use new equipment and new technologies. Examples of this would be training related to the purchase of computer-operated milling or welding equipment, which is a technology which has not been used in a plant before. A second example would be training on new versions of software. Additional training has also been mandated by employers in order to implement company-wide initiatives such as team development, statistical process control, total quality management, and others. Such training is usually accepted as necessary or welcomed by employees, although occasionally new methodologies and technologies produce fear in employees because of possible job insecurity.

Another type of employer-required training would be on company-specific procedures or processes, such as new employee orientation, timesheet completion, or company-specific project management. Also, many companies have prescribed, mandatory training paths for anyone in a management role or anyone identified as being potential managers-in-training (Noe, Wilk, Mullen, & Wanek, 1997). Older managers, especially those who have achieved a high position in a company often consider such mandatory training unnecessary and avoid the classroom if they possibly can. When I worked as a training coordinator in a divisional office of an automobile component manufacturer, I once had the dubious pleasure of periodically having to send letters out to a group of very high level directors that they had to take a certain series of courses according to company policy. Each politely and regularly scheduled themselves into the required classes and then just as regularly and politely cancelled the day before the scheduled class due to an "emergency."

Many employers tie their performance management systems to training. When an employee undergoes the annual performance appraisal, areas of weakness are identified and employees are asked or told to complete training programs in an attempt to strengthen these deficiencies. Although training is sometimes voluntary in these situations, at other times employees who fail to take advantage of those opportunities to improve skills can find themselves being demoted or losing out on promotional opportunities. Employees often see being required to attend what they consider to be "remedial" training negatively as punishment. This sometimes results in their attending grudgingly and becoming what trainers call "prisoners" (Ganzel, 1998). They can sometimes be identified as the participants who take the last seat in the room and slump down for a nap. Salaried

employees will react to "punishment" training by being out of the room as much as possible, talking on cell phones, or disappearing to their desks for long periods if their offices are nearby.

Sometimes, however, training is voluntarily selected by employees. Employees who wish to move into the next higher position or another position in a company often use performance appraisals to discuss this with a supervisor and jointly identify training programs or other developmental activities that can help them develop the skills needed to advance to the desired position. Other employees may have been identified as being on a promotion "fast track" and may be sent to many training courses as part of their preparation for promotion (Noe, Wilk, Mullen, & Wanek, 1997). Such voluntary attendees are more likely to approach training positively because they see it as a means to something they want. Such training is often seen as an opportunity, a positive aspect of their job, and a contributor to job satisfaction (Schneider, Gunnarson, & Wheeler, 1992). Also, in some fields such as engineering or health care, increasingly employees attend training to meet state licensing and professional association certification requirements (Phillips, 1997). While initial licensing or certification may require an exam of some sort, many programs require a specific number of continuing education credits to be completed within a period of time to maintain their status.

The reasons that people attend training programs, clearly can affect how they feel about the training and their resultant attitude when they come into a classroom. People who are forced to be somewhere they do not want to be or who see an activity as punishment will have a different attitude than those people who see training as an opportunity. There may also be political battles occurring in an organization that can

affect attitudes of students. The variety of students and their attitudes in class can make the job of the instructor very difficult, especially when the trainer is from outside the organization and does not know about the politics and atmosphere in that particular workplace. It is not uncommon for a trainer to arrive at a site to find a roomful of angry and hostile workers. It is also easy under those conditions for a trainer to unknowingly step on hidden land mines during a class and make the situation even worse. An example of this is the trainer who was hired by management to teach methodologies to hourly employees that are opposed by the union.

Summary of Training Work Environment

The environment in which trainers work can make the job of a trainer very difficult and make it seem unlikely that someone would want to persist in it as a career, especially if they had other options available to them. Why would anyone want to continue doing a job which required substantial travel, had much uncertainty regarding the conditions under which the teaching must occur, could be so repetitive, and was so physically and emotionally exhausting? We clearly need to look more closely at what makes anyone choose a career and stick with it for many years.

Job Satisfaction and Career Persistence

An individual will persist in a career as long as it meets his or her individual economic and psychological needs. "Economic needs" means that a person must earn enough to maintain a particular standard of living for his or her family and to feel satisfied with the particular lifestyle which that career provides. *Online Learning* magazine reports in its 2001 annual salary survey that classroom trainers who are employed in a training

department earn an average of $56,993 per year (2001). The same *Online Learning* salary survey lists an average annual survey of $83.619 for trainers who are self-employed and earn a daily rate, such as is true with most of the individuals I interviewed. They typically earn from $400 to $1,500 per teaching or consulting day and have some control over how many days per year they want to work. Even taking into consideration that such trainers do not work a five-day week, all of the trainers I interviewed earned enough to more than meet basic needs. .

In his book on intrinsic motivation, Kenneth Thomas argues that in order to be satisfying work must offer the new (post-1990) worker more than the extrinsic rewards of a salary and benefits (2000). He points out that intrinsic rewards are based on emotions—those things about the work that make the worker feel good. Seeing a clear purpose to their work and being able to achieve that purpose is intrinsically rewarding to employees, and in fact, critical to job satisfaction. Tasks a worker performs generally are done to meet external needs of customers or others who consume the products or services that create our job. Meeting those needs, and having a positive impact on our environment, gives those tasks meaning and significance and makes them satisfying to us. There are, however, some aspects of a task which are not under a worker's control and thus present inevitable uncertainties. Thomas argues that it is uncertainty ". . . that provides much of the challenge and suspense involved in accomplishing task purposes, and that produces much of the satisfaction in their accomplishment" (p.19).

There is a difference of opinion as to how many intrinsic rewards are present in the workplace. In his 1995 book, *Why We Do What We Do*, Edward Deci listed two intrinsic

rewards: a sense of self-determination and competence. Thomas expands this to four intrinsic rewards, the first two of which are similar to Deci's:

- Sense of choice
- Sense of competence
- Sense of meaningfulness
- Sense of progress

The last two intrinsic rewards that Thomas lists relate to how their work is monitored. Thomas argues that whereas in the past workers were primarily monitored and the meaning of their work determined by managers, today's workers often self-monitor their achievement of tasks which they consider to be important (2000). Much of this monitoring is received as feedback from the users of the product or services or the judgment of the worker himself on whether the particular product or service he or she produced meets whatever quality standards he or she has set for himself or herself (Thomas, 2000). This feedback enables the worker to try different methods to obtain an acceptable result. By continually working to improve our results, we come to new understandings and this learning contributes to both our personal and our organization's knowledge bank and sometimes to innovation. Thus the more uncertainty and challenge in a task, the more opportunities we have to learn from our efforts to adapt to these uncertainties.

Hackman and Oldham (*Work Redesign*, 1980) also argue that people will work hard and try to perform the job well when it is rewarding and satisfying to do so. They refer to this aspect of job satisfaction as "internal motivation," which is really the same as the intrinsic reward described by others. To experience this internal motivation, Hackman

and Oldham argue that the worker must experience each of three key conditions listed below, which are very similar to Thomas's list:

1. Must have knowledge of the results of his work. (Core job characteristics: Skill variety, task identity, task significance)
2. Must experience responsibility; believe he or she is personally accountable for the work outcomes. (Core job characteristics: autonomy)
3. Must experience the work as meaningful, something that "counts" in one's own system of values. (Core job characteristics: Feedback from job) (1980, p. 77)

Hackman and Oldham propose that all three "critical psychological states" must be present for strong internal work motivation to develop and persist. They give the following example: "One of your authors, like many college instructors, finds that the day is made or broken by how well the morning lecture goes. The task is meaningful to him (he finds lecturing challenging and believes it to be important); he feels that the quality of the lecture is his responsibility (he's never quite learned how to attribute responsibility for a bad lecture to his students); and his knowledge of results is direct and unambiguous (undergraduates are expert in using subtle cues—and some not so subtle, such as newspaper reading—to signal how much they feel they are learning from the day's class) (1980, p. 73).

Hackman and Oldham agree with Kenneth Thomas on the importance of challenges. They point out that people tend to experience as meaningful almost any task that provides opportunities to use and test personal skills, regardless whether the task is inherently significant. Meaningfulness grows from challenges to skills (1980. In addition,

Hackman and Oldham point out that it is the perception of job characteristics as being satisfing that counts, not some objective measure of whether something is satisfying (1980).

Schneider, Gunnarson, and Wheeler (1992) discuss the role that opportunity has in job satisfaction. They propose that opportunities are relevant to all facets of job satisfaction. Opportunities, as they define them, are choices or options that people have in their work lives. Whether or not people take advantages of these opportunities, they propose, is not as important as the fact that choices are available, which is why working in a participative environment has a positive effect of worker satisfaction. Opportunity can mean chances for future advancement, choice of present career, or such things as whether to join a union or scheduling their tasks in the workday.

A survey conducted by Roper Starch Worldwide for Randstad North America concluded that employees find the following as being reasons for employee satisfaction:

- Trust – Being trusted to get the job done.
- Opportunity – Getting the opportunity to do the type of work you want to do.
- Autonomy – Having power to make decisions that affect your own work.
- Flexibility – Determining when, where or how they get their work done.
- Career focus – Viewing what they do as a career, rather than just a job (Randstad, 2001).

Consequences of Job Satisfaction

The most obvious consequence of job satisfaction is that an individual will persist in whatever job is providing that satisfaction. In addition, employees who are satisfied

with their jobs tend to have more positive attitudes, work harder at tasks, work longer hours, and help fellow employees with their work. However, there are also consequences to a lack of job satisfaction. Among these consequences are employee turnover and a variety of what are termed "non-compliance behaviors" such as absenteeism without cause, tardiness, breaking rules, taking long breaks, missing deadlines, not working hard, vandalism and theft of employer equipment and supplied (Fisher and Locke, 1992) (Oldham & Hackman, 1980).

Because for the most part trainers work alone in a classroom and are virtually unsupervised, a lack of job satisfaction might result in behaviors such as arriving to the classroom late and unprepared, neglecting to keep control of the class, failure to teach all of the content, and dismissing the class early (which participants often request). All of these actions mean that class participants fail to learn everything promised and thus fail to get good value for their tuition paid for by their employer.

I expect in this research to determine which job satisfaction models seem to best explain the pleasure my subjects seem to get from their jobs and why they have persisted in a difficult career.

Limitations/Delimitations

I have limited my study to individuals who teach short courses in a continuing education or training situation and who are subject matter experts in a content field. Such instructors may concurrently teach in a college or university setting, but they must spend a substantial amount of their time teaching short courses to have been included in this study. I also have limited my study to those trainers who are well established in their careers.

Definitions

I use the term "short course" in this dissertation. It is a training industry term that refers to a program that consists of one or more consecutive, all-day (8-hour) sessions. Because trainers have been little studied and not well-defined, there is little consensus about what to call these individuals. They may call themselves facilitators, instructors, trainers, consultants, or the newer "performance improvement facilitators," depending on the situation and the person's feelings about what they do. I use the terms "trainer," "teacher" and "instructor" interchangeably in this study as generic terms for anyone with expertise in an area who attempts to impart this knowledge to others. I also use the terms "learner" and "participant" interchangeably with the term "student." There are biases in the training field against calling adults "students" because of the negative connotations obtained during K-12 schooling. In turn, participants do "assignments" or "exercises," as opposed to "homework." "Continuing education" refers to non-credit education or training programs conducted to provide adults with skills and knowledge they can apply to their personal lives or to their jobs.

The distinction between "education" and "training" is often blurred in practice. Both education and training are provided by many employers. While many people distinguish "education" as employing a more theoretical "knowledge" base, as opposed to practical "skills" learned in "training," in reality most training contains both theoretical and practical aspects.

The next chapter of this document will summarize what we already know about teaching, training, and motivation to persist in a career.

Chapter 2 – What We Already Know

This chapter will attempt to summarize what we know about teaching and trainers, and discuss this in terms of career motivation. We will first look at what we know about teaching in general, the nature of teaching, the commonality of experiences, motivation to teach, and motivation and persistence in a career, and the nature of work. I have chosen to present a discussion of career decision making in Chapter 4 where I discuss how trainers got involved in training as a career.

Changing Needs of Learners and Organizations

In past decades, training meant vocational training or on-the-job training, when someone showed you how to do a particular job. A trainer was usually a fellow employee who taught small groups of people skills that were specific to a job. We got most of what we needed to know in school or in college. However, we now live in a world which is changing at an unprecedented pace. How and when we learn as adults has been an important part of that change.

Futurist Alvin Toffler writes about the agricultural age, and called this the First Wave (Toffler, 1990). Toffler points out that in what he calls the Second Wave, the industrial age, wealth was measured in the capital of machines, raw materials, steel furnaces, assembly lines, and other hard assets. This wealth was also finite and could be quantified and sold and bought. The industrial age brought many people increased wealth and improvement in their living standard, but wealth was primarily achievable for only a few. We are now on the verge of the Third Wave, the information age where knowledge means power.

In their newer book, *Creating a New Organization: The Politics of the Third Wave*, the Tofflers emphasize that in the last decade factories have become smaller, but the workers in them must perform jobs which are much more complex. Their needs for skills have "skyrocketed." In addition, the value of a company is no longer measured in bricks, mortar, and steel, but how well they can apply knowledge strategically. No longer can workers be replaced easily—now it is more difficult to find workers who have the necessary skills, so blue collar workers are no longer interchangeable (1995).

In order to compete, organizations are becoming "learning organizations" which create and accumulate knowledge through the knowledge of its employees and their cumulative experiences (Senge, 1994). In addition, technological change has meant that countries lacking natural resources and other hard assets can now compete on the basis of expertise and knowledge, thus creating a global economy and forcing American companies to make substantial changes in how they operate in order to compete (Toffler, 1995).

Apps points out that in this learning society, the need for learning far exceeds that which was traditionally provided by four-year colleges and universities to young people (Apps, 1988). Such rapid change means that people cannot simply take what they learned in high school or college and expect to apply it for all of their careers. In fact, continuing education or training is required by most college-educated or professional people not only because their jobs require it, but it is required by licensing bodies and certification maintenance by professional associations. This has resulted in the blurring in what is considered training and what is considered continuing or professional education. Both provide new skills in new technologies or new business and professional practices, and the terms now tend to be used synonymously.

In addition, the well-paid, unskilled labor jobs which accompanied the industrial age of even two or three decades ago have almost disappeared. A stroll through a modern factory will evidence, not workers feeding parts into and out of machines, but workers operating and monitoring computer controls. A factory job often requires a worker who can read and do math at a higher level than before, and often one who can operate that computer. As workers, we must now learn new skills and new technologies continually or be replaced by those who have already learned them. And this is true whether we are engineers or doctors or machine operators.

How do we learn these new skills and technologies? Most of us in the workforce rely on our employers to make it available to us, or we take courses on our own through continuing education departments of colleges, universities, or professional associations. Employers often take responsibility for paying for these developmental activities, especially if they are needed for our current jobs or to qualify us for a promotion. In fact, an entire industry has developed to meet these continuing education and training needs. The next section will look at this growing industry and the trainers employed within it.

The Economics of the Continuing Education and Training Industry

Businesses pay for the education and training of their employees because the financial effort results in a more competitive workforce and enables them to use emerging technologies. For example, Frank Huband, CEO of the American Society for Engineering Education, notes that "half of what an electrical engineer learns today will be outdated five years later" (1997). He notes that committing the funds to re-educating those engineers, as well as other kinds of engineers in America, is necessary to maintain a technological

edge. Motorola, Texas Instruments, and other such large companies are aggressively establishing continuing education programs for their engineers and other salaried professionals (Huband, 1997).

In fact, in its recent 20th Annual Industry Report, *Training* magazine estimates that, based on the data from the survey they conduct annually, more money is spent yearly on "non-traditional" education than in all of the K-12 and higher education institutions combined (*Training*, 2001). They estimate that nearly $57 billion will be spent by employers on formal training in 2001, a 5% increase from 2000. Over $19 billion of that amount is spent on outside providers. An additional $37 billion will be spent on trainees' salaries while in training. The cost of training would increase to $200 billion if you counted on-the-job training (Eurich, p. 18).

The American Society for Training and Development reports that over 14 million workers receive training each year, more than the number of traditional students in all of the four-year colleges and universities combined (Eurich, p. 18). In addition, more states are requiring mandatory continuing education for licensure than ever before (Phillips, 1997). Professional associations, especially in the health care and engineering fields, are also requiring (and providing to their members and others) continuing education for certification and recertification. Many large organizations are also recognizing that their technical staffs must continually update their education, as they agree with an Institute of Electrical and Electronics Engineers (IEEE) figure of engineers becoming obsolete every five years (Alef, 1996). Some of this need is addressed through tuition assistance payments for employees to obtain a more advanced degree.

While higher education serves the needs of individuals who wish to obtain degrees, including advanced degrees, millions of employees and employers have educational needs that are best met through continuing education and training. Many employees are not willing to or able to attend courses over a 15-week semester. Nor do they wish to obtain college credit towards a degree. What they want are the specific skills needed for their present jobs or next higher promotions. And they want to obtain these skills quickly, so they choose to attend "short courses" that are held during several consecutive eight-hour days, often requiring travel.

In spite of the growing popularity of technology to deliver training, the 2001 *Training* survey reported that 77% of training takes place in classrooms with live instructors and an additional 5% is delivered by instructors from a remote location. Interestingly, in spite of predictions that instructors will be made obsolete by technology, the percentage of training delivered by computers without an instructor actually dropped from 13% to 11% from 2000 to 2001 (Industry Report, 2001). In addition, training is no longer something confined to low-skilled occupations. In fact, 64% of training funds are spent on exempt non-managers, exempt managers, and executives. This means that most attendees of training programs probably have bachelor's degrees or more.

Considering the amount of money spent yearly and the number of people who attend training programs, there must be several thousand individuals who teach these programs, although I have been unable to find any statistics that give any data on this.

What We Know About Teaching

Very little academic research has been conducted specifically on the nature of teaching for individuals who teach seminars in the workplace or through continuing education and training providers. Most of the information that is available on this subject is practical in nature and is written in the form of advice by those working in the field. On the other hand, much has been written on the job satisfaction, intrinsic and extrinsic rewards, motivation, and emotional aspects of college and university teaching. I believe that there are enough similarities between these two groups that what we know about one group can help us understand the other. Some of these similarities are:

- Both groups have a high degree in autonomy in their jobs. They are pretty much left alone to manage their time and how they perform their tasks.
- Both groups consist of subject matter experts who are teaching as a result of their expertise in an area.
- Many instructors move back and forth between the two fields or teach in both areas concurrently.
- Both groups teach adults, although learners in business tend to be older than college students.
- Members of both groups often use similar instructional techniques.
- For the most part, neither group receives much training in how to teach. (i.e. few attended education schools.)

Although many similarities exit between the work life of college and university teachers and instructors of continuing education, there are some substantial differences that must be addressed. Probably the most obvious difference is the length and degree of

contact. College classes usually last 14-16 weeks and classes meet 2-5 hours per week, so the instructor contact is spread out over a longer period of time than the intensive 1-5 days a continuing education short course meets. Another important difference is that the university instructor grades student work and gives the student a passing or failing grade, thus defining one part of the relationship between student and teacher as "gatekeeper." Although, the continuing education instructor provides information and leads the class through exercises and other class work, there is usually little pressure on the student to participate or actively learn, unless this is a mandatory course for licensing or certification. There is seldom any further contact between instructor and participants once the class has ended, and the instructor does not control enrollment in any other courses or further progress toward a goal. Another difference between college teaching and continuing education teaching is the immediacy of feedback from students. Whereas college instructors must wait until after the end of the semester for a formal evaluation of their teaching, the continuing education teacher gets the results of his evaluation within a few minutes of the end of class, which may affect motivation and job satisfaction.

We do know that teaching is a challenging occupation, whether the students are children, college students, or adults in industry or business. Bess notes, "Administrators in colleges and universities worry about how to induce faculty to devote energy and attention to teaching, how to keep them committed to it, and how to recommit those who have drifted from it" (p. x).

Bess notes, "Teaching well—and liking it—is very hard to come by. Like sports . . . , it requires extremely high energy, focus, and total commitment. Teaching is not a part-time job. It is also risky (or should be). It necessitates (in a Western sense) a continual

testing of self as presumed expert—a perpetual and insistent questioning of one's basic understanding of society and one's assumptions about and understanding and mastery of one's own field and of the field of education. It demands competency in the intricacies of teaching methods." In spite of the difficulties and challenges of teaching, most university professors report that if given the opportunity, they would reduce their teaching by only 10% (Boyer, 1989, 1990). Public school teachers report higher job satisfaction with the teaching and actual contact with students than they do with administrative and other tasks.

Teachers of all kinds are alike in that they generally like to teach. They report that it is the student contact part of their jobs that satisfies them most. In a survey of community college instructors who were teaching training activities to industry, 62% said such teaching helped them to keep up with their field of study and thus wanted to continue such teaching. This was in spite of the fact that such teaching (and the travel required) was often uncompensated and simply added to their teaching load (Konicek, 1992). Many continuing education instructors, by the nature of their high level of expertise in their fields, vote their preference for teaching by the fact that they could easily be working as practitioners in their areas of expertise.

The Commonality of the Teaching Experience

How do we know that what we experience is also experienced by others? From the time we are born, each of us seeks to understand our world. As individuals, we learn about what is happening by the things we see, hear, taste, feel, and smell. As we grow older, we share those experiences with others through our language and gain an understanding of how others see the world, although we may never fully understand one

another's experiences. Over time, these experiences shape us as individuals and affect how we see new experiences. All of this forms our "reality" and informs our "truth." As academic researchers, we seek to quantify and qualify the common experiences of groups and individuals in order to add to a more general knowledge. Although our methodology can never be perfect, understanding the experiences of others enriches our profession and ourselves.

Our lives consist of series of experiences. All we are or can be is shaped by these experiences. They are our "windows" to our world and through these windows we evaluate and interpret what we see, feel, and hear. Thus, learning takes place. Were we to learn only from our own experiences, what we learn would be sharply limited. Indeed, our formal education is shaped by those who attempt to help us learn from those individuals who have lived and died before us and by structuring experiences to guide our learning. Informally, we learn by observing others as they go through their lives and by observing the natural world. As academic researchers, we bring these observational skills to a high level. We bring a wide range of accepted methodology to our subjects, as we attempt to answer questions relevant to our professions.

Schutz (1970) noted that as we perceive, we apply what we currently know about our world to objects as we see them. Our previous knowledge enables us to "typify" or classify our perceptions into categories and enables us to make sense of or recognize them when we perceive them again. As we gain knowledge, we assign interpretations of intentions and motivations of others, for example, because of our past experiences with similar situations (Schutz, cited in Holstein and Gubrium, 1994). Putting things into typifications enables us to categorize and remember what we perceive.

Van Kaam refers to finding the "necessary and sufficient constituents of this experience." He notes that, "Our basic assumption is that the core of such common experiences is the same in different individuals" (1959, p. 67). Schutz also discusses the social aspect of experience (social phenomenology). Although we each perceive our experiences somewhat differently, we tend to construct categories of knowledge of everyday events which we share with others. He refers to these as "typifications." We assume that others share these familiar experiences and see the world in a similar fashion and we use language to articulate our experiences and share the experiences of other people. This confirms to us that what we see as being "there" is really "there" for others, and thus real (cited in Holstein and Gubrium, 1995, p, 263).

Schutz points out that it is our use of language that allows us to convey everyday information and be able to construct our reality (Schutz, cited in Holstein and Gubrium, 1994). Since we know that others experience objects in roughly the same way we do, those objects must exist beyond the time when we are experiencing them. Because we can understand how other people experience things, we learn how to understand one another in our dealings with the world. This "intersubjectivity," or sharing of the same reality, changes as we adjust our understanding of the world as we continue to experience and discuss our shared experiences with others. Thus, understanding the feelings and motivations in one person's career can help us understand that of others.

Motivation and Persistence in a Career

We know much about motivation in careers and some things about the sources of motivation in teaching and the conditions that inhibit or encourage persistence in that

career. In his introduction to *Teaching Well and Liking It*, James Bess notes, "Strong motivation is almost invariably a key to commitment, sustained effort, and creativity" (1997, p.ix). He notes that his underlying premise is that motivation is a legitimate psychological construct and that understanding may lead to some action that will affect teachers' lives (1997, p. x).

Individuals make decisions in many parts of their lives. Some decisions are affected by external variables, some by internal variables, and some by both. Pavlov and Skinner argued that behavior was entirely controlled by the external environment through reinforcement and punishment. For example, higher pay in a merit pay system may cause workers to increase performance (Walker, in *Teaching Well*, 1997). Other researchers (Campion & McClelland, 1993) have focused on job design—looking at the job characteristics that make some work more motivating than others. Hackman and Oldham show specific characteristics of jobs that make work more motivating. They argue that when work is meaningful, allows autonomy, and provides feedback, it is more motivating. In addition, when work requires a multiplicity of skills, is important to others, provides immediate feedback, and gives the worker control of what, how, and when the work is done, the work itself is a source of motivation (1980).

Self-efficacy theory (Bandura, 1982) focuses heavily on internal reward processes that take into account both extrinsic and intrinsic outcomes. Self-efficacy refers to an individual's feelings of competency and effectiveness in mastering ones environment. People who believe themselves to have a strong ability to accomplish something are more likely to put forth a high level of effort. Such people try new things and explore techniques because they expect to succeed instead of failing (Walker, in *Teaching Well*,

1997). However, Thierry warns us that the notion of intrinsic motivation is "scientifically untenable" (1990, p. 67). He points out how the concept is blurred (based on a delusion) and suggests that it is more important for us continue research on motivation, but to look at motivation as being affected by both personal and situational characteristics which relate interactively (1990, p. 80).

Traditionally, job satisfaction surveys list potential satisfiers and ask the respondent to choose from numbers on a Likert scale representing "extremely satisfied" to "extremely dissatisfied." Results are reported as averages on the scales or in percentages of how many respondents chose each answer. Herzberg disputes this survey approach. His two-factor hypothesis differentiates between intrinsic and extrinsic variables by arguing that intrinsic variables such as the work itself, the degree of responsibility, and growth act as satisfiers and are essential to good performance (Herzberg, 1982). He argues that extrinsic variables such as pay, benefits, status, and work conditions act as dissatisfiers when they are not present. Thus, he argues that a single scale cannot measure satisfiers and dissatisfiers using a Likert scale in this manner.

Optimal experience theorists (Csikszentmihalyi, 1990) believe that a "flow experience," a situation in which challenges are overcome by the competencies of the performers, causes a kind of euphoria that motivates them to tackle additional challenges and thus increase their competence. This is the "success breeds success" thinking that could explain why good teachers become better over time.

Self determination theorists such as Deci (1985), argue that humans have three fundamental needs: a need for competence, a need for relatedness, and a need for self-determination. Although self-determination is important for everyone, it is essential when

the work to be performed is complex and creative, as is the work of college teachers and of trainers. When such work is controlled externally, motivation and performance is reduced and workers develop feelings of distrust (Deci and Ryan, 1985, 1991).

The Meaning of Work

In order to know more about why we persist in a career, we need to know what work means to us. We know that the beliefs of an individual that relate to work are acquired through our experiences and our interaction with his or her social environment. Such beliefs affect how satisfied we are with our work and affect our motivation to perform this work. To Martin Luther and other Protestants who formulated our Western work ethic, work was a "calling" and a path to salvation (Sverko, p. 3). Many people feel so strongly in the importance of their career that they would agree. For most of us, however, work has an important psychological function in that it provides us with self-esteem, identity, and self-fulfillment (Sverko, p. 4).

What we value in our work lives and how we use our work days to achieve self-fulfillment and intrinsic job satisfaction is critical to understanding the worker and his or her career. We choose a career or move from one career to another throughout our lives because we discover that as individuals we are best satisfied when performing certain tasks in specific roles because of values we hold and our personal needs (Sverko, p. 27). Jobs that allow us to better shape our roles to suit our personalities and preferences and that best meet our needs may be more intrinsically rewarding and encourage better performance than those that do not (Locke, p. 16).

The next chapter presents the methodology I used to obtain the research described in Chapters 4, 5, & 6.

Chapter 3 – Research Methodology

This chapter discusses the theoretical framework for the type of interviews that I plan to conduct for this study. It also presents the specific protocol I used in my research. It begins with a theoretical framework for qualitative research and discusses interviewing as a research methodology.

Theoretical Framework in Qualitative Research

Qualitative research has had a rich and complex history since the early 1900's as researchers sought to find social "truth." Social truth refers to those concepts that enable us to understand our world, its people, and how they interact. We strive to understand such concepts so we can understand how things work, including social systems, and predict events. Being able to predict, makes us more comfortable in our own skins and makes us more adaptable. As waves of successive researchers defined, theorized, interpreted, and analyzed their subjects, they reacted to and built upon the perspectives of those who had gone before them; each group of researchers reflecting not only the past but the current beliefs about what research should entail during that period (Denzin and Lincoln, 1994). As the field evolved, the definition of qualitative research itself became blurred. However, Denzin and Lincoln offer a generic version: qualitative research involves a naturalistic approach in which "researchers study things in their natural settings, attempting to make sense of, or interpret, phenomenon in terms of the meanings people bring to them" (Denzin and Lincoln, 1994, p. 2).

This history has resulted in a multitude of approaches and methodology—varying in tone and style. This multitude of approaches allows the researcher to select from a variety of options, choosing the options the researcher believes best fits the situation, and even combining methodologies (Fetterman, *Qualitative Shift*, 1988). Thus, qualitative researchers may study individuals (case studies/interviews), over long periods of time (life histories/historical), groups (observational/ethnography), or their own experiences (introspectives/personal reflections), as they attempt to find meaning and understanding of lives. Researchers may even use a variety of methods in a single study in order to confirm or get a better understanding of insights they had already obtained (Denzin and Lincoln, 1994).

Qualitative approaches to research form a diverse, not homogeneous, body of practice. Fetterman notes that each approach requires its own standards and criteria for evaluation. Understanding this variety of approaches and standards of evaluation will also help researchers design a broader spectrum of methodology (Fetterman, *Quiet Storm*, 1988). Let us next look at how these approaches have evolved.

The Traditional and Modernist Phases of Qualitative Research

In their discussion of the various phases qualitative research has gone through, Denzin and Lincoln noted that during the traditional period from the early 1900's to after World War II, researchers, typified by "field" researchers, attempted to be "objective" in their gathering of data.

Traditionally, research has been synonymous with "science," and science defined as a body of study that searched for those unchanging truths which could be observed

objectively. It was believed that there were facts which existed outside of and separate from the individual researcher, and thus were "truths" (Fetterman, *Qualitative Shift*, 1988). A distinction was made between this "hard science" and all other research which was considered to be weaker because it was affected by the bias of the researcher. This positivist paradigm assumed that the goal of the researcher was to eliminate all bias and subjectivity from observation. The less bias, the better the research and the better the result, according to the positivists (Fetterman, *Qualitative Shift*, 1988).

Traditionally, qualitative researchers tried to make their subjective science as objective as possible. In this modernist period, positivism was the most common paradigm. Positivism, with its focus on eliminating the effect of the researcher, was considered more valid and appropriate than "softer" sciences (Fetterman, Qualitative Approaches, 1988). Positivists believed that truth was "out there" to be discovered and researchers attempted to find it by becoming objective and keeping apart from their subjects so as not to allow their own feelings and opinions to interfere (Guba and Lincoln, 1994). The field was someplace you went to study a group different from yourself. Researchers kept apart from the studied group or individuals and observed them as "others." Getting too close to your subjects was to open yourself to bias and reduce objectivity (1994).

Interviews conducted using this approach would have been very structured, with little room for variation in interview protocols. Scripts and questionnaires would have been followed precisely and the interviewer would have been careful not to give the interviewee any ideas of his or her personal views. No improvision would have been allowed (Fontana and Frey, 1994). Results were displayed as timeless museum pieces.

During this era, science was seen as the optimum way to study and understand truth. Scientists had achieved many advances in improving the way we lived, and it is understandable that this way of looking at the natural world would spill over into the social world.

In the period from World War II to the 1970's, new interpretive theories of social research were formalized and standards made more rigorous (Denzin and Lincoln, 1994). Results were described based on likelihood or probability of being true. "Truth" was seen as something that could be approached, but never quite achieved because there were no truly scientific means to find it as a constant. It was recognized that truth was an interpretation of what was really there and thus changeable.

In the 1970's to the mid-1980's, a third phase of blurred genres occurred. Researchers were using a wide variety of strategies and methods, and ways of collecting data became more diverse. There were no longer any firm rules on how data should be collected and the researcher's presence was recognized in his or her research. Geertz, for one, suggested that all observations were actually interpretations of interpretations (cited in Denzin and Lincoln, 1994, p. 9). Reality was recognized as being pluralistic. In other words, each person sees and interprets what is "there" differently. In fact, you could say that there is no "there" there. What is there changes depending upon the individual's point of view. Thus, a researcher's single voice is recognized as being only one of many possible voices, and not considered to be the ultimate authority as in the traditional period of the field researcher. Therefore, no matter how objective and "scientific" a researcher tries to be, his or her interpretation cannot be the only "truth."

This move to a pluralistic reality is reflective of what was taking place in the society of the 70's and 80's with its attitude of "doing your own thing your own way." This was a furthering of the democratization of society and the lowering of the barriers of control of ideas and mores. All of us were now equally qualified and free to see our own truths. Thus, the positivist paradigm gave way to the constructivist paradigm wherein knowledge was seen to be in the constructions or interpretations of the researcher.

Constructivist Paradigm

Constructivism or interpretivism rejects the positivists' belief in a single "truth." It proposed that there is no real world which exists independently of human mental activity and human symbolic language (Schwandt, 1994.) A construction is an attempt to make sense of or to interpret experience (Schwandt, 1994). Constructivism assumes that what is real is a construction in the minds of individuals, not something which is "out there" that can be directly measured through observation. The role of researchers is to interpret and make sense of what they observe (Geertz, 1973). Because there are many individuals, there will be multiple truths and many of these truths will be conflicting. However, all are meaningful truths and should not be rejected because they do not fit a single, "hard science" mold (Guba & Lincoln, cited in Schwandt, 1994, p. 129).

Constructivists believe that knowledge and truth are results of experience and perspective. As researchers we can elucidate and clarify the meanings that are embodied in the language and actions of social actors by observation, interviewing, asking, and listening (Schwandt, 1994). These interpretations inform our reality and are all we know of truth.

According to Guba and Lincoln, there are five properties of constructions:

1. They are attempts to make sense of experience and are self-sustaining and self-renewing.
2. They depend upon the information available to an individual and the sophistication of that individual in dealing with information.
3. They are shared, collective, and systematic attempts to come to common agreement.
4. They all should be considered to be meaningful, even though incomplete, malformed, or uninformed.
5. They can only be judged in reference to the paradigm of the constructor.

Constructions are challenged when one becomes aware of new information or when one needs to make sense of new information (cited in Schwandt, 1994, p. 129). Fetterman reports that although positivism is still the dominant culture in educational evaluation and research, researchers are increasingly turning away from positivism toward constructivist approaches (*Qualitative Shift*, 1988). Because the positivist paradigm was so well accepted for so long, the move toward constructivism and other qualitative paradigms has been slow, though steady.

Interviews using a constructivist approach are likely to be much less structured than under a positivist approach. They can ask a range of questions which are more likely to be open-ended. Answers are not coded or counted or measured "scientifically."

Interviews as a Research Method

Interviewing as a research method has its roots in large-scale survey research methodology and in ethnography, such as done by anthropologists (Powney and Watts, 1987). Although it went out of favor during the "scientific" positivist eras, it is becoming more popular and accepted as a qualitative tool. As opposed to survey research, interviews enable the interviewee to tell what he or she thinks is important, rather than having only the researcher determine what is to be discussed (Powney and Watts, 1994).

Although they admit that it is difficult, Fontana and Frey describe interviewing as "one of the most common and powerful ways we try to understand our fellow human beings" (Fontana and Frey, 1994, p. 361). They point out that unstructured interviewing is "used in an attempt to understand the complex behavior of members of a society without imposing any a priori categorization that they limit the field of inquiry" (p. 366.). Gorden agrees that unstructured interviews are most valuable when we are interested in people's beliefs, attitudes, values, and knowledge. The technique's flexibility enables the researcher to more quickly obtain needed information (1987).

Holstein and Gubrium further argue that interviews are active collaborations, with meaning being constructed on the part of both interviewers and respondents. They see interviews as a particularly useful mode of inquiry because they enable respondents to more freely produce meaning (Holstein, 1995). Powney and Watts call interviewing "collecting talk" and point out that talk is dynamic, and loses its quality when it is transcribed. They note that interviewees who are willing to participate and have time to participate be carefully selected (1987). Fontana and Frey also note that informal

conversation, chitchat, and a friendly tone are important to establishing rapport with interviewees when you wish to obtain their opinions and feelings (1994).

The effectiveness of biographical interviews to obtain information about career decision making will be discussed in Chapter 4.

Protocol

What follows is the protocol I used for this study. For my research, I chose nine individuals who teach adults in a business or industry setting. I identified my subjects by asking several acquaintances who work for training firms and professional associations in several cities across the United States for the names and contact information of potential candidates who met my research criteria and who would be willing to participate in such research. I attempted to select individuals who worked for a variety of continuing education and training organizations to obtain a wide variety of experiences. I also tried to select individuals from both technical and non-technical areas. Note: All of the individuals who participated in my research are identified by pseudonyms in this dissertation.

The purpose of my interviews was to obtain detailed answers to the following questions:

- How did these subject matter experts who were trained in another field become trainers?
- What are the experiences of these subject matter experts who teach "short courses" to employees of business and industry? What are their jobs like on a typical day?

- What motivates them to continue to teach? What might motivate them to quit?

I interviewed three people in their offices and one in a restaurant, audio-taping all of these, and later transcribing the interviews. In five other cases, because the trainers lived out-of-state, I used email to send them an initial list of open-ended questions, which they completed and sent back. I followed up with further questions via email and by phone. I had not really intended to conduct interviews via email, but did the first one at the request of a trainer whose travel schedule made it difficult for him to be available for a phone interview. Rather than using the phone, he asked if I could just send the questions to him. This email interview technique worked well enough that I offered it to four others whose schedule was equally busy.

The purpose of the research was explained to all participants and they were asked to sign a form signifying their permission to serve as research subjects. They were told that results would be confidential and that although their experiences would be described, no participant would be identified by name or by any other identifying details

Script

Although I wanted my interviews to be relatively unstructured, I prepared the following list of questions to use as a starting point with interviewees. I began with questions (#1-#3) that required factual answers and then moved to questions that were more open-ended and opinion-based, as suggested by McCracken in his description of how to build a questionnaire (1988)..

1. What kind of a background did you have before you got involved in training?
2. What is the highest degree you have earned?

3. What kind of a degree did you earn in college as an undergraduate and what did you do immediately after graduation? What were your career plans then?
4. When did you start teaching courses for business and industry? Was it a conscious decision you made or did it just happen?
5. Had you done any other teaching before you started teaching in a business setting? What was that like?
6. How long have you taught seminars? How many days, on average, do you teach each month and how long are the courses you teach, typically?
7. What are some of the courses you are currently teaching or have taught in the past?
8. How do you prepare before you teach?
9. What is your day like when you teach a seminar? Tell me about a typical day starting from when you leave your home. Include as many details as you can.
10. What do you like or dislike in this kind of teaching?
11. What motivates you to continue in this kind of teaching?
12. What kinds of things do you think about while you are teaching?
13. Can you describe some of the experiences you have had while teaching that have meant something special for you?
14. What is it about this kind of teaching that is most meaningful to you?
15. Have you considered another career? What has made you consider that career?
16. Have there been any experiences that have been especially memorable for you?

I did not ask all of these questions in exactly this order, except for those individuals to whom I sent a questionnaire via email. When I got answers that were confusing, I asked

for clarification. In addition, I asked follow-up questions when I thought initial answers were incomplete. I did this follow up and clarification via email and phone calls to email respondents. All in all my participants were very helpful and gave me good information.

The results of my research will be presented in the following three chapters: Entry Into Training as a Career, Job Experiences of Trainers, and Career Motivation and Persistence of Trainers.

Chapter 4 – Entry Into Training as a Career

Most college students have selected an initial career before graduation. They have chosen a field of study and an academic degree they wish to receive. Most know before graduation about available types of jobs in which they can use their education. Students make these career decisions in a variety of ways. Some choose an academic field because it prepares them for a career they know a lot about—perhaps a parent or other relative had this job and the student admires him or her. Or students may have been influenced by a favorite teacher or other person whose career they learn to admire. Others choose an academic field because they believe it will offer monetary or other rewards, including prestige.

The problem with career choice is that as young people who are making this choice, we know about only a tiny percentage of the potential careers that are open to us. In other words, we can only choose a career if we know it is available as a career. Careers such as public school teaching or dentistry or police officer are well known to all of us because those are some of the people we come in contact with during most of our lives. Some careers, however, are unknown to most of us because they are very specialized and only a very few individuals work in them, thus making it unlikely that many people have heard of the potentials the career holds.

Other careers are unknown to us because our experiences are shaped by where we live and what our parents and the adults around us do for a living. If our close relatives are blue collar, for example, they probably do not know about many white collar jobs. In turn, white collar parents may be only vaguely familiar with many blue collar careers,

including the pay or working conditions, for example, and may feel a college education is the only route to making a good living, whereas in reality there are many blue collar jobs with very high wages and good working conditions.

Training is a career that is not well known. Few of us had the opportunity to choose it as young people because it is virtually unknown outside of business. It is doubtful that even our college placement counselors knew about it as a career alternative, although we may have stumbled into some knowledge of it through labor relations or business programs it is unlikely they offered few courses touching upon it.

Adult Career Development

Edwin Herr tells us that a career is different from an occupation. An occupation is a title of a job; a career is the complex interactions between affective, cognitive, and psychomotor characteristics of a person, mediated by value, family, culture, and other factors (Herr, 1990). Much of the focus on career development in the past has been on adolescence and young adulthood. It was assumed that adulthood was a long period of stability and career growth, and that once we, as young adults, had found the right career, we would focus our energies into moving ahead in that career (Gladstein, 1994). In fact, much of the literature on career development still focuses on adolescence and young adulthood.

It was felt by career counselors that career success depended on matching individuals to careers and much effort was spent on using interest inventories and personality tests to ensure that individuals could choose a career where he or she best "fit" (Gladstein, 1994). Donald Super agreed that this matching concept was a useful one, but

he also believed that development was a lifelong process and that people changed or went through changes as they got older. Super saw five stages in ones career growth:

- Growth – Expansion of capabilities. Typical ages 0-14.
- Exploration – Of self and the world in order to clarify self-concept and roles consistent with it. Typical ages 15-24.
- Establishment – Finds a career field which suits him. Typical ages 25-44.
- Maintenance – Seeks to hold into a position in face of change and competition. Typical ages 45-64
- Decline – Decreasing capacities and involvement in work. Typical ages 65+. (cited in Arnold, 1997).

Such traditional careers as described by Super require stability and predictability (1986). The Industrial Age in which he was situated gave rise to such stable bureaucracies in which information was specific to a company and hoarded in permanent jobs. The ideal employee was a loyal and upwardly mobile company-man. However these bureaucracies were unable to innovate when faced with the Information Age (Arthur et al, 1999. In addition, the stages proposed by Super and others do not take into consideration that all workers will not be men and that many workers will be non-traditional. Where does the woman who is reentering the workplace at age 50 fit into these stages? What about the former executive who has been downsized due to technological change and must choose a new career because the one he had no longer exists? Or the older, recent college graduate who wants to use his or her newly-acquired education?

The new, global economy and the sociological and technological changes have deeply affected the work place and how careers work. With information and technology

driving change, this has meant changes in careers, since value is now in information and no longer in bricks and mortar. People are much freer to undertake new jobs and new responsibilities and frequently change employers in order to gain new opportunities. Arthur calls these "Boundaryless" careers in which individuals use accumulated learning to "enact" their careers. The exchange between employer and employee is based on competence for opportunity, rather than the old loyalty for stability (Arthur et al, 1999).

Career development is much more dynamic today and career change in adulthood is not only expected, but encouraged. As we have experiences, our beliefs and values change, as does how we see ourselves, so no single career can satisfy us over a lifetime (Gladstein, 1994). More importantly, our fast-changing information-based age means that many of the careers that are available today did not exist even twenty years ago (Toffler, 1995). We do not know today what careers will be available in ten years, so we no longer have the ability to choose a career and know that it will continue to be available for us in the future. A single career in a lifetime is much less likely than before, so career changes as adults are inevitable. Thus, we will make not one career decision in our work lives, but many.

Training As a Non-Traditional Career

Traditional career literature assumes that a person will select a single career and remain in it for a lifetime. It also assumes that most of a career will be spent working for a single employer and that there will be an unspoken contract between employee and employer that promises a secure job for the employee in exchange for the employee's lifetime commitment to that employer. Workers obtained a job when they were young and expected to keep that job until retirement. Information learned during that career tended

to be company-specific and remained with the company (Toffler, 1990). Traditional career counseling focused on finding the career which best fits an individual's skills and aptitudes and then moving that person into that lifetime career. Traditional careers require stability and predictability, which are clearly not present in most of today's jobs (Arthur, 1999). New jobs are created and other jobs disappear because technology or the work economic condition no longer supports them. The benefit for today's workers is that they can move from job to job, taking what they have learned from one job to another. The more moves, the more knowledge gained. These workers become "knowledge workers" because the knowledge is within them, instead of being hoarded within a specific company.

Trainers, such as the ones I interviewed, are truly :knowledge workers." They do not fit into the traditional model because they move around more and tend to work for a variety of employers over their career.

Understanding Careers

Vondracek notes that careers cannot be understood unless one understands the contexts, or external situations, surrounding them. He notes that, "Individuals develop and contexts change. To study career development thus means to study a moving target (the developing individual) within a changing and complex context" (1990, p. 38.). Not only does the context affect and change the individual, but the individual affects and changes the context. Each organism is distinct as is the context surrounding that individual. In order to understand career development, one must understand the nature of the individual, the features of the person's context, and the relation between those

individual and contextual features. This is difficult to measure with quantitative means because the individual and context changes from measurement to measurement, and longitudinal studies are very difficult.

Traditional quantitative measure tells us "what" but not "why" something works or "how" people make career decisions in the real world. Another problem with using quantitative measurement is that these methods attempt to predict the future, which is much more difficult than looking at the past. Herr points out that career decisions are "better understood after the fact, than before." In addition, case studies and biographies have a "potential richness and explanatory power that many quantitative processes do not" (Herr, 1990, p.4). Cochran says that because narratives emphasize "time as lived," this technique can give answers to the "great central questions that quantitative research cannot answer—what makes a good career and how one should live" (1990). He notes that the advantage of narrative research and other qualitative approaches is that one can ask what is the meaning of life.

Polkinghorne suggests that narrative based on understanding human actions can produce useful descriptions for a science of understanding humans (1990). He proposes that understanding of career life planning can be greatly assisted by the study of particular individuals in the form of narrative life histories (103). Bujold points out that life history, including history of a career, is always "much more fascinating as such than all the theories, schemes, paradigms, or models that would claim to help us discover its thread or to identify satisfactorily the mechanisms underlying the development of a particular individual" (1990, p.57).

The trainers I interviewed tell us in their narratives how their careers developed and they moved from the careers they had originally chose into training. The individuals I interviewed made their career choices in a variety of ways: some got involved with training because of external events and others got there as a result of careful plans they made. In addition, some became trainers early in their careers and others entered it very late. They all tell us interesting things about the paths their careers have taken.

Sometimes, however, people end up doing something because life gave them the opportunity to do it. Mitchell et. al call this "planned happenstance" and point out that while the "unpredictable abounds," it is not what happens to us, but how we react to those happenings that are relevant (1999). They point out that people who feel comfortable with ambiguity are most likely to react positively to unplanned occurrences and take advantage of them, something seldom recognized or discussed with clients by career counselors. They note that indecision is necessarily negative and that people should be taught to participate in exploratory activities and to recognize and take advantage of beneficial chance events (1999).

Arthur referred to people (such as these trainers) who are willing to change employers, take on new responsibilities, improvise, take on temporary roles to learn new skills, work with new people, and then move on, as "career actors." They have a motivation to work and a willingness to change employers, relocate, and use a company as a training ground (1999).

We will first look at the individuals who ended up in training because of external events and let them tell their stories.

Unplanned Entry Into Training

Daniel D, Vickie L, Bill A, and Pam W all got involved in training because it was assigned to them by a supervisor, an example of planned happenstance described earlier. They were available, had some knowledge, were needed to do a job, and took a risk in doing something new. Having been assigned to training, they got hooked on it to varying levels and decided to focus on it as a career. Their narratives follow:

Daniel D

Daniel D's story is unusual because of how fast he got into training. His first job after graduation was as a "training engineer." He had attended two years of a business curriculum at a community college and obtained a Bachelor of Science degree in Mechanical Engineering. He had no special skills beyond what he had learned in college.

"I attended 2 years at the Community College level in Business and then switched to an engineering major. The TVA [Tennessee Valley Authority] then sent me to school for two years to finish up an Applied Engineering Degree." His intent was to become a mechanical engineer, but in his first job after graduation he was assigned to be a "training engineer" at a fossil-fired power plant for NUS, [National Utility Service], a major provider of technical services to the utility industry.

He said, "I know the title is a strange one. Nonetheless, that is what NUS called their trainers. I hadn't planned to become a trainer, but my boss assigned me to that because he needed someone and I was the newest employee." He pretty much used what he had learned in his engineering degree and taught himself the subject while he taught it to others. "I developed technical training material on the operation of fossil-fired power plants. I found I really enjoyed this."

Thus Daniel D's career in training began specifically because he was new and inexperienced. He was selected for the task by default. Clearly, training was not a career that others in the organization were lining up for. However, in spite of its lack of popularity with others, he found it was something he enjoyed doing.

"I then left that job and became a senior startup engineer with The Bechtel Power Corporation. I traveled to five different sites doing startup work and training. From there I joined the automotive community in various engineering and training assignments at Rockwell International, GM, and Ford."

He also worked as a training instructor for a training company where he researched, developed and taught a curriculum of courses in sheet metal forming for an automotive client—in effect making himself a sheet metal forming expert. He said he ended up liking teaching so much, "In 1990, I started my own consulting company to do training and consulting to various automotive companies and their suppliers." Although he calls it a consulting company, nearly all of what he and his employees do is teach courses to a variety of clients, including all of the Big Three automotive companies and a professional manufacturing association. He says he personally teaches, "FMEA [Failure Modes Effect Analysis], DFA [Design for Assembly], DFM [Design for Manufacturability], Project Management Theory, Project Management, Microsoft Project, Project Management Awareness, Reliability and Maintainability, Discovering Common Ground, Men & Woman as Colleagues, Hourly Supervisory Management, Auto Talk."

He says, "I love teaching. It is a talent I discovered early in my life and when you see the lights turn on in the student's eyes, it's most rewarding. There is little I don't like

about teaching. I suppose it may be the very rare occasion when you can't reach a person or perhaps some administrators making bad decisions regarding classes."

It is interesting that Daniel D has made a very successful career out of teaching, among others, courses in several engineering areas to practicing engineers, yet he has never actually worked as an engineer. In other words, through research and his teaching, he has become a subject matter expert in something he has never practiced—unusual for this type of training.

Vickie L

Vickie L's situation is more typical in that she got involved in training almost twenty years into her career in nursing. She was asked by a local college to supervise nursing students who were enrolled in a practicum. As a manager of a healthcare department, she was a logical choice for this task because she had the knowledge and experience in nursing. Although that assignment didn't last long, she enjoyed it and later accepted an opportunity to move into a training position in the healthcare system she had worked in, where she could teach what she had learned over her career in nursing.

In college, she had earned a Bachelor of Science degree in Nursing and then achieved a Master of Science in Healthcare Administration. Her original career plan was to be a nurse, ". . . taking care of patients, then nursing management or teaching in a college nursing program." She achieved both of these, working "as a nurse for ten years and then as a director in healthcare for another ten years." She then worked "eight years in a healthcare human resources department doing recruiting and managing employee relations, and finally training."

She describes her first experience with teaching: "The opportunity was presented to me by chance. I was a manager in a large healthcare system, and the college came to the department, asking if their students could be assigned there for eight weeks. They did not have an instructor available and asked if I would be interested. I accepted the job and continued to do my manager job. The opportunity was valuable. I felt like I shared a lot of useful knowledge and skills to the students. The feedback from the college was very positive. Unfortunately, I was not able to accept any future assignments, as I was promoted to a director position and had too much responsibility to do both."

"In June, 1997 I moved into a training and development position within the human resources department at a large healthcare institution. It just seemed to happen. The opportunity came up and I had good experience and a desire to help others in management positions to succeed." She notes that, "On the average I teach about 4 times per month. I teach an average of three, ½ day seminars for a large healthcare system. I teach an average of one, day-long seminar for [a local business college]." She currently teaches "Conflict Management, Interviewing, Corrective Action, Performance Management, Coaching, Stopping Negativity, Keeping Your Best Employees, Situational Leadership, Motivating Employees, Workplace Violence."

She says of her teaching, "I like the instant feedback from my participants. I like knowing that I can make a difference in how they, as a manager can succeed as well as the people who they manage."

Vickie L was typical of many people who find and take advantage of opportunities to focus on the parts of her job she liked best. She took her earlier taste of training and broadened into it into a larger part of her career.

Pam W

Pam W got involved in training soon after she obtained her bachelor's degree. Her supervisor asked her to help teach student nurses while working in a mental health facility. She had begun her nursing career as an aide in a mental health facility while earning a BS in psychology and had intended to remain a practicing nurse.

She describes her first teaching experience: "Once I graduated, the director of nurses wanted me to teach psychology to the student nurses and become their psychiatry instructor/preceptor. As I did that, she started making plans to retire. She would be leaving our nurses training and wanted me to take over. I needed a nursing degree to do that, so I got another degree in nursing and got my RN license. She retired and I took over the training department."

Having her supervisor retire and turn over her job to Pam W was a lucky break for her and showed her competence in her job. "I still did some psychiatric nursing and administration when needed. Then the state wanted to expand training to all employees. I got my Master's in Education and expanded our training and education services. I then moved to central office and did the program for the entire state. We hooked up with the International Association for Continuing Education and Training in about 1978 and began to give CEUs to our courses. I next had us become Providers and Approvers of various continuing education credits by various disciplines/ on a statewide basis/ and have been doing it ever since. I thought I'd be a clinician, but ended up an instructor, as well."

She is now retired but does consulting and teaching about three to four times per month in a wide variety of health and general training topics: training of trainers, child abuse, drug abuse, crisis intervention, facilitation, how to start a training department,

curriculum design and development, needs assessments, outcomes management, and health care topics in medical, nursing, psychology, and other areas. She also teaches courses for the International Association for Continuing Education and Training on their certification process, having been on the board of directors for that organization and chair of the Certification Commission for several years.

She says, "I usually enjoy the folks I work with/teach. I usually like the content. I enjoy banter and discussion. I especially like the 'Aha' experiences in class. I like the action plans [that] folks develop to implement the content/skills."

Taking advantage of opportunities gave Pam W a career which was unexpected, but one she has found fulfilling and continues in beyond retirement part-time. She has developed not only her knowledge of health care, but also her professional activities into something that she can share with others.

Bill A

Bill A went into the military immediately after obtaining his bachelor's degree. He began his training career in the military soon after, when he was appointed medical training officer. Later, after leaving the military, he was asked by his employer to teach medical technicians in a hospital setting as part of one of his first clinical assignments.

He had graduated from a school of nursing and worked in clinical, surgery, and intensive care at local hospital while completing undergraduate school, majoring in Biology and Psychology. He then enlisted in the military. While in the military for two years, he " worked clinical, renal dialysis, psychiatry and medical units, was appointed military medical training officer (Captain), researched and trained tech personnel" After

serving in the military, he managed the admission of psychiatry patients for the State Service."

"Within two years, I began to focus in education and management and [am] currently Manager of Continuing Education & Training for a state Department of Mental Health." So, unlike my other subjects, Bill A both teaches and administers training.

He describes his decision to move into training: "I guess the answer to your question is that it was more a function of the employer's need and my own felt abilities. In [one of] my first clinical assignments, I was asked to train technicians assisting in medical areas of the hospital. This [being asked to be a trainer] carried over to technicians in surgery when I was working and going to school. It carried over from the Air Force when I was asked to teach medical technicians, and I guess it followed through in my current field since they needed leadership in the Hospital Education Department, and I chose to apply for it. I've been satisfied with the results of this decision. I find this career [as an administrator of training] has many challenges, however more on an individual and management level now than when I was primarily an educator in the medical and nursing area preparing classroom training." He notes that he likes "having an effect on motivating learning in participants, assisting the learning process."

Like the others who "fell" into training, he found it fulfilling and something he enjoyed doing enough to make it a permanent career. Given opportunities, he was willing to accept them, take on new responsibilities, and learn new skills.

Dawn M

Dawn M received a Bachelor of Fine Arts degree and initially worked in a variety of part-time drama positions with a city recreation department, while also getting

experience in marketing, advertising, and fund raising for several non-profits and a couple of businesses

She explains that actually her career goal was never really in theatre, either: "Within 6 months of graduation, I designed improvisation drama class for 4 park districts in my home town area in Illinois. I also worked with businesses (advertising and printing) as a receptionist and sales person. My career plan was to get some practical business experience: learn to type, get comfortable with other business people, and learn about products and services. I was never interested in a professional career in the theatre. Attending drama school was a way for me to continue to have fun and the freedom to express myself in creative ways, and to avoid heavy academic requirements."

She was also active in community projects. She says, "I also scheduled and led the Ending Hunger Briefing, as a volunteer for The Hunger Project, for 7,000 Hawaii youth and adults (1982-1986), primarily in private schools. I began teaching my speed reading class for individuals who were business people and college students in 1986. It [getting involved in continuing education] was a conscious decision, based on wanting to earn a self-employed income and sharing the reading skills I had learned in 1982 with others. I began teaching for Kapiolani Community College in Honolulu in 1988."

She admits she really never had any training to be a teacher. She says about her lack of skill, "However, as a social activist, I feel I got my teaching stripes from the dozens of teachers, thousands of young people and others who gave me tremendous praise for the Ending Hunger Briefings that I led for them. Teaching a subject that was important to human life and spirit was very rewarding and gave me a very positive experience of teaching at its best: for personal and social development."

She teaches several communication and other business courses for a community college and a regular four-year college continuing education department in Hawaii. She sees training as her last career, at least for the foreseeable future, however, I sensed that she had the least commitment to training and teaching of all of the people I interviewed.

Dawn M got involved in training through social activism. She never really planned to be a trainer—it evolved as a career out of becoming active in community projects. Being self-employed as a trainer has enabled her to teach only as much as she needs to, in order to support herself, and gives her free time to pursue her interest in social activism.

Planned Entry Into Training

The other trainers that I interviewed started their careers doing something else, but had always liked mentoring people, wanted to be teachers of some sort, and took conscious steps to get involved in it and make it their life careers. They made mid-life or later career changes so they could do what they had always really wanted to do. Their stories follow:

Fred C

Fred C began as a production worker for a large automotive manufacturing company. He got into training when he became a union representative—a common path for skilled trades people who have political power and connections. It was a planned move, however, not an accidental one, because he had always enjoyed speaking in front of groups and saw training as a way to do that.

He says, "Before I got into training, I was a production worker for General Motors. Then in the skilled trades area, I went into an apprenticeship—journeyman

electrician. Then I got involved in the technical training arena after a number of years, as a UAW representative. So I have a manufacturing background and a union background prior to going back to college and prior to being involved in the educational arena."

He went through an apprenticeship program and became a journeyman electrician. As an older adult, he obtained a B.A. in Industrial Management and a Masters degree in Career and Technical Education. "[Getting involved with training] was a very conscious decision. It was something I always wanted to do. I felt very comfortable speaking with groups and interacting with groups so it was not an issue of not being able to perform in the classroom environment. It was just something I wanted to do. And after I got started, I found I really enjoyed it, so it was a plan." He was first a skilled trades trainer and then a training coordinator, so he saw several aspects of training. He is currently an administrator of a small, local college, while continuing to teach both college level and what he calls "plant level" courses.

He describes teaching in the plant, when he began his training career: "It was a tough situation because when you are teaching your peers, they are probably the most critical group you will find. They tend to expect that you know the information very well, and they tend to be very critical of any mistakes you may make or any areas that you may have weaknesses in, so I made sure that I was very well, very well prepared to enter the classroom and to have reference material in mind and people I could call as backup if there was something I didn't know. And if it was necessary, to have someone I could get a hold of for that particular piece of information."

He describes plant training sessions, "Well, normally the sessions would be 2-4 hour sessions. In industry, when you go over 4 hours you start to lose the attention speed,

and people start to get antsy. They're not accustomed to sitting in one place for 4 hours. That's why few of the courses [in the plant] are ever 8 hours long. Some of them run for a whole shift, but the actual classroom activity is a lot less than 8 hours. But typically, 2-4 hour blocks was what was typical."

When asked what he would say to someone interested in the field, he said, "Trainers typically rise to the surface. They evolve out of a group of people who grasp the information very easily and can share that information with others. They typically are trainers before they are identified as trainers. They typically are already showing their peers what to do and showing and sharing that information with the people they work with."

And indeed, that seems to be what happened to him. He saw in himself characteristics such as liking to speak in front of groups and interact with people, and then he found that a training and educational career would provide him with opportunities to do those things he liked to do best. In addition, while involved in training, he worked his way up from being an unskilled, factory production worker all the way to a master's degree and college administrator position.

Richard P

Richard P also began his career in manufacturing production, reaching for many years the highest level one can achieve in a plant: plant manager. However, he waited until retirement to enter training as a second career which would let him focus on the most enjoyable things he had done in his first career. Training is what he does now for fun.

He says, "I worked in industry for 34 years, for [an automobile company]. I was a manufacturing supervisor, then a superintendent. I went back and got training and a

degree in engineering. Then I was a personnel director for a while and I had a staff position. Then, my last [job], for the past 15 years or so, was as a plant manager. Primarily, the [spring and bumper plant]. There I had the experience of having to shut it down. Then I had a plant down in Mexico."

Finance was an important to his plant role. He said, "Many years ago, it was the main way you were judged—on your ability to get costs down. You need to understand, that you can't play the game unless you really understand the rules. Basically, finance is the rules of running a business. You know, this is how you show your effectiveness and things like that. So that's how I learned it."

After 34 years of running a plant, most people would be satisfied with a retirement filled with fishing, golf, traveling, or other pursuits. Instead, after closing his plant, Richard P completed a career assessment program. He explained, "Well, when I retired, I wanted to do something. And I didn't want to jump right back into doing what I was doing. I mean the assignment I had in the plant was very stressful. And I was fortunate enough because of the plant closing that I could get a special early retirement. And I wanted to do something, and I wanted to make sure, what it was [that I would like it]. And as I look back, well they had this career thing about what do you like best. And I thought that the fun parts were around training."

He realized that he had always enjoyed mentoring employees and helping them to be effective. He describes this mentoring as the fun part of his job. "And the fun part of my job was where you could help people. To learn new skills and things like that. And applying that and getting results. You're supporting people in their ability to do their job. That was the good part of the job. I enjoyed it."

He also felt a kind of mission about improving training. "I also felt the soft training, things like leadership, team building, stuff like that. That what we were given, wasn't as effective as it could be. I thought it was a lot of fluff. As a matter of fact, it was very discretionary. If a person came to me and it was an engineering skill or a computer skill, I figured, well, let him go. But when it came to soft skills, well, I never felt that there was a lot of effectiveness there. When I sent you out to training, and you came back, I'd look at you, Judy, and you don't look any smarter than when you went out last week. What did you learn? And you'd say, 'Well, I learned some stuff.' And I'd say, 'What are you going to do differently when you get back on your job?'"

He saw a need to make training more applicable to employees' jobs. "I didn't think the content was applicable. I felt the facilitators or the trainers couldn't relate to the participants. [They] never really had been there. In my opinion, in training, the effectiveness is in the credibility of the instructor. This is the difference between training and academics. It's the fact that [if you have business experience] you can speak with some authority, a high degree of credibility—you've been there and done that. And you can relate more to the participants. And if you have a background in manufacturing or engineering, and it's been done in the past and it's worked with people, you can really relate with them and it takes the leadership skills you really need and you can go back in the environment."

Thus, he was drawn to teaching because he believed the kind of experience he had was something he wanted to share with others, and it was something he knew he would enjoy. He had strong beliefs about what training should be like and felt a mission to make training more effective. He approached someone who owned a small training company

about teaching and developing courses. He got an opportunity to help rewrite the leadership course for GM. He was also asked to rewrite a finance course that had been getting complaints because it was too full of theory and not enough practical information. Soon after, he was contacted by the continuing education department of a local business college about rewriting a couple of finance courses, and teaching the courses he had written.

He noted that he likes training because of the ". . . relationship with the people. Getting their response. Getting the Aha's from them. Well you know when you're working and you're running a plant, you need feedback. Your feedback from the financial point of view is your profit or your feedback is getting the project done on time and out the door. Improve your quality level. You have to improve customer satisfaction. You can get some pretty good feedback with some hard numbers."

"And when you retire, you don't get that. You don't get that hard number feedback. And what you get, when you get rave reviews and people come up to you and say, 'Hey, that was great. I learned a lot. I can use it.' But what I'm talking about is when they write something [on an evaluation form]. You know, it really made a difference. And I really like that. And that gives you a warm fuzzy feeling, and you're never too old for that. You're never too old to say I made a difference. And that to me is the greatest thing in training." Currently, he continues to teach leadership and financial courses, and has no plans to stop teaching and retire for a final time.

So for Richard P, a late-in-life training career has been a way for him to fulfill his mission of improving the content of training courses for industry, as well as a personal opportunity for him to receive praise and have "fun" in his retirement. It is also unusual

that in spite of his having been the plant manager, he took advantage of the career counseling that was offered to all of the laid-off workers, and used it to make a retirement career choice.

Paul M

Paul M volunteered to be a participant in my research three years ago when I was given the task of calling him to enlist his help in finding a replacement instructor for him while he was undergoing chemotherapy for cancer. In fact, he gave me the inspiration to conduct this study when he told me that his absence would only be temporary because he "couldn't imagine not teaching." He said he planned to teach no matter what and would never consider retiring.

Paul M had always wanted to be a teacher, but was talked out of it by his parents. He spent much of his career working to get back to his original goal of teaching, and once he accomplished this, vowed never to do anything else.

Paul M earned a Bachelor of Arts in Business Administration as an undergraduate. He says of his career before he turned to teaching, "I had spent nearly my entire career in material-related functions. I joined Boeing as a production expeditor for the early 707's while I finished my last semester of college. When I received my degree, I went into the materials [purchasing] department as an expeditor, then worked my way up to buyer where I was required to negotiate as part of my job description. When I topped-out at Boeing (too young, not bald or gray), I changed companies twice in a 12 year period, either in purchasing or marketing functions, and did as well as I did because of my ability to negotiate. My earliest career objective was to get out of the manufacturing function.

When I went into the material function, I discovered that I was good at purchasing and I liked it, so my direction was accidentally determined."

"As a young person (high school, early college), I really wanted to be a teacher, but my parents talked me out of it, because, 'teachers didn't make any money.' By the time I left Boeing and was working in Las Vegas as the Purchasing Manager for a government contractor, I had determined my general direction. I would continue my education in preparation to become either a professor of business classes or a consultant, but I wouldn't be stuck in big companies forever. Every job opportunity and educational opportunity, then, was only considered if they met one of those goals."

"When I was in Las Vegas, I became a member of the National Association of Purchasing Management, and became the chairman of their professional development committee, so I insisted they spend their money for professional development instead of fostering the 'good ol' boy' thing. So I put together the first professional training program ever in the state of Nevada for purchasing people. One-fourth of the program was presented by Chester Karrass, the negotiation guru, who was just finishing his doctoral research. Soon after, I conducted a two-semester course for University of Las Vegas on The Basics of Purchasing. I have been teaching something ever since then." [While in Las Vegas, he had earned an M.B.A. from the University of Nevada, Las Vegas.]

His next full-time purchasing job was in southern California for an instrument company. While there he I started teaching college courses. "I eventually taught four courses a semester—evenings and Saturday morning. When I left [the instrument company], I counted on those classes for support as I grew my consulting and seminar

business." While there he also completed a certificate program from the University of California Executive Program. Eventually, he quit his regular job and moved into consulting and training full-time.

When asked how long he had been involved in training, he said, "I began with the American Management Association 29 years ago and I have been with Karrass 'full-time' for over 24 years. Last year [2000], I presented 61 programs, either two or three days in length, which was a little lighter than a usual load. Nearly all of my presentations are two days long. In my busiest year I presented 88 programs, but those macho days are over. I am nearly 64 now and after next year, I will try to scale back my schedule to one per week. To do that, I have to learn to say 'No.' I am calling Nancy Reagan now."

He currently teaches Effective Negotiating, Effective Negotiating II, Effective Sales Negotiating, Preparing for a Successful Negotiation. He also gives a talk, Using Humor in the Negotiation Process. In the past, he has taught courses in purchasing, basic supervision, time management and salesmanship.

It took Paul M a long time to achieve the teaching career he had really wanted as a young person. He entered it through activity in a professional association and furthered it by getting an MBA and completing the executive program, thus qualifying himself to teach, not only because of his purchasing experience and expertise, but also because of his academic credentials.

Tim K

Tim K also always wanted to be a teacher and even got a teaching certificate, but had the bad luck of graduating when jobs of all kinds were scare and teaching jobs almost

non-existent. He entered training by becoming an expert in his field and some good luck in being at the right place at the right time to take advantage of an opportunity.

He tells about the wide variety of jobs he has held. "As a youth, I was always trying to earn money through various jobs from selling items for charities, to running a lawn care service (purchased my own lawn mowers), to working at a corner grocery store for eight years as a delivery boy/meat counter clerk. I also had various jobs while in college: Marine Corp Reservist in engineering, bottle gas dock general help, cigar shop, bouncer at local bar, automotive supply shop (two different stores), automotive garage helper, etc. I had told my mother in fifth grade that I wanted to be a teacher. After college there were very few high school teaching jobs open so I decided to go into industry."

He graduated from Adrian College with a Bachelor's degree in Business Administration, Economics, & Earth Science. "Upon graduating in 1979, I was unable to find meaningful work, so returned to college that fall and added a Natural Science minor and a Michigan Secondary Provisional Certificate in January 1981. I substituted for 1-½ years with no opportunities for a full time assignment."

He "finally found a full time job in 1982 as a purchasing agent in a small plant, which was part of a fortune 500 company. "While in the purchasing job, I went back to school to earn a masters degree [in Industry Technology, Quality Management]. I become aware of the video *If Japan Can, Why Can't We,* which introduced me to the Quality Movement of Statistical Process Control (SPC). The classes that I was taking made so much sense to me; that I could not understand why industry did not use this stuff more."

"During my second full time industrial job I was applying the stuff I learned in the masters [program]. The company hired a new CEO from Ford Motor Company who took the entire senior management team to a five-day W. Edwards Deming seminar in Dearborn. At the last minute, my manager asked me to go along with the group. I was the only non-manager from the company that attended, mainly due to my job to help the plants set up SPC. After returning from that session, the CEO wanted training conducted for the entire organization, and since I was low man in the group, I got (which I welcomed) the opportunity to start working up and teaching the materials we had learned from Deming to our company. I quickly also set up training for suppliers."

One could argue that his being given this opportunity to set up training was due mainly to luck, and therefore not really planned. However, he was given this chance because he had previously been doing one aspect of training—that is, helping plants implement new methods and skills, based on what he had learned himself.

He believes this training role was a natural one for him. He has ". . . always enjoyed learning new things myself and enjoyed trying to help others to learn. For example, during a math class while in high school, after one particular lesson, nearly everyone was lost about what the teacher had said. I turned around and started talking to several other students about what we had just heard working through the materials. I found that I understood it much better after that and the student who I was talking to, also seemed to understand how to do the problems."

While in military boot camp, he had help set up and manage the self-directed learning lab that prepared the unit for their final exam. Again in service while in

engineering school, he said, "I was the class leader and offered to tutor anyone on Saturday mornings in the materials we were learning."

He currently teaches SPC, Managing Process for Continuous Improvement, Technical Quality Tools Training, Certified Quality Engineer refresher courses, Certified Quality Manager refresher courses and a mix of quality and motivational items. He teaches at a major automotive company and for the American Society for Quality, among other organizations.

Tim K says of his career, "I have developed an expertise in the management and quality field and enjoy sharing what I have learned with others. I have met people like W. Edwards Deming, Joseph Juran, Armund Feigenbaum, and Philip Crosby, as well as Peter Senge and Russell Ackoff. Some day, I would like to be known as a person who shared lessons learned and profound knowledge with the world."

That Tim K got started on his training career because he was the "low man" in the group is indicative of the lack of respect that training has had with some management from time to time. He describes how it was thought of as a "dumping ground." At the last minute, he was taken along with a group of more senior people to attend a program and was assigned the "menial" task of passing along to other employees what he had learned. No matter—he took that opportunity and turned it into a career that enabled him to enjoy being at the cutting edge of business change.

Summary

These narratives show the wide variety in the ways people can get involved in a training career. It is important to note, however, that I selected a very specific subset of

trainers for inclusion in this study—those who came into training because they were subject matter experts who were initially educated and prepared to enter a different field. I also selected only trainers who were successful and well-established in their careers.

About half of the individuals interviewed did not plan on a career that involved teaching, but were given a training role by supervisors or others because of an organizational need. The other half saw training and teaching as something they wanted to do and took positive steps to move away from their original career and put themselves in a position where they could become trainers because of a particular expertise in a content area. All, however, loved training and intended to continue in this role.

In an article in *People Management*, Alison Hardingham describes discovering similar data about how trainers get involved in training. He ran a course for experienced and skilled trainers and was struck by the variety of ways each of the ten people in his class got into training. He pointed out, "This diversity [of entry paths] underlined the fact that there is no standard career path for trainers" (1997, p, 48). He continued, "For many of us, that is one of training's most attractive qualities. Trainers are free agents: we can be opportunistic in our career choices (perhaps we have to be), and we have the excitement of not knowing what lies ahead. Those who like training, and the freedom, opportunism and uncertainty of the training room, often relish the same themes in their lives" (1997, p.48).

Chapter 5 - Job Experiences of Trainers

Now, we need to look at what the job experiences are like for these trainers who entered training in such a variety of ways. What is it like to be a trainer? What is the job like? What does a trainer do in a classroom on a typical day? The introduction in the first chapter of this study presented the basics of how a trainer's job is similar to and differs from that of an instructor in higher education. This chapter begins by expanding on that discussion and presents some general information about what the career and job experiences of a trainer.

Since this is a little-known job, we will then look in some detail at the working conditions and the routine things these trainers do in their jobs on a day-to-day basis. These routine activities include how they prepare before they reach the classroom, what they do when they arrive in the classroom, how they get to know students, how they teach, and how they end a typical day.

Finally, we will look at some of the cognitive processes that take place during their teaching experiences. We will look at their awareness of their teaching techniques, how they learn, and keep up with and update course content. Since so little has been written about this subject, we will rely primarily on the trainers to tell us about their experiences.

Training as an Unknown Career

The outside world knows little about this occupation. The U.S. Department of Labor's *Occupational Outlook Handbook 2000-01 Edition* does not list "trainer" as a separate occupation. It mentions trainers only briefly as "someone who reports to a

training manager" in a category with human resources and labor relations personnel, and it assumes they are performing work for their own employer. While it is true that some trainers fall into this situation, and may even use this path as an entryway into training, there are a large number of other "trainers" whose job more closely resembles that of a consultant, in that they share knowledge and work with a wide variety of employers, and are likely to be either self-employed or employed by a company whose main business is training.

And, in fact, because I selected trainers for this study who were well established and successful as trainers, my interviewees tended to be in this category of trainer/consultants, rather than those employed in training departments. This is because becoming self-employed is a natural career step for very talented trainers. As training department budgets become more limited, a trainer can increase his or her income by either becoming a training manager or return to a line management function. The alternative is joining the ranks of independent providers or joining an independent training/consultancy company (Hardingham, 1997).

The term "consultancy" is somewhat misleading. According to the same *Occupational Outlook Handbook*, consultants "analyze and propose ways to improve an organization's structure, efficiency, or profits." While the trainers I interviewed do occasionally act as consultants, the vast majority of their time is spent in the classroom teaching students, so they are not just "consultants" and their teaching jobs have little to do with this occupation.

Because they teach adults in a classroom, they have some things in common with teachers of adult education or high education. They gather materials, plan lessons, present

information, lead group activities, and sometimes assess learners. However, students come, or are sent by employers, primarily to learn new techniques and gain knowledge, not to obtain credit toward a degree as do college students, so there is much less emphasis on testing and exams. Trainers do not "grade papers," for example.

Training programs can be organized by university continuing education departments for the general public, professional associations for their members, or private companies for their own employees. As we know from *Training* magazine's 2001 survey, 64% of training dollars are spent on exempt employees and executives, meaning that a great many of the participants in courses taught by these providers are college graduates with at least one degree and possibly an advanced degree. (An exempt employee is one who because of educational level or job responsibility is exempt from certain wage and hour laws.) Thus, it could be said that continuing education is a kind of business-sponsored "graduate school."

Another difference between college courses and training or continuing education programs is that they meet intensively over a several day period, instead of over a semester. This is done to accommodate those participants who must travel long distances to courses and stay in hotels. It is more convenient for business people to attend a two-day course than to attend one hour per day over several weeks, as is done in higher education.

Working Conditions

Training, along with higher education teaching, can be an exhausting occupation. Although courses are "short" and usually last only two or three days long, the class day

itself usually is eight hours long, with only a lunch break. Instructors must be on their feet most of that time and keep up a high energy level, so they appear enthusiastic about their subject, reflecting the general belief in the field that being enthusiastic improves learning, or at least provides better scores on end-of-class evaluations—something substantiated by the Dr. Fox Studies, where students were presented with enthusiastic and unenthusiastic presenters of content-rich and content-skimpy lectures (Larkins, 1985).

Training instructors are also often responsible for setting up the classroom and cleaning up afterwards, especially if it is held in a hotel or other location without support personnel. There can also be important unknowns. Instructors often arrive at a classroom they have never taught in before. They cannot be sure that equipment is available and in working condition, or even if the space is really suitable as a classroom. Every trainer has a horror story of having to teach in an extremely noisy or cramped environment. This researcher, for example, once attempted to teach a group of Chinese students whose English was weak in a portable building next to a factory and had to contend with the noise sandblasting the outside wall next to the classroom. In addition, a large, non-strategically-placed pillar made it possible to speak to students in only one-half of the room at a time. Other instructors have had to cope with the noises from nearby stamping presses and grinding machines. Cramped hotel conference rooms and noisy conditions are not uncommon.

Bob Filipczak of *Training* magazine, the most popular trade journal for trainers, addresses the exhaustion that trainers experience. He describes one trainer's "roadtrip" schedule: "The road show consisted of 12 hours of classroom training every day, five days a week, for 12 weeks straight" (1997). I personally knew one trainer who for two

months volunteered to teach double shifts in the classroom, five days a week—one shift from 8:00 A.M. to 4:00 P.M. and another from 4:30 P.M. to 12:30 A.M.—an admirable, through extremely difficult task. At least this Silicon Valley instructor lived nearby. However, these are clearly the extremes. Most instructors in business teach only a few days each week and may not even teach every week. Those who try to teach every day quickly become what one person I know called a "training machine" and get burned out.

What is a typical, though possibly mundane, day like for trainers? Since all of the individuals I interviewed are seasoned trainers, they have each developed their own methods for approaching and managing a teaching day. We will look at their stories within a framework of a typical work day. Note that not all participants answered every question I asked or gave the same kind of details as the others did.

Travel

Because most of the trainers I interviewed worked for training organizations or professional associations or were independently employed, travel is often required because classes are held all over the country. Trainers are sort of "educational gypsies," as Paul M expressed it, because they teach in so many different locations. Even plant trainers often will travel to other plants owned by the same company to do training. Filipczak describes trainers who have to be in different cities every night or two, five days a week (1997). All of my interviewees did some traveling and four traveled substantially. Two had taught courses in Australia and Europe. Paul M notes, "I live in the middle of 'no place,' so 95% of my presentations require air travel, so my seminar day begins by leaving home by 3:00 p.m. the preceding day." Richard P has taught classes in Luxembourg, Tokyo, Australia, and Mexico. He says, "If it's limited, that's OK. And for example, when I went

to Europe, I took a few days before and after and did some sightseeing. I would not relish traveling a lot of time."

Preparation to Teach

Most trainers specialize in teaching a handful or two of courses in a general area. The type and amount of preparation, as is true for any teacher, will depend on how familiar they are with the material, how many times they have taught it, and how comfortable they are in the classroom. If I am using well-prepared material, for example, and have taught a two-day course using this material 30 times in the past year, I will probably not need much preparation around content, other than finding ways to make it interesting to participants. An advantage of this repetitive delivery is that it will enable me to polish content and focus on my teaching techniques.

Most of the instructors I interviewed have regular preparation routines. Some prepare more than others, however, which may be due to their familiarity with the particular course they are scheduled to teach. Preparation includes both making sure they know their content and getting physically and emotionally ready for a long day.

Daniel D says, "Because the classes I teach are structured and similar, not much prep is needed. The materials are arranged in individual briefcases and are reviewed [by me] the night before I teach the course." On the other hand, Vickie L prepares for a course "by doing lots of reading. I try to keep up on new information through books, articles, professional organizations. Also, I talk to managers and the people who are requesting the training, to make sure I am delivering what they need."

Some of the instructors follow a particular ritual to prepare for teaching. Dawn M says she prepares both mentally and physically: "I get a good night's rest, groomed the

day before, a healthy green drink and whole vitamins in the morning, along with a fruit for breakfast I often do my half-hour breathing program to release stress and clear my mind. This really helps me give my students my full attention." She continues, "I dress neat, attractive and simple. Little or no jewelry; I always wear my hair back, off of my face. I wear low shoes, to protect my body and ensure my stamina. Sometimes I will drink a black tea for a little pick-me-up in an all-morning class. Other times I may drink a special herb tea for mental concentration. I always have a water bottle with me and I sip it throughout class."

Paul M also has a ritual: "After I arrive in the hotel, I follow a ritual. I insure [check] my directions [to the training facility] for the next day if the program isn't being held in the hotel where I am staying. Then, after the usual unpacking routine, I repack my bag that I will use for the next program. Then I spend anywhere from 20 minutes to several hours reviewing the knowledge I have of that specific client and formulating some questions for use early in the first day to create dialog early. Good night. The next morning my ritual includes the first 15 minutes of the Today show and the front, business, and sports sections of the *USA Today*. I look for a negotiation lesson from the current news."

Pam W says, "A lot goes into the design of the seminar, of course. Research and statistics are woven into the content. I always have to remain current on information presented. Once I have a program and materials designed, then I take it on the road. When I prepare to deliver one of my packaged courses, I make sure I've gone over the material. I weave any local flavor into the presentation."

Richard P also prepares by getting information about the participants ahead of time. He says the kind of preparation he does depends on whether it is open enrollment, meaning that students come from a variety of companies or an on-site conduct. He says, "I do a lot of open enrollment, and I also do classes for individual companies. They get ABS company, for example, and they say they're looking for a particular class. So I will call the person who's doing the training and ask them, 'What specifically are you looking for? What are your particular needs and wants?' And I'll talk to them or they'll put me in touch with their CFO [chief financial officer] and they'll say they need something specific."

Fred C talked about the preparation he had to do when he was teaching his peers in the plants early in his career. He said, "It was a tough situation because when you are teaching your peers, they are probably the most critical group you will find. They tend to expect that you know the information very well, and they tend to be very critical of any mistakes you may make or any areas that you may have weaknesses in, so I made sure that I was very, very well prepared to enter the classroom and to have reference material in mind and people I could call as backup if there was something I didn't know. And if it was necessary, to have someone I could get a hold of for that particular piece of information."

Getting to the Classroom

Daniel D says he leaves "the house or hotel in time to arrive 30-40 minutes before class starts so that I can set the room up. Vickie L also arrives "at least 30 minutes prior to the start of the seminar. I review my equipment, materials, room setup."

Tim K arrives even earlier, "I much prefer to arrive at the training location at least an hour or more early to ensure the room setup is conducive to learning and that all equipment is working. I will usually ensure that my materials are ready the night before so before the class I only have to put them is place. Depending on how often I have taught the particular course, I might take a quick look over some of the materials to align the order. If flip charts are used, I will ensure that everything is ready. I like to use various props and/or toys during the course to help keep interest up, so these items will be positioned

Pam W also likes to arrive an hour early: "I'll be sure to time my travel to arrive at least an hour before the training (if possible) and set up, redo the room if needed, make bullets on my content (or use the one's I've made before), meet with any other staff and participants, get a cold diet pop, maybe a water with ice."

Richard P follows much the same process as the others. He gets to the classroom early because he expects to have to set the room up. He notes that he "likes to rearrange the furniture and make sure all the materials are there on time, especially in an unknown classroom." Often materials are shipped ahead of time and he has the same problem as most of the others do—not knowing if they have really arrived where they are supposed to arrive and on time for class.

Getting to Know the Students

Since most instructors try to adjust their teaching to the specific group attending a specific course conduct, it is important for them to get to know the students and their personal and organizational needs as soon as possible.

Once everyone has arrived, Daniel D gets the class organized, "I prepare for the introductions of the students. During that time I try to focus on remembering everyone's name. I am typically good for about 20 names in my memory. Next, I begin class emphasizing participant input."

Vickie L also makes a solid attempt to get to know her students: "I make sure I greet the participants and do an introduction of who I am before starting the program. At the beginning I ask each participant to introduce and share some information about themselves to the group and ask them what they want to gain from the program. This allows me to do an initial 'read' on the audience and make any last minute changes to the program. I keep the program interactive, and move around the room to stimulate participation. If the program has a lunch, I try to eat with the participants, again to get some idea who they are and what they hope to learn and need to learn."

Paul M makes sure he arrives before any participants arrive, "So I can greet them, help them be comfortable with me, and see if I can learn anything from them that will help with the program. I always stay in the conference room during breaks in case anyone wants to talk to me in private. It usually happens. People will ask questions in private that they will not ask in the general session. I enjoy it when I can be of value to them, and I will learn something that will be useful in the program."

Tim K focuses early on how to modify his materials. He says, "As the class is starting, I try to get a feel for the group to see how to modify the materials on the fly, if needed. I try to tailor comments to fit the group and to share the meaning behind some of the material. Since I have a strong belief that without the history of a topic, you are doomed to repeating the same mistakes, I will usually interject some history and

motivation into the lecture portions of the course. I have learned that getting the participants to talk works the best for adult learning. To this end, I will continually ask open-ended questions during the day trying to draw out the participants in the room."

Pam W also starts off with an assessment of the audience so she can tailor the content. She says, "Depending on the course I'll do a demographic, ask for their goals for the course, do the course goals & objectives, successful completion stuff, logistical/agenda review, do the content, evaluate on paper (skills if due) and verbal, then give out certificates. Clean up and go home!" She adds that while teaching, she asks herself, "Am I reaching every one. What else do I need to do to make it easier and practical for folks? How can I make it better? Are there some local things I need to add?"

Tim K also does his course tailoring during the class because most of the classes he teaches are open-enrollment and have participants from many organizations. He says, "So when I start the class, I have each person introduce themselves and I ask them why did they take the class. And when I'm doing that, I'm formulating in my head what do I need to emphasize. And I've done them [the courses] for so long, I know this is what I've got to do to tailor them to the people there."

This focus on tailoring courses to a particular audience is important. Peter Senge in his book on the learning organization stresses the importance of the distinction between training and learning. He says that training usually consists of a discrete series of steps used to teach a distinct skill. Learning on the other hand is what happens when training is integrated into people's jobs (1994). Almost all of the trainers I interviewed described steps they took when they taught to ensure that they were teaching skills that

were as specific to the needs of the students as possible, so the skills learned could be more easily implemented on the job.

This course tailoring is a kind of problem-solving each instructor undertakes before and during class. McKeachie reports that higher education faculty are motivated by such open-ended problem solving (1997). It is apparently also important to our trainers because almost all of them mentioned it as a major activity.

End of Day

Daniel D likes to end his day positively: "I never let class [end] early so that that the students have a healthy respect for the training environment. Often I will review the day and ask the participants to comment on how the day went for them. I stay to answer any questions that a participant may have at the end of the day as well." Vickie L says, "At the end of the day I review the evaluations and make notes regarding any new ideas or changes that need to be made for future programs."

Paul M says, "At the end of the first day, I always hang around the room for a while. There are two reasons: one is that I am usually too tired at the end of the day to go anywhere, so I decompress. The second is, people will come back to talk and I want to be available. These 'end of day' sessions are usually good for problem solving."

Tim K spends a considerable amount of time at the end of class putting things back in order. "At the end of the session, I will usually ensure that the room is cleaned up and back in order. Since I tend to use a lot of items, I have to ensure that things are collected and arranged back into my traveling training boxes. I like to use overhead transparencies and will tend to write on them, so I usually clean them at the end of the session so they are ready for the next class."

Cognitive Processes of Trainers

Trainers do not simply delivered "canned" material. Many of them are accomplished course developers and use instructional techniques which are recognized by academia as appropriate for adult learners. The trainers I interviewed consider themselves good teachers and were conscious of what they considered to be good teaching techniques. Most mentioned getting comments from students and "good evaluations" as evidence of this. Trainers, almost universally, are required by the organizations that employ them or hire them to use some sort of end-of-class course evaluation form. Although these are often derisively referred to as "smile sheets," these are almost always monitored and kept track of not only by the organization that bought the training, but the organization that provided it. Getting good scores and comments on these smile sheets are very important to our trainers, evidenced by several references to it in their narratives, in spite of my not asking any questions specifically about this subject:

- Daniel D said he felt good about being a teacher, "When someone comes up or writes on the evaluation that you are the best instructor they have ever had. Fortunately I hear this one a lot."
- Vickie L says, "At the end of the day I review the evaluations and make notes regarding any new ideas or changes that need to be made for future programs."
- Pam W mentions "the thanks from the participants and good evaluations."
- Dawn M told about how she felt good when "Several students have told me and written in their evaluations that they experienced my class to be the best educational experience they have ever had.
- Tim K mentioned the "good comments" he got at the end of classes.

- Richard P talked about getting "rave reviews" and comments, not just scores on evaluations, "But what I'm talking about is when they write something. You know, it really made a difference."

These comments show that it is important to these trainers to have students give them positive feedback at the end of class. So while higher education instructors have to wait until the end of the semester to find out what their students think of them and their teaching, trainers get this feedback at the end of every class.

We also know that they are aware of their teaching techniques because many of them noted that they are constantly monitoring and adapting content to the students' reactions and needs, on the fly, sometimes adding or deleting content as they go. But in addition to that, they are cognizant of what it takes to be a good teacher. For example, Tim K talks about how his teaching techniques have changed over the years. He says, "In my early days, I would use a lot of overheads transparencies and displays to teach from. Today, I tend to use only key point slides and will talk with the audience about the topic and material. I will continue to use slides, models, and displays to help the learning process, but usually as I watch the audience for understanding. I have learned that getting the participants to talk works the best for adult learning. To this end, I will continually ask open-ended questions during the day, trying to draw out the participants. I am finally learning to watch the group better to look for understanding. Initially, I relied on the transparencies to tell the story. Now, I use the materials to work as a framework for the presentation and try to talk with the participants instead of lecturing."

Richard P has learned that if your presentation is dull, your business audience is likely to slip out to make phone calls or simply sneak out during a break and not return.

He says, "You're not going to keep them unless you can move them. Getting them to talk, getting them involved. The minute you start pontificating, you lose them." He also talked about rewriting some courses because they were "very, very intensive academic." A lot of the participants had walked out of the course and said that the content wasn't what they needed, so he was glad to have a chance to rewrite the course. In fact, he has strong feelings about not liking to teach courses he has not helped to write.

Paul M adds, "I focus on signs of understanding and I try to be sensitive to when a point isn't getting through. I am very open, so I will say things like, 'Hmmmm, I didn't get the response I had hoped for on that point, so lets try it another way.' I know I have good material, so I work on making it interesting.

Vickie L says she keeps the program interactive, and moves around the room to stimulate participation. "I am constantly "reading" the participant's non-verbal or body language. I think about how the information can be presented to make it as useful as possible for them to succeed."

Daniel D says that while he is teaching he is thinking "How can I best communicate the subject matter? My preference is to use humor as it warms people up, relaxes them and helps them to gain knowledge." He also says he tries to remember everyone's name, and begins class by "emphasizing participant input." He also never lets a class out early "so that that the students have a healthy respect for the training environment."

Trainers as Learners

Trainers such as the ones I interviewed have opportunities not available to many other people because they deal with such a wide variety of companies and industries.

There are two ways courses are held in the training industry: onsite at a specific company where only employees from that company attend and open enrollment where the course is likely to be held at a hotel, conference center, or other training facility and participants come from many different companies and locations, often traveling long distances to attend.

When a class is held onsite for a specific company, a trainer will often talk to the contracting department or management person to determine what specific problems the company has been having so they can address those issues during class. This is part of the "tailoring" process several trainers mentioned in their description of their preparation. In addition to talking to management, the trainer will lead discussion in class with participants as they ask questions or participate in activities. Participants will talk about what has been going on in their organization and what they have tried that has worked or not worked to solve problems. When a class is held open enrollment, there is no opportunity for an instructor to talk to the student's management, but the students themselves commonly bring problems and issues from their many organizations with them for discussion. Other students will often share solutions used by their organizations in similar situations.

In both of these situations, instructors have unique opportunities to gain not only industry knowledge but to problem solve with real-life problems in the work setting. This is a tremendous learning opportunity for instructors and causes them to not only adjust their teaching methods but also add and subtract content from their courses over time. Vickie L talks about "last minute changes to the program" and "learning from the students." Pam W says, "I've also met many people from many organizations and have

expanded my area of experience and knowledge." Daniel D mentioned a time when he had a corporate lawyer speak to his class and sit in on some of the sessions to share some engineering issues the group had been having. Tim K says he enjoys "helping others and myself learn."

In my own situation, I have presented courses to audiences that included, at different time, both army and air force personnel and was given copies of the writing style guides used by both services and the writing textbook used by the U.S. Air Force. I learned a lot during class about the specific problems they have in writing reports, especially around the use of titles and acronyms. This occurred personally for me again with a group I taught who was doing testing for the Russian automotive company. They had had many complaints from the translators who were translating their engineering reports into Russian. Since the translators worked in the same building as the class was being held, we invited two of them to attend the remainder of the two-day session with us so we could work on solving problems. It was a learning experience for all of us, including the translators.

In addition to learning from their students and from the management of the companies they visit, trainers, especially those who assist in the development of courses, must keep up with their fields in order to teach effectively. They read journals and books, attend conferences, and participate in professional activities to keep current. Pam W talked about weaving research and statistics into the content and how she always has to remain current on info presented. Tim K says, "I am continually looking for new learning opportunities for myself and at the same time trying to pick up items that I might be able to incorporate into my delivery style." He was proud that in the course of attending

professional functions and seminars he had met the leading people in his field, "people like W. Edwards Deming, Joseph Juran, Armund Feigenbaum, and Philip Crosby as well as Peter Senge and Russell Ackoff." Richard P has built his knowledge mostly from having "been there and done that" and the relationships he has developed with people who work in factories.

And finally, Paul M built much of his knowledge on what he learned during his affiliation with the purchasing professional association and his initial and continuing contact with Karass, probably the most well-known expert in the negotiating field. When asked what he does to prepare for a class, he says, "I am the student. Since my specialty is reduced to negotiation now, I make a real effort to read everything written on that subject. Even though I often present 2 programs a week, I try to bring something different into each presentation. That keeps the subject fresh for me, therefore, fun"

Summary

We have learned in this chapter much about what the job experiences of people who teach continuing education and training programs is really like, including the day-to-day mundane things. We have also seen that they have some things in common with high education faculty and other things not in common with them. We have learned that:

- They have routines for preparing for teaching in a variety of ways—both physically and mentally. Some prepare by reviewing their course materials, while others know their materials so well, little review is needed. Many instructors have routines they go through before teaching—watching a particular TV program, eating specific foods, or dressing in a particular way.

- They arrive to the classroom early to make sure it is set up to their liking. They check equipment and make sure materials are laid out properly. They arrange the furniture the way they like it.
- They try to get to know participants as soon as they can so they can adjust content as necessary for the particular group. They adjust content to meet the goals and specific needs of the individual class group, which shows that they have the same kind of autonomy to control the classroom as do higher education faculty.
- They are conscious of their teaching techniques. They monitor student reaction to their teaching and adjust methods as needed. They look for ways to improve their teaching in the same ways teachers in other situation do. They are self-taught for the most part, but know some things about the techniques for teaching adult learning.
- They are learners who make efforts to keep up with their fields and develop and modify course content as conditions change. They also have unique opportunities to learn not only from their students, but from the management of the companies they visit.

Most of these trainers, however, learned to teach by teaching, a sort of do-it-yourself preparation for their roles. With one exception, they had no formal education in how to teach adults. We do not know how they have learned the teaching skills they have. In addition, because objective testing and assessment of students is seldom done, we really do not know how well students learn from these instructors. We also do not really know how well they are teaching, other than the end-of-course evaluation forms, which may or

may not adequately measure the quality of teaching. And these forms are not consistent from organization, so it is difficult to compare data.

Skeptics might also really wonder if the teaching they do is of the same caliber as done by higher education faculty. Do they treat the subject matter from only a practical standpoint and ignore theory? Does this mean they do not teach well? Can anyone really teach something in only one or two days? We have not really looked at the depth of what they teach, although we do know that it is practical and implementable or the content would not be requested by the employers who are paying the rather substantial bills. These questions must wait for future research to be answered.

The next chapter looks at what motivates these trainers to persist in this career.

Chapter 6 - Career Motivation and Persistence of Trainers

Considering that training can be an exhausting and challenging career, what makes trainers who did not originally choose training as a career continue to work as trainers? We know some things that motivate people to pursue an activity. Getting a paycheck, for example, keeps some people at their jobs. Most of us, however, are motivated by other things beyond the basics of money and benefits.

The characteristics of ones job can make it satisfying or dissatisfying. Like other careers, training has aspects that are both motivating and de-motivating. Hackman and Oldham (1980) focused on the theory that work is much more motivating when it has the following characteristics:

- Skill variety – requires a multiplicity of skills to perform it.
- Task identity – has clearly identified tasks.
- Task significance – is recognized as important to others.
- Feedback – the worker find out immediately how well he or she has performed the job.
- Autonomy – what, how, and when the work is done can be controlled by the worker.

As a career, training has many of these aspects described by Hackman and Oldham:

- Training requires multiple skills: teaching, public speaking, task organization, flexibility, and content knowledge, among others.
- It has clear, identifiable tasks.

- It is considered important enough that an employer is willing to pay not only the direct costs of training and travel, but also the indirect costs of time away from the job. In addition, instructors are often told by participants how important what they have learned will be.
- Trainers typically receive immediate feedback from participants through end-of-course evaluations and student comments.
- In addition, trainers often have substantial control over what is taught and how it is taught. They often develop or participate in the development of their course materials. And most certainly, they adapt course material on the fly during every course session. (Any training manager who tries to get all of his/her instructors to deliver a course consistently each time it is offered will attest to this.)

Trainers also have a high degree of responsibility, one of the motivational factors Herzberg describes (1987). Trainers generally work in classrooms alone. They are the primary people responsible for satisfying the needs of participants, whose employers have paid a substantial amount for tuition and travel and off-the-job expenses. If an instructor does not continue to receive high ratings on evaluations, that instructor will not be able to continue teaching for the provider.

In the interviews I conducted, there were several motivational themes that emerged:

- The strongest motivation expressed was their belief in the value of the content they teach. They believe that sharing what they know can make lasting differences in their students and the organizations that employ them.

- Another important motivation is the enjoyment of the social contact with learners. In fact, two met their wives in class!
- They also loved the praise and recognition they get from students.
- Finally, they enjoyed learning through teaching—continually adding to what they know. Some of this was through keeping up with their field, but much is learning from those they teach.

In addition to these motivators, the trainers mentioned several de-motivators which might cause them to quit teaching, including the repetitive nature of training. And finally, they talked about any considerations they had of other careers. We will look first at the three motivational themes listed above, as expressed by the trainers I interviewed, and then look at their de-motivators and considerations they gave to other careers.

Making a Difference Through What They Teach

We all want to feel that our lives have been worthwhile, that some good has come out of what we have done. Have we done something that we will be remembered for after we're gone? Have we made the world a better place?

Bandura's self-efficacy theory (1982) tells us that people who feel competent and effective in their careers are more likely to put forth a high level of effort. One aspect of effectiveness is making a difference as a result of ones personal effort. We feel effective if we know that what we have done has had some positive effect on other people or institutions. In addition, performing tasks that are recognized as important by others is one of the motivating job characteristics proposed by Hackman and Oldham (1980). In

fact, one cannot "make a difference" unless ones job includes tasks recognized as important by others.

All of the instructors I interviewed mentioned "making a difference" as one of the things that meant the most to them as a motivator. Since all taught training subjects that had immediate application to the work environment, they often got immediate feedback about how students felt about the usefulness of what they had learned. A few also got feedback from past participants or repeat participants on the successes they had had using what they had learned. In addition, several noted that they enjoyed having students who were taking a second course from the instructor because they often brought back stories about how they had used what they had learned. In addition, many were asked back by management and given praise for their teaching.

Following are some of their comments about how important this "making a difference" was to them:

Tim K said that he gets his greatest enjoyment "being in front of a group to deliver a message that they need to hear." He continued, "Over the last ten years or so, I have also done a lot of one-on-one sessions with individuals who want to find some source of information. I have a lot of knowledge to share, but I usually take the time to share with them how to learn and to help them brainstorm ways of doing things differently. I have found that most of our formal education system does not teach people how to learn. Sharing my learning's with others is very enjoyable to me and this love is one I hope to nurture until the day I cease existence in this reality."

Tim K was proud that he has developed a unique expertise that others can use. He said, " I am also proud of taking two fields (quality and industrial training), which were

considered a dumping ground in the 1960's and 1970's, and combining the fields into my life's work. I know of few people who can claim to an SME in both fields."

Paul M was proud of having opportunities to teach a subject that was so useful to others. He describes, "Probably my most memorable moment was when the president of a company was introducing me to his new group of 109 people in Detroit. Here is what he said: 'You better listen to this man because we owe a lot of our success to what we have learned from him, and if it were not for him, you wouldn't be here!' Basically, I am doing what I am good at, teaching a subject that I thoroughly enjoy, believing that I do make a difference."

Another memorable moment for him was when someone jumped up in the middle of a class and ran to the phone to change a company protocol or a company proposal. At one on-site program, an executive vice-president who had been listening, asked him to stop and sit down because something he had just said could mean a $100,000 profit improvement, and she needed to work it through immediately with her people attending the class. He said, "I get enough feedback to know that I make a difference for some people. Some companies even report improvements in profit based on our training."

Richard P also noted that he would like to be "known as a person who shared lessons learned and profound knowledge with the world." He said of his students: ". . . they come to me again and say they've used what they've learned and it's worked. There've been a couple like that and that really makes you feel good."

Bill A said that what motivated him to continue in this career was "Having an effect on motivating learning in participants; assisting the learning process." He told of a specific instance where what he had taught had immediate results. "A clinical seminar I

was asked to do, required a month of research and preparation and the presentation came off in the most comfortable way and reception was excellent. Several nurses at the hospital where this took place actually were motivated enough to design and implement a patient-related recovery process that was presented for a state award and a later won a national award in healthcare quality improvement for one of [the state's] MH Hospitals."

Pam W says, "I love to have people be able to take something I've suggested and run with it. I like getting calls that tell me how something I've said or done has worked and made an impact." Also, she is motivated by "The success of the programs and the thanks from the participants/good evaluations. Appreciation for the 'extra mile' kind of things I do." She added. "Many times I've trained Sexual Abuse Prevention and have had folks come up to me after the training and disclose their personal experiences. My clinical background has allowed me to refer folks to treatment and other mental health resources, and that has made an impact for me. I love to have people be able to take something I've suggested and run with it. I like getting calls that tell me how something I've said or done has worked and made an impact."

Pam W pointed out one memorable event where she especially felt that what she did made a difference. She said, "I've done group facilitation for Quality Improvement teams for a couple of our Governors. I was on the Governors Rapid Response team that would do problem solving with cabinet level departments and staff. I especially liked bringing multiple agencies together and trying to break down barriers and work out issues. The 'reinventing government' phase was 'in' and this was a busy and exciting time."

Dawn M said teaching means sharing to her. She especially enjoys teaching things that bring personal and social meaning to students and make their lives richer. "One

[memorable experience] in particular is about a high school student who hated reading, loved TV and golf. I worked with him and got him reading golf magazines, which he loved. I entered his world and reading finally opened up to him. Later his aunt told me he was excelling in school for the first time in his life." She also said that "Several students have told me and written in their evaluations that they experienced my class to be the best educational experience they have ever had."

Fred C told about some situations that meant a lot to him. "There were all kinds of situations where people who really lacked some of the basic skills like reading and writing, who were functionally illiterate and who came to us and said, 'You know, I want to do something about this and how do I get started?' And seeing them get involved in programs and seeing them advance, and realizing, I guess, that learning is more difficult for some people than others. Those were the things that really opened my eyes to the fact that education was that all people learned at different levels and that we have all different levels of people out there. And it was interesting. It was really gratifying to watch different people learn and watch them grow and getting excited about education."

Clearly, sharing and making a difference is an important source of motivations to all of the people I interviewed. Seeing that what they had taught people had improved their lives in substantial ways, made them feel like they had done something worthwhile and gave them much pleasure. This making a difference in peoples lives is at the root of why nearly all teachers of any kind continue to teach, whether they be teaching in K-12, adult and vocational education, or higher education.

Social Relationships with Learners

Our work lives provide us with more than the means to earn a living and support ourselves and our families. We develop social relationships with colleagues and others with whom we come in contact. Some of these relationships are brief while others last a lifetime. And in fact, these relationships can give us great pleasure and can be an important motivator.

Teachers of all kinds develop relationships with students. In K-12 or higher education, teachers have contact with students for at least a semester and sometimes for several years, depending on the type and size of the institution. Thus relationships can be formed slowly and last a relatively long time. Many teachers mention working with kids as one of the things they like most about teaching. Although training or continuing education courses take place intensively, but over only a few days, instructors see students for a few days and then most likely never again. What kinds of social relationships can these instructors develop with their students and how important are those relationships to motivating them to continue in their career?

When I asked the subjects of my research what they liked about teaching or what memorable things had happened to them, I got a variety of responses that showed that social relationships with learners were very important to them.

All of my respondents mentioned contact with students as something they enjoyed about their teaching. They liked talking with students before and after class, hearing about their experiences and learning from them, and showing students how to do new things. Most made sure they got to class early to talk to students and stayed around during lunch

and after class. They enjoyed sharing information with others, both in and outside of class. A couple described themselves as natural-born teachers because of this trait

Daniel D said he got his biggest fulfillment from ". . . helping others. Seeing them gain knowledge. Also, [gaining] many new friendships resulting from efforts beyond the classroom." He also met his wife through his teaching. "I met my wife through my occupation when doing a presentation for her staff at [an automotive assembly plant]. We have been happily married for 10 years and true soul mates. Despite what some may say, sometimes you can get your honey where you get your money!"

Paul M also describes meeting his wife in class, "My best [memorable event] is that I met my wife when she attended on of my programs, and I have met a couple of people that have become long-term friends."

Tim K emphasized the social aspects of teaching, "I get my greatest enjoyment from being in front of a group of people to deliver a message that they want to hear when they want to hear it. The challenge is [when] you have a couple in the room who do not come with open minds, and I am able to work with them to see the value of the message." Tim K also said the most meaningful part of his job was "helping others and myself learn."

Another instructor, Pam W said that "I enjoy the folks I work with and teach. I enjoy banter and discussion. I especially like the "Aha" experiences in class." She also is motivated by the good evaluations she receives at the end of each session. She also thinks about her students while in class. She wonders, "Am I reaching every one? What else do I need to do to make it easier and practical for folks? How can I make it better? Are there some local things I need to add?"

Dawn M also got her energy from the social contact with participants. "I feel very energized, very positive about being with the participants I love teaching/facilitating and being with the group. I also love to share my ideas and research with the class. I love working with people who are there because they want to be there, rather than for credits, grades or as a requirement by an institution. I find the people want to really learn and have a joyous, meaningful and practical experience. I love meeting new people and working together to achieve our goals."

Since most of these instructors have little contact on a day-to-day basis with other instructors (no teachers' lounges in a business setting and little time spent with others in an office), it is not surprising that they look for social interaction from students and see it as important to them.

Praise and Recognition

Positive feedback from students and the respect they received because they were experts in an area and could teach it well was important to all of the trainers I interviewed. They liked being up in front of an audience that listened to what they said. Most recognized a little bit of the actor in themselves in that they enjoyed being a performer. And they loved praise from students!

As Richard P said when asked what he most enjoyed about teaching, "When someone comes up or writes on the evaluation that you are the best instructor they have ever had. Fortunately I hear this one a lot. Or when someone says, 'Wow, I never heard it explained that way before. Thanks for making it so clear.' "

Tim K said, "And I really like that. And that [getting high marks on an evaluation] gives you a warm fuzzy feeling and you're never too old for that." He added, "I often have repeat participants who state they learned well from me at another seminar and wanted to learn more." All of this positive feedback was important to him because it let him know he was doing a good job and that his students liked him. Being liked was important to these instructors and the positive feedback reinforced this to them.

Vickie L enjoys the recognition she gets. "I get a lot of positive feedback from my participants, telling me they found my presentation to be very helpful in solving problems and addressing difficult issues in their management role. I often have repeat participants who state they learned well from me at another seminar and wanted to learn more. Also, many of the participants from my job at the healthcare system have contacted me for individual consultation in complicated issues and have referred their colleagues to my seminars or individually for consultation."

Most trainers also mentioned that they liked the fact that the feedback they got both from evaluations and from comments was usually immediate, or at least came soon after class. Rather than having to wait for months to see if they were appreciated, they found out how students felt at the end of a two or three day seminar.

Personal Learning

Since the trainers I interviewed for the most part delivered their training to people from a wide variety of organizations and locations, they had opportunities to meet hundreds of people each year. Since many trainers made a specific point of getting to

know about the students and their problems and goals during class so they could tailor content, they ended up gaining a great deal of real-world industry knowledge.

As Pam W pointed out, "I've also met many people from many organizations and have expanded my area of experience and knowledge." Paul M expressed this when he described part of his preparation ritual, "I know my subject matter well now, so I focus my preparation on the customer. What is the nature of their business, what is the negotiation mentality of their business environment, what is their vernacular so I can help them be comfortable with them, what specific concerns can I address for them? That sort of thing."

Tim K expresses this desire to learn along with his students. "I am on a personal quest to grow my own knowledge about the world around me and how to apply what I have learned (going from theory to application). I enjoy working with people to learn new things. I will always try to find some way to share what I know with others. This will take on various methods as I continue to grow myself and may even lead into an adjunct assignment with a university using distance learning technology."

Vickie L learns by doing "Lots of reading. I try to keep up on new information through books, articles, professional organizations. Also, I talk to managers and the people who are requesting the training, to make sure I am delivering what they need."

De-motivators

De-motivators are those things that make it less likely that one will continue to pursue a particular activity. Two de-motivators mentioned by participants were a heavy travel schedule and having participants in classes who are being forced to be present.

Four of the instructors I interviewed limited their teaching to a relatively local area. Five, however, had travel schedules that meant spending from 50% to 95% of their teaching time a plane ride away from their homes. Two mentioned traveling as far as Europe and Australia. Considering that most of them spent time preparing the night before, arrived at the training site at least 30 minutes before class, and had to stay after the class was over to clean up and respond to questions, a training day often lasted ten hours and was exhausting when combined with travel. Fortunately, nearly most could choose assignments and also choose not to teach every week, so that "down time" could be spent at home or in an office.

Participants who are sent to training against their will are commonly known in the training industry as "prisoners." Often, they see training as punishment for poor performance, and indeed, some are sent to training to improve their skills as a result of poor performance appraisals. Tim K described this when he pointed out that "The negative side of that [teaching] was when there were people who were forced to go to training who didn't want to be there but were doing it at some direction to maintain their job, and were told to go. That makes a very difficult learning environment."

Some trainers interviewed were challenged by the task of getting these uninterested individuals involved in the course and saw this as a personal challenge and a potential motivator when successful. When it was not possible to get the uninterested people involved, it was, as Tim K noted, "about the worse de-motivator there was." Tim K said he disliked "trying to give a message to [some] people who are so close-minded that they refuse to look at possibilities or to think outside of the box."

Paul M mentioned that one frustration in being an "educational gypsy" was that he would meet some great people, but the next day they would be gone, and it would be hard to maintain relationships with past students. Another instructor agreed that, "It's hard to develop a relationship with so many students and then never see them again." In addition, two interviewees who also performed administrative tasks found that these took too much time and gave them the most frustration in terms of having to work with difficult [administrative] people.

Repetitive Nature of Instructing Training Programs

What about the repetitive nature of training? Is this repetitiveness a de-motivator? How do trainers feel about this? As discussed earlier, trainers often specialize in teaching a handful of courses in a content area. They will then deliver those few courses many times during a year, sometimes even as often as once a week. This is a substantial difference between the job of a trainer and that of higher education faculty, who though they may teach the same course as often as once each semester, usually teach only two semesters a year. What is it like to teach the same course or courses over and over?

Also, sometimes instructors teach what are referred to as "canned courses." A canned course is one which has a standardized course manual that is given to all course participants—similar to the textbooks relied upon by some high school teachers or college faculty. There may even be professionally-made video tapes that explain some course content. Many instructors also use the same prepared transparencies for every class. And sometimes all of these materials are developed by instructional designers and standardized to be used by many other instructors.

Does teaching this way become boring and contribute to job burnout? I asked this question to the trainers I interviewed. Daniel D said he did consider his courses canned. He said, however, that once he becomes familiar with the subject matter through teaching, he can add a lot of specific application-related examples that bring it more to life. He said, "Every class is different in their make up and therefore possesses a unique 'class personality.' Because of this, the questions regarding the subject matter vary and therefore the presentation varies as well. This creates an environment requiring greater flexibility in how the same material is presented. One thing I noticed after teaching some courses such as DFA of FMEA for 13 years is that these examples have become more numerous. I can further tailor these courses to group-specific conducts."

He pointed out that he teaches sixteen different courses, ". . . so it really never gets boring." He says, "Furthermore, I love what I do! I never wake up in the morning saying, 'Oh, I have to go teach today!' Instead, I wake up and say, 'Oh, I get to go here today, meet theses new people and share with them what I have learned about this subject.'"

Richard P said that the outline was the same for the courses he teaches, but he delivers each class differently based on the backgrounds and needs of the participants, which is what keeps it interesting for him and the participants. He said, "I have been approached to deliver 'canned' programs and have refused. If the instructor has no experience in the subject being presented and only has teaching experience, then they would need canned programs, which in my opinion would be boring and not very effective for the participants."

Vickie L said that her courses were consistent, but not necessarily "canned." She says that the participants change with each session, and they often come from different

type of businesses; i.e., retail, manufacturing, banking, health care, etc. This often requires her to change the examples in the content to meet the needs of the participants. Also, she may need to spend more time and examples in certain aspects of the program and/or shorten other areas depending on the knowledge base and skill level of the participants so the presentation is never really the same. She agreed that delivering the course numerous times can become boring, however because of the variety of participants, that does not become a big problem. She says, "When I start to get bored, that's my signal to make some revisions to the program."

Pam W said she also really did not consider the courses she taught to be "canned." She said, "The repeated classes deliver the same content, but I sometimes do them differently to capture the experiences of the current participants. Usually, I start out with a participant inventory and needs assessment (what they hope to get out of the class) and then personalize [the class] to them."

The other three individuals who answered this question agreed that it was the audiences that made each class conduct interesting because they were almost always very different and came with different experiences and needs. The challenges of tailoring their delivery kept the content interesting to the instructors. Dawn M added that what kept it from being boring was "being with the people I have never met before."

Considerations of Other Careers

Several of the people I interviewed said they could not imagine not teaching and learning and intended to do it until they "cease to exist," and in fact, two were far beyond retirement age. At least three could have retired more than comfortably and were continuing to teach regardless of needing the income.

Tim K said when asked about another career, "Since I was old enough to push a lawn mower, I have worked doing something for hire. I have driven any number of large vehicles including having a private pilot's license. I have found that I can be happy digging a ditch, building something, or working in an office. What I do not like is working on something that I do not believe in! I have found that sharing with others in a learning environment is what I enjoy the most. As for teaching: I enjoy working with people to learn new things. I will always try to find some way to share what I know with others. This will take on various methods as I continue to grow myself and may even lead into an adjunct assignment with a university using distance learning technology."

Daniel D said he had considered careers as a minister and professional pilot. He said, "I feel a fulfillment when I assist in the ministry at our local church. Although I must confess that I feel very inadequate at times. Also, [I've considered a career] as a commercial airline pilot. I hold all the credentials: commercial multi-engine ratings as well as the Airline Transport Pilot certification. All [of this was] obtained through 2200 hours of flight time with no tickets or accidents." Regardless of these potential careers, he does not see himself doing anything else but training for the foreseeable future. The other interests will remain things he does when he is not teaching.

Fred C said he had never considered another career because he felt that this was "what he was destined to do." He said, "I've done everything else before. I've already done the other things. No, this is what I anticipate I'll finish my career doing. At least somewhere in education."

Paul M said that he has never really considered another career. He said that even "If I were to leave [a national training firm], I would still want to teach, so the career path

would be the same, the subject matter might change slightly. If I were to leave [a national training firm], I would still read and research the subject of negotiation, but I would become free to publish after my "Non-Compete" agreement had expired."

Bill A has considered other careers because of salary limitations compared to other careers but feels he is too close to retirement to switch.

Vickie L said that she has considered management consulting as another career, but prefers to continue teaching. She points out that, "Much of my recent career has been guiding managers in handling difficult employees/situations and coaching managers on strategies for success. I enjoy the classroom environment, but also want to keep current in the actual business setting. The combination [teaching and consulting] works well for me. I find the teaching forces me to keep current on new information and the consulting keeps me connected to real-like situations."

Finally, Richard P said that since he had already retired from one career, this teaching would be his last, although he would do it as long as he could. He had "done it all, already."

College Teaching as an Alternative

I asked my research subjects whether they had ever taught college classes and how they felt about that compared to teaching training programs. Only six people responded to this question, but one of those had never taught college classes.

When asked whether she had ever done any college teaching, Vickie L said she had but she enjoys the training programs better. She said, "I don't like the grading and homework aspect of college teaching. I believe the training programs are more rewarding because most participants can take the knowledge/skill and immediately apply it to their

work. I like the interactive part of training and the immediate feedback from the participants." Dawn M had also done some college teaching and said "I love college teaching, too. I don't necessarily love it more or less than training programs." Both Richard P and Paul M agreed that they enjoyed college teaching quite a lot, but also enjoy what they do now equally as well. Paul M saw one advantage to training in that it pays much better, and gives him more flexibility with his schedule. Pam W had also taught college classes, but "I enjoy teaching single programs rather than a college course. One thing is that I make more money [teaching training courses] than teaching at the college."

Summary

This group of trainers was satisfied enough with teaching not to seriously consider quitting it to do something else. As a group, they are motivated by many of the same things that motivate other teachers:

- A belief in the importance of what they know and desire to share that knowledge.
- A feeling that what they do makes a difference in the lives of learners.
- An enjoyment of the social interaction with learners.
- An appreciation for the praise and recognition they get for teaching well.
- A desire to learn and keep up with their profession and their industry.
- A general feeling of enjoying what they do and an intention to continue to teach for the foreseeable future.

They are, however, distinct from other teachers in that they are also consultants, giving advice to many different organizations and the people who work for them. They tend not to be connected directly with the companies who contract for their teaching. In

other words, some are self-employed and the others are usually employed by one organization, but do their work for other organizations at sites different from their "home base." They are both insiders and outsiders, with the advantages and disadvantages that entails. They have the pleasure of doing a job and then leaving. A disadvantage, of course, is that they can not influence who comes to training or what goes on after trainees return to their jobs. Several of my trainers mentioned having people come to class because they are forced to as a de-motivator.

Another distinction is that they may be said to do "hit and run" teaching. They see their students for a short period of time and then most likely will not see them again, so they seldom know "what happened next" about what they had taught. Getting to know students for only such a short period of time can be disappointing.

Chapter 7 – What This All Means

This chapter looks at three major areas explored in this study: the differences between trainers and other educators, the effects of these differences on their teaching, and the dynamics relating to their career persistence.

Factors That Make Trainers Different From Other Educators

There are many factors that make trainers different from other educators. While other educators are most often employed by non-profit institutions, trainers are employed by businesses whose purpose is to make a profit. Trainers may also be self-employed in a sort of consultant role. This results in a different relationship to their direct employers and employer-clients of those direct employers. In addition, whereas students in higher education are most often there voluntarily, attendees in training programs most often are sent to training by management and attend as a requirement of their employment.

Also, while the contact time with students for other educators is usually over at least a semester, training instructors only see their students over a period of a few consecutive days, after which the instructor has no further contact with them. Training programs are referred to as "short courses" because of their one-to-five-day length and their intensity. This section will discuss how these differences and others are reflected in the work of trainers.

Trainers' Relationships to their Employers

As discussed previously in this dissertation, trainers work in a variety of situations, a common one being in a training department within a company. Larger companies often have training departments that include instructional designers, desktop publishers,

instructors, and other support people. Large manufacturing companies whose workers are represented by labor unions may also have union members assigned to the training department who represent the union's interests. Smaller companies tend to rely on individuals within the organization who teach a particular course or two when needed, but otherwise perform their regular jobs. Other training is likely to be provided by outsider organizations such as local community colleges. Whether large or small, however, the trend is for companies to outsource as much training as possible in order to minimize the size of training departments and save money. Outsourced courses are taught by employees of the outsourcing for-profit companies, employees of sub-contracted vendors, or by individuals who are self-employed trainers.

Some other trainers are employed as adjuncts by colleges and universities through extension centers or continuing education departments or by non-profit professional associations that focus on programs targeted to their membership. Both of these latter organizations expect training to bring in enough income to cover costs and often to support the other activities of the organization. Thus, continuing education and training is a large, though not well-recognized, employer. Where and how one is employed as a trainer can make a difference in the freedom or constraints one has in choosing which courses one teaches or how often one is scheduled to teach. Of the trainers I interviewed for this study, most were employed by for-profit providers of training or were self-employed and had contracts with for-profits or professional associations.

Potential for conflict occurs because trainers, like all teachers, tend to be people-oriented and feel a great deal of responsibility for their students. One of their stated goals is "meeting the needs of the participants." Trainers say like training as a career because

they like to teach students, and as all of them expressed in their responses to my interviews, they want students to like them and praise their teaching and expertise. However, training is conducted at the employer's expense and on work time, and most importantly, because the trainer is being paid by the employer and not the student, the trainer's first responsibility is going to be to whoever "pays the bills"—the employer of the participants and his own employer, if that is different. If the needs of the participants are different from the needs of their employer who has contracted for the training, the trainer may have to make the unpleasant decision about whose needs to meet in the short time students are in class. This may be compounded by the fact that while the trainer has a group of students in a class for only a few days, he or she probably will have much longer term contact with the employer by teaching other course conducts, or at least hopes to be allowed to teach future course conducts, which, since this will mean additional income if he or she is self-employed or may mean getting kudos for bringing in additional business to whoever employs him or her. Obviously, if a trainer is employed by a training company, an association, or a college continuing education department, his or her first goal is going to be to make sure that his personal employment is continued. Continued employment is ensured when things go as planned, costs are kept low, and the customers (usually the training department and management) are happy.

The employer of the participants, however, wants things to go as planned but doesn't really care so much about costs being kept low if the course was outsources since the price was fixed already in the contract. The goal of the participants' employer is to make sure that his employees learn what they need to learn to do a job and can apply the skills immediately so that productivity is improved and profits rise. He also wants to make

sure the participants stay in the classroom for the entire time contracted for and are kept learning every possible minute. Most importantly, the employee's employer wants to see direct returns on his monetary investments in training. The trainer's job in making the employer happy is to make sure the participants gain the knowledge and skills the employer has expected them to gain. They also have to be able to directly apply what they have learned and do so as soon as possible. If the employer doesn't see any returns on his investment, he won't send the next batch of employees to training and the trainer's employer will not get repeat business.

Trainers' Relationships With Learners

Participants of training programs may have different goals than their employers. They are working adults who need immediately applicable skills, and although they may enjoy socializing in class, their primary goal is to get the knowledge and skills they came for and get out of there. They are mostly very purposeful learners, much like non-traditional college students. On the other hand, although the students are usually willing to learn something they think will make their jobs easier or will get them a promotion, they don't want to sit in a boring classroom any longer than they have to. Boring means something they don't want to learn, think they don't need to learn, or they already know. Often, they want fun, excitement, humor, and to get out early, especially if they don't agree with their employers on the usefulness of the training. However, it is difficult to make blanket statements about training participants because they come to the classroom for a wide variety of reasons which affect how they feel about the training and how likely they are to be receptive to learning.

Although employees sometimes come to training voluntarily, most often they attend training because they are required to attend by their supervisor or their employer. We will look first at the mandatory reasons people attend training and how these situations can result in attitudes that will affect their relationship with the trainer who is trying to teach them. For example, some training is mandated by employers in order to meet governmental regulations. Examples of this include health and safety courses such as hazardous materials handling, workplace safety, sexual harassment prevention, and other courses that help employees meet federal and state regulations. Also, mandated are courses that teach people how to use new equipment and new technologies. Examples of this would be training related to the purchase of computer-operated milling or welding equipment, or any other new technology such as computer or software training. Training to implement company-wide initiatives such as team development, statistical process control, total quality management, and other programs might also be mandated. Large numbers of individuals, possibly even entire departments or plants, might attend this required training. Such training is usually fairly well accepted as necessary or even welcomed by employees, although labor unions or other groups occasionally oppose new methodologies and technologies because they fear that such programs will reduce or eliminate jobs.

Other employer-required training could be on company-specific procedures or processes, such as new employee orientation, timesheet completion, or company-specific project management. There may also be mandatory training paths for specific groups such as managers in an organization. While some groups and managers may consider such

mandatory training unnecessary and avoid the classroom if they possibly can, others see them as paths to promotion and welcome attendance.

However, there is another type of mandatory training which is more likely to be resisted by employees. Often employers tie their performance management systems to training and if a deficiency in performance or skills is found, an employee may be sent to training to get these areas "fixed." Although training is sometimes voluntary in these situations, at other times employees who fail to take advantage of those opportunities to improve skills can find themselves being demoted or lose out on promotional opportunities. Employees often see being required to attend what they consider to be "remedial" training as punishment. Such attendees become what trainers call "prisoners." They can be identified as the participants who take the last seat in the room and slump down for a nap and are first out and last back when a break is announced. Salaried employees will react to "punishment" or boring training by being out of the room as much as possible, talking on cell phones, or disappearing for long periods if their offices are nearby. Clearly, people who are forced to be somewhere they do not want to be or who see an activity as punishment will have a different attitude than those people who see training as an opportunity. Several of my trainers mentioned having people who are forced to come to class as a de-motivator. However, several also spoke of the challenges of dealing with people who don't come with "open minds" as a motivator and converting such people as being one of the things they enjoy about their jobs.

There are situations, however, when training is voluntary and employees look forward to coming to class. Employees who wish to move into the next higher position or another position in a company often discuss this with a supervisor and ask to attend

training programs or other developmental activities that can help them develop the skills needed to advance to the desired position. Other employees may have been identified as being on a promotion "fast track" and may be sent as part of their preparation for promotion. Such voluntary attendees are more likely to approach training positively because they see it as a means to something they want. Another somewhat voluntary situation is in fields such as engineering or health care, where employees attend training to meet state licensing and professional association certification requirements. While initial licensing or certification may require an exam of some sort, many programs require a specific number of continuing education credits to be completed within a period of time to maintain their status. Such students may be required to attend some kind of training but usually can decide which programs to attend and can often choose not to maintain their certification. Usually an employer will support such training financially but not require it.

In order to effectively teach, every instructor must engage learners. This can be difficult in training because of the variety of students and the attitudes they bring with them. This is made even more difficult when, as in training, the instructor has a very limited amount of time to do so. There is simply no time to get to know specific students or to talk with them privately in a one or two-day course. In addition, when the trainer is an outsider, it is unlikely that he or she knows about the politics and atmosphere in that particular workplace or why students have come. It is not uncommon for a trainer to arrive at a site to find a roomful of angry and hostile workers. Under such conditions, it is easy for a trainer to unknowingly step on hidden land mines during a class and make learners even more hostile.

Most trainers attempt to overcome these difficulties by arriving to class early enough to greet participants and talk to them before class, no matter how briefly. This helps them determine "the lay of the land," so to speak, and gives them a head start on the difficult task of developing a positive relationship with students. Another way trainers try to develop relationships with students is by telling stories. Telling stories connects trainers' experiences to that of the learners and makes prepared material more lively and shows adult learners how knowledge can be applied in their situations. Several of the trainers pointed out how they adapt the material to specific audiences by adapting the examples they gave and the stories they tell. "Developing a lot of stories" was something they learned to do as part of their teaching experiences.

In addition, trainers must cover a set of learning objectives within a relatively short period of time. There is seldom much extra time built into training to allow in-depth discussions on a topic or follow lines of discussion that the learners may want to pursue. Trainers have to cut discussion off when it does not contribute to achieving course objectives. This is especially difficult with adult learners who prefer to pursue whatever direction will get them the information that they personally want or need.

It is this necessity to move fast while trying to develop relationships with learners and achieve the objectives that management expects that is one of the distinguishing factors that separates the teaching of trainers from college faculty and makes the job of trainers both difficult and challenging.

Accountability of Trainers

Trainers are accountable to multiple groups—their students; their direct employers; the employers and supervisors of the students attending the class, which may

be different from the trainer's own employer; their professional peers; and other groups such as labor unions. As discussed in the previous section, each group has different goals and wants results which sometimes conflict with the others.

Trainers can keep adult students happy by giving them what they came to get, if they came voluntarily, and selling them on the value and relevance of what is being taught, if they were sent involuntarily. This value and relevance must be personal, since it is themselves that employees are most concerned about. Most employees, however, can also understand how their personal lives and careers are affected by the success of their employers, and so can see a secondary value in what they are being taught. If trainers do not "sell" them on this value and relevance, however, adult learners will vote their displeasure with their feet by walking out. Alternatively, they will show the previously discussed "uninterested" behaviors of returning late from breaks or spending class time doing the same things all bored students do—writing notes, nodding off, avoiding eye contact, among others. They also vote their pleasure or displeasure on end-of-class evaluations, which are read by instructors and training management. Although the trainers I interviewed often talked about such evaluations and positive comments as being motivating, the opposite is certain to be true if the comments are negative.

Students also report back to co-workers and managers on the value of a class and the competency of the instructor. In most organizations, training is paid out of department budgets. Because they pay the bills, department managers must be kept satisfied if trainers expect to keep their jobs or get repeat business. They vote their satisfaction by deciding to send other employees to training. They also vote their

satisfaction by letting the training department, which probably organized the training, know of their satisfaction.

If the training department is unhappy with a training situation, either the trainer's employer or the self-employed trainer will find out. Trainers are employees of some organization, even if it themselves, and as such, their income is directly attributable to someone paying their fees or salary. They are also virtually never the sole sources of a specific training program, and therefore, are replaceable. There is no tenure in the training industry, so doing well in the classroom or not doing well, directly translates into income or lack of income. Training is also traditionally an unstable career because it is often the first thing to be cut when business is slow, so it is especially important for trainers to keep all of their "pipers" happy, lest they be among those replaced or eliminated.

I specifically chose trainers for this study who had been employed successfully for at least ten years in this career, making it likely that I was interviewing an extraordinarily competent bunch, especially since some had been employed successfully in training much longer. It is likely that trainers who failed to keep their customers satisfied had moved on to other careers. It is important to understand to whom trainers are accountable, however, because it affects their teaching and their career persistence.

Effects on Trainers' Teaching

Every teacher knows that things that happen outside the classroom can have substantial effects within the classroom. Teachers of all kinds cannot help but adjust to outside occurrences and adapt their teaching to counteract any negative effects. This next

section will discuss how the economics of the training world and dynamics in and out of the classroom affects the way trainers teach.

Differences in How They Teach

Faculty members in higher education prepare their students for careers and help them learn to learn. Their focus is on teaching the theory, with the idea that once students know theory they can apply it whenever it is needed in their later lives. The belief is that making students into learners will enable them to continue to learn throughout their lives. Control over what is taught is through individual instructors, with some input from department committees and other internal groups. Ultimately, if the institution is public, taxpayers and state government has some say in the institution's direction, although this seldom directly affects an individual who does the actual teaching in the classroom. Thus, higher education instructors make the decisions about what happens in the classroom and the specific course content. The person who is assigned to teach a course chooses the readings, determines the assignments, decides the basis for grades, and leads the discussion in class. He or she may ask for and receive advice from peers, but is mostly independent in the classroom.

Trainers, on the other hand, are employed by businesses to improve the bottom line by providing employees with the specific skills and knowledge they need to do their jobs better and achieve organizational goals. Content is selected by the organization that purchases the training. The focus is on application and the practical, and if what is taught cannot be applied to the bottom line, it is likely that such training will not be continued to be paid for by management. Businesses develop or buy training programs which meet their needs as determined by functional departments and the local or corporate level

training departments. Previous to purchase or development, the training department reviews course content and expects that what they selected is what will be taught in the class. In other words, they expect to get what they are paying for.

If something else is what is actually taught in class, it is very likely that the training department will find out. Class content is monitored through end-of-class evaluations, but it is more likely that problems with a course will be verbally reported to management and the training department by the employees who attend it. If a program fails to meet organizational or employee needs, it gets dumped and another one selected to take its place. This doesn't mean that the instructor can't modify content, as many good teachers do, but outside control over the classroom is stronger than in higher education, and instructors are under pressure to keep both course participants and their employers happy.

There are some other similarities and differences in how they teach. Unlike higher education instructors, instructors of short courses do not assign homework, correct student work, or give grades. They see their students only for the relatively brief period of the course, and then probably never see them again. It could be described as "hit and run" teaching. The problem with this is that instructors most often do not get to see what students have done with what they have learned. They are also not around if students need additional help or have questions upon implementation. It can be a major disconnect and a common complaint of training managers is that employees often do not use what they have learned.

Six of the trainers I interviewed were familiar with college teaching. Three of the five trainers who responded about their experiences as college teachers compared to teaching training classes said they preferred training as a career. Two others liked both

careers equally well. Most disliked the grading papers part of college teaching and the fact that they had to be somewhere at regular times each week. Several also said they could make more money in training than academia. Vickie L said, "I don't like the grading and homework aspect of college teaching. I believe the training programs are more rewarding because most participants can take the knowledge/skill and immediately apply it to their work. I like the interactive part of training and the immediate feedback from the participants." Dawn M said "I love college teaching, too. I don't necessarily love it more or less than training programs." Both Richard P and Paul M agreed that they enjoyed college teaching quite a lot, but also enjoy what they do now equally as well. Paul M saw one advantage to training in that it pays much better, and gives him more flexibility with his schedule. Pam W had also taught college classes, but "I enjoy teaching single programs rather than a college course. One thing is that I make more money [teaching training courses] than teaching at the college."

High Energy Levels on a Consistent Basis

Another difference with college instructors is the focus in training on maintaining a high energy level during class. Maintaining a level of enthusiasm is seen as a necessary part of keeping a class interesting and exciting for the participants. Many of the trainers I interviewed talked about "getting physically and emotionally" ready as part of their preparation for class. Others talked about getting a good night's sleep and healthy eating routines that they used to help them get ready for class. Two trainers described watching TV in the morning or reading newspapers to find "local flavor" to add to presentations. They also describe using stress reduction techniques as part of their preparation. However, keeping up such an energy level over an eight hour day is one of the things that

causes a combination of exhaustion and a kind of instructional "high" that requires a winding down process, described by several interviewees.

Organizational Loyalties

College faculty, especially those with tenure and who have been with one university for a long time, tend to have loyalties with their institution and their profession as a whole. Trainers can have very mixed organizational loyalties. They spend a lot of time in the classroom, instead of in the office, so are likely to feel differently than employees who spend eight hours a day, five days a week, in one spot. If they teach very often for another organization, some of their loyalty can be transferred to that organization. It is interesting in that all of the hours of conversations I had with interviewees, trainers seldom spoke about their employers. They tended to speak of their careers as being apart from the organizations where they worked or that employed them as contractors. Instead, they spoke extensively about their relationships with students in the classroom, which shows people-focus. A large part of what they see as their careers is focused on the people they teach and how well they see themselves teaching. This was also evident in the fact that it was praise from students that meant the most to them—not how well they were thought of by training providers for whom they worked or how much money they made.

Self and Career Development

Career development in a college or university tends to be fairly predictable and smooth and is based on teaching ability, the amount and success of research conducted, the number and type of publications and books printed, and the reputation with peers and

others in the field both locally and nationally. Academic vitae commonly stress research publications and papers presented at conferences.

Career development in training is different because no one in business will pay for or conduct the kind of research done in academia. Trainers are evaluated on how well they teach course objectives, their subject matter expertise, amount of experience in the classroom, and how well they are thought of by previous clients and their peers. Publication of articles in trade journals and presentations at conferences also are important because they increase visibility and help trainers get new clients. Educational level does count, as it does in academia, but it is not a critical part of someone's qualifications.

Complex Dynamics Relating to Their Career Persistence

People persist in a career for many reasons. Since trainers work in such a different environment, it is likely that at least some of their reasons for career persistence will be different from that of other educators. This section discusses what was discovered in this study about the dynamics that cause these trainers to persist in what some might think is a difficult job and how they differ and are similar to other educators.

Training a Subsidiary, Evolved Career Choice

Training is not a career where you declare as a child, "I want to grow up to be a trainer." In fact, it is a career that you almost certainly didn't even know existed unless you personally knew someone who did it for a living. And even then, you wouldn't have been able to understand it because it wasn't something you could observe. In addition, the closest you can get to a bachelor's degree in training, is a specialization in human resources management as part of a bachelor's degree in business administration. Training

is what you find out about as a career after you already have another career, most likely one in business, although often people who have been other types of educators end up in training.

All of the trainers I selected for my study were educated for careers other than training. They all got involved in training because in their previous careers they had become subject matter experts in areas that business recognized as valuable for sharing with other employees. About half discovered the possibility of training as a career after they had been employed in other careers for some time and took steps to enter the field. Most of that group had always wanted to be teachers but for some reason had never been able to enter the field and so took up another career. The other half "fell" into training accidentally because they were willing to try something new that someone asked them to try. Training was an "adventuresome" career for them because they had never been trained for it, yet they found they enjoyed it more than their regular jobs. Both of these groups showed an unusual willingness to try new things and take on new roles.

Training as a Non-Traditional, "New Age" Career

Traditionally, we have thought of a career as a fairly straight-line process. As described by Super and others, one selects a career, obtains training or education to prepare for that career, enters the careers after training, moves steadily upward within an organization where one is given more responsibility and decision-making power through those moves, reaches a summit of success, and eventually slows down in preparation for retirement. Such traditional careers assumed that one would work for only one or two companies throughout ones life and that one would stick to a single career once it had been chosen. The traditional career development process also assumed that one would

give loyalty to an employer who would return that loyalty with a promise of lifelong employment and a pension at retirement. Such stable, long-term employers were common in the past but are rare today, with one exception being in education. Most teachers in K-12 especially, remain with the same school district throughout their careers. In fact, many districts discourage job changing because they start even experienced, newly-hired teachers lower on the pay scale than teachers who have stayed in the same district. Higher education institutions do more hiring from the outside and tend not to restrict faculty so much when hired from the outside, but their employees do have relatively stable careers within an institution.

However, the new global economy and sociological and technological changes have deeply affected how careers work in business and industry. Value now is more likely to reside in "organizational knowledge" and what people know, instead of buildings and other "hard" capital. As our beliefs, values, and how we see ourselves change, we are more open to changing not only employers, but careers. Our fast-changing information-based, "new age" has produced knowledge workers who will have many careers in their lifetimes. Many people today, especially younger workers, behave like our trainers, frequently changing employers and careers in order to gain new opportunities.

Many people would be uncomfortable about working, as many trainers do, in such an unstable workplace where one is so dependent on the whims of so many "pipers" and with so much uncertainty. Trainers' job security is based on how much they know, how well they teach this to others, and the reputations they have developed with students and employers. Most of the trainers I interviewed preferred the even less stable mode of self-employment, having dozens of "employers" each year, making them indeed

"boundaryless" workers. All of this seems puzzling considering the working conditions encountered by trainers and the fact they could choose to return to their original careers at relatively high levels within a company. This next section discusses how working conditions affect the dynamics of the career choices these trainers have made.

Difficult Working Conditions

Training programs are kept short and intensive for two reasons: 1) employers often want employees to learn skills immediately and aren't willing to wait the full semester it might take in a college or university, and 2) travel is often required for participants or trainers and having a course take place over several consecutive days means less money spent on airfares and hotel rooms. As discussed in the introduction of this dissertation this means long, exhausting days spent talking in front of a group. This is extremely tiring to ones feet, voice, and back. In addition to the eight hours per day in front of the students, the day is often made even longer by the trainer's being responsible for setting up the classroom before class, greeting students as they arrive, and being available during lunch and after class to answer student's questions while packing up class materials.

Another difficult working condition is that training programs take place in such a wide variety of places, many of which present challenges to effective teaching. It is true that some companies have large, separate training facilities with support staff who manages the facility, sets up rooms for upcoming classes, and provides various services for instructors, including last minute copying of instructional material, technical assistance with projectors or computers, and food service. In such a facility, classrooms are designed for training program delivery and come equipped with screens, transparency projectors, and student tables and chairs that can be moved to meet the needs of a specific

course. In such a training center, an instructor has fewer unknowns and help is available if any problems occur. Such a situation is "trainer heaven."

Other, smaller companies may have only one or two fairly well-equipped rooms in an office facility designated as training rooms. Such rooms, however, may be also used as meeting and conference rooms, meaning that equipment may be borrowed by other activities or not left in good condition. Although not as well staffed as a training facility, help is usually available nearby.

Training also occurs in manufacturing facilities, sometimes in the plant itself in rooms that vary greatly in terms of size, location, and equipment. Training rooms in plants can be noisy because of nearness to equipment and hot because of lack of air conditioning. I have known of trainers who taught classes in rooms next to booming stamping presses. I personally taught in thin-walled temporary classroom structures situated next to loading and delivery docks where large diesel trucks with engines idling were being loaded by fork lifts. The worst situation, however, was when a maintenance crew began sandblasting a wall just outside our classroom windows, making it impossible to shout loudly enough for students to hear me. In addition, adjusting to plant shift times can be difficult for trainers who are used to regular business hours.

Training can also be held as "open enrollment," meaning that employees from many companies travel to a class location other than that owned by their employer. College and university continuing education departments usually own their own classroom training facilities or share space with regular for-credit courses because they mostly draw fairly local audiences. Professional associations generally draw national or international audiences. They hold some classes in their headquarters' facility, but many others are held

in hotels or "conference centers" around the country to make it easier for participants who must travel to attend.

Hotel facilities tend to present the most surprises to trainers and contribute the most to frustration and poor working conditions. First, it is likely that the individual instructor has been sent to a hotel and scheduled to a room he or she has never used before. In addition, hotel staff tends to be focused on managing banquets and events such as weddings that involve food and beverages, rather than training classes which mean less revenue to the hotel. Also, because training is not very profitable, if another event is scheduled at the last moment, the training room may be switched to one which is much smaller. I once taught 15 people in what was actually a small hotel conference room, with chairs crammed around one big table so tightly that I could stand on only one side of the transparency projector and could not move around the room at all. Group exercises were impossible because of the inflexible seating. Other events can also interfere with training if they are noisy. Trainers can all tell stories about teaching with a rock band playing outside in the lobby or the 300 person wedding reception just on the other side of a thin room divider.

Hotel furniture and equipment also contribute to a difficult teaching situation. Tables tend to be narrower than those provided by training facilities and the space allowed per participant can be quite small, making it difficult for learners to manage binders and other course materials while sitting elbow-to-elbow. In addition, banquet chairs are designed for their ability to be stacked—not sat upon for eight hours. Audio-visual equipment is often rented through an outside vendor. If bulbs burn out or there are compatibility problems, no one is available to troubleshoot and fix problems.

Occasionally, the equipment does not arrive at all or is missing needed cables and plugs. Some trainers I know routinely carry their own laptops and projection equipment, along with extra extension cords. All of these minor inconveniences can add up to a very intolerable teaching situation.

Not knowing what your classroom will look like or how it will function until you get there the morning of class, can be a major challenge to training instructors. Nearly all of the trainers I interviewed described some of these aspects and the need to get to training facilities early to make sure the room is set up correctly and equipment operating correctly. However, in the midst of equipment that doesn't work and a room that is tiny and so noisy conversation cannot be heard, the instructor cannot throw up his or her hands and cancel class until next week. Canceling a class at the last minute, even for serious illness, is almost unheard of because of the money invested in participants who have already taken time off of the job and traveled to the training site, even if it is local. The pressure from the employer to perform well continues and the money that has been spent on travel cannot be wasted, so the show "must go on" regardless.

In addition to arriving at a classroom the instructor has never seen before, he or she also is often presented with a classroom full of participants that are as unknown as the facility. Because they are neither insiders nor management decision makers, trainers can not decide who comes to training. A university professor has a week or two to get to know his students. In a two-day course, trainers have only an hour or so to get to know something about the people they will teach. It is important to do this because the trainer is expected to adapt a class to meet the needs of the specific audience, and to do it each time the class is conducted, because even if a class is conducted for consecutive sessions at a

single location for a single employer, the students may vary tremendously from conduct to conduct.

Such adaptation doesn't mean that the instructor is expected to rewrite the course with every session. What it does mean is that explanation and the examples must be adjusted to be meaningful to the students—for example, different cases used for manufacturing as opposed to an engineering environment. Nearly all of my interviewees described starting out a typical class day by asking participants to introduce themselves and give brief information about their expectations and experiences related to the course content. The instructor does this so he or she can make mental adjustments on the fly as he or she teaches.

What was learned from this study is that the challenges of all of these unknowns do not deter trainers from enjoying their jobs and continuing to choose training as a career. They claim to enjoy even the uncertainty and challenge. It is the "hard" things they enjoy doing well, as much as the easy ones.

Repetitive Nature of Training

Another potential problem for trainers is the often repetitive nature of training. Businesses want everyone within an organization to do things the same way, for efficiency and effectiveness in such things as engineering procedures, for example. In addition, businesses must protect themselves from such things as sexual harassment lawsuits or meet governmental regulations on such things as health and safety—necessitating teaching everyone the same content. Because of this business need, training tends to be packaged in prepared units so that everyone who takes a particular class learns the same content in a consistent way. In addition, often much money is spent ensuring that courses are as

effective as possible. Because training is seldom a one-time thing, it tends to be planned carefully so that time spent in class is as cost-effective as possible. Courses are often designed by people with knowledge of what makes good instructional design, and course materials and instructors guides developed and piloted at great expense. Once a course is designed and developed, several hundred employees in a company may be scheduled to take the same class, so a trainer may teach it using the same materials and the same agenda a couple of days every week for months or even years.

Outside providers of training programs also try to deliver a consistent product as many times as they can to recoup their development costs and deliver to customers exactly what they have advertised in their catalogs. For that reason, only a few trainers may be qualified or certified to teach a particular class and, therefore, trainers tend to specialize in a few courses. This is especially true when the subject matter is such that it takes someone who has considerable experience and expertise in the content area, which is typically true of technical or specialized subjects. Although this is an efficient and effective way to deliver skills and knowledge, it can make the job boring to a trainer. How many times can you say the same thing, for example, without sounding dull even to yourself?

Sometimes such courses are referred to as "canned" or packaged courses. A packaged course is one which has a standardized course manual that is given to all course participants—similar to the textbooks relied upon by some high school teachers or college faculty. Professionally-made video tapes may even be used to explain some course content. Many instructors also use the same prepared transparencies for every class, cleaning them between sessions.

This is a substantial difference between the job of a trainer and that of higher education faculty, who though they may teach the same course as often as once each semester, usually teach only two semesters a year. What is it like to teach the same course or a handful of courses over and over? Where is the challenge of this kind of teaching? The mundane nature of teaching the same thing over and over can be de-motivating and may make career persistence among the trainers seem puzzling. Does teaching this way become boring and contribute to job burnout? I asked this question to the trainers I interviewed. Daniel D said he did consider his courses canned. He said, however, that once he becomes familiar with the subject matter through teaching, he can add a lot of specific application-related examples that bring it more to life. He said, "Every class is different in their make up and therefore possesses a unique 'class personality.' Because of this, the questions regarding the subject matter vary and therefore the presentation varies as well. This creates an environment requiring greater flexibility in how the same material is presented. One thing I noticed after teaching some courses such as DFA [Design for Assembly] or FMEA [Failure Mode and Effects Analysis] for thirteen years is that these examples have become more numerous. I can further tailor these courses to group-specific conducts."

He pointed out that he does teach sixteen different courses, ". . . so it really never gets boring." He says, "Furthermore, I love what I do! I never wake up in the morning saying, 'Oh, I have to go teach today!' Instead, I wake up and say, 'Oh, I get to go here today, meet theses new people and share with them what I have learned about this subject.'"

Richard P said that the outline was the same for the courses he teaches, but he delivers each class differently based on the backgrounds and needs of the participants, which is what keeps it interesting for him and the participants. He said, "I have been approached to deliver 'canned' programs and have refused. If the instructor has no experience in the subject being presented and only has teaching experience, then they would need canned programs, which in my opinion would be boring and not very effective for the participants."

Vickie L said that her courses were consistent, but not necessarily "canned." She says that the participants change with each session, and they often come from different type of businesses; i.e., retail, manufacturing, banking, health care, etc. This often requires her to change the examples in the content to meet the needs of the participants. Also, she may need to spend more time and examples in certain aspects of the program and/or shorten other areas depending on the knowledge base and skill level of the participants so the presentation is never really the same. She agreed that delivering the course numerous times can become boring, however, because of the variety of participants, that does not become a big problem. She says, "When I start to get bored, that's my signal to make some revisions to the program."

Pam W said she also really did not consider the courses she taught to be "canned." She said, "The repeated classes deliver the same content, but I sometimes do them differently to capture the experiences of the current participants. Usually, I start out with a participant inventory and needs assessment (what they hope to get out of the class) and then personalize [the class] to them."

The other three individuals who answered this question agreed that it was the audiences that made each class conduct interesting because they were almost always very different and came with different experiences and needs. The challenges of tailoring their delivery kept the content interesting to the instructors. Dawn M added that what kept it from being boring was "being with the people I have never met before."

Thus, these trainers don't consider their jobs to be boring. It is the challenge of adapting material and information to different audiences that makes their jobs interesting and helps them maintain their enthusiasm no matter how many conducts of a course they teach. It is the differences in the audiences that turn what might be de-motivating into something which is motivating.

Compensatory Motivators – the Intangibles

In spite of all the difficulties in this profession, this group of trainers was satisfied enough with their kind of teaching not to seriously consider quitting it to do something else. As a group, their responses show that they are motivated by many of the same things that motivate other educators:

- A belief in the importance of what they know and desire to share that knowledge.
- A feeling that what they do makes a difference in the lives of learners.
- An enjoyment of the social interaction with learners.
- An appreciation for the praise and recognition they get for teaching well.
- A desire to learn and keep up with their profession and their industry.
- A general feeling of enjoying what they do and an intention to continue to teach for the foreseeable future.

They are, however, distinct from other teachers in that they are also consultants, providing advice and information to many different organizations and the people who work for them. There is a substantial amount of prestige connected with being paid so much to be listened to and classrooms provide large audiences of people who came specifically to listen to whatever it is that you know a lot about. This is a strong reinforcer that what you know must be important. And being people-persons, our trainers enjoy sharing this information with others.

Our trainers also report getting a lot of feedback from management and learners that what they taught made substantial improvement in processes and business results. They collect such examples and share them with others in class. In addition, many of them kept up with their fields through professional associations and conferences and learned how other companies used the knowledge they shared to improve business processes, further reinforcing the effectiveness and importance of what they taught.

Because the trainers I interviewed tended not to be connected directly with the companies who contract for their teaching, they have the advantages of being outsiders. They have the pleasure of doing a job and then leaving. There is also a freedom connected with teaching students, but not being responsible for grading papers or giving exams.

In addition, because training is short term, gratification comes more quickly at the end of each class and is renewed with the next class. Trainers like getting evaluations at the end of class, instead of waiting for the end of a term or semester as would happen in higher education. Because over a year they are likely to come into contact with hundreds or thousands of students, the opportunities for praise are greater than it would be for other educators who teach fewer students.

All of the trainers I interviewed described how much they enjoyed being with students. Since their students are adults and have more business-related experiences to share and also since there is a more equal relationship between student and teacher in training than in higher education, it makes sense that the social interaction will be significantly different and more enjoyable for all parties. Since the learners in training classes are already working in a field that is likely to be shared with the instructor, there is more to talk about and the discussion can be at a different level than is typical in university settings among teachers and students. It is also important that there is no grading system in training, since that also makes adult training students more likely to be more open in conversations with instructors. An example of this relationship is that trainers are more likely to join their students for lunch than eat alone, something uncommon in other educational settings.

Another reason why trainers enjoy the company of students may be because that social interaction among trainers is somewhat limited, except for professional activities and whatever time is spent in an office between assignments if the trainer is employed by a vending company.

Summary

All of the trainers I interviewed found their careers in training to be sufficiently rewarding to motivate them to persist. They have a strong belief in the importance of what they teach, a feeling of making a difference in lives of learners, enjoyment of social interaction with students, appreciation of the praise and recognition they get for teaching well, and a personal desire to learn—motivations certainly recognizable and shared by all

teachers. And, although this career has substantial differences with the careers of other kinds of educators and although it was not a career initially chosen by them, the result is a career all find immensely satisfying. Several said they could not imagine not teaching and others were continuing it beyond retirement, when they had more than sufficient resources to retire comfortably. In addition, nearly all said they have enjoyed it enough that they have not even considered other careers. Three even said they felt they were "destined" to teach and would do so as long as they could.

Chapter 8 - Research Conclusions

I learned from my interviews that these trainers are not very different from other teachers in how much they enjoyed teaching and were motivated. Since I had specifically chosen people who had done this for a number of years and were considered very successful at it, I suppose it was to be expected that their enjoyment would be so high. If they had not been happy with this second life career, they most likely would have remained in the careers for which they were originally trained.

Since I chose trainers who had been successful and had persisted in their careers, it also is not unexpected that the people I interviewed found their careers motivating. They exemplify Csikszentmihalyi's ideas about how competence is increased by overcoming challenges—the "success breeds success" thinking that could explain why good teachers of all kinds become better over time (1990).

It is also interesting in that in all of my discussions with my research subjects, only in one instance did anyone mention money as a motivator for their teaching. This supports the belief that intrinsic motivation is more important to a career than the extrinsic motivation of money, once their basic needs have been satisfied. However, this factor may have been more important had I not specifically chosen subjects who were well along in their careers and "successful" by most measurement means.

Importantly, the subjects I interviewed showed much in common in terms of motivation with faculty in higher education. Of the satisfaction factors listed by McKeachie (1997) in research conducted by higher education faculty, all of the factors except for problem solving were specifically mentioned as motivation factors by these

teachers of continuing education. Nearly all of them agreed that making a difference, interaction with students, being appreciated, having a sense of being good at their craft, having opportunities for learning, and independence as important motivators.

Changing Nature of the Training Industry

The training industry has undergone much change and is continuing to undergo change. In my introduction to this study, I discussed how much more important training has been to employers in the past two decades because of the globalization of businesses and the need to maintain competitiveness through enhanced employee skills. Training has gone beyond the basic requirements of teaching employees how to do their jobs. It now helps them learn the new technologies and skills that will enable employers to stay in business and enable employees to remain employed. With the increased importance of training to the workplace, new standards and expectations for training have evolved. Training is increasingly expected to show a return on investment. And in fact, training departments are being required to become more efficient and effective, and to prove it, putting pressures on training department and trainers.

One of my interviewees, Tim K, who had been involved in manufacturing training for over 35 years, pointed out some of the changes in the nature of training that he had seen over the years. He pointed out how the differences between training and education had blurred, "When you look at the training programs we do today, they aren't like the training we did 15 years ago. Today's training programs are on a higher reasoning level and they encourage problem solving and critical reasoning. The whole difference between education and training has narrowed over the past years because of the integration of

critical thinking skills and the learning skills into the training programs where before [these characteristics were] only in the educational, the academic kind of programs." He went on, "You [as an instructor] go through all the same rigors in training programs as you do in college programs. You have to prepare, and you have to know what you are going to do. And you have to have some anticipated outcomes, and you have to have some measure of proficiency. I mean, all the elements of education are there because there is a very high demand for the quality of training. It's changed very significantly." He also noted that the content of training has changed to reflect the teamwork aspects of the new workplace. "And now there is a huge need to work on personalities, and relationships, and work on teamwork. And [employees must gain] a better understanding of the social structure—a better understanding of the work environment."

Another change in the training industry has affected the jobs and roles of trainers. More companies are finding that outsourcing is the best way to keep costs low and reduce headcounts, especially during difficult economic times. This has meant smaller training departments and more outside contractors. General Motors, for example, cut all of its training departments down to a single salaried trainer at each location and completely outsources training delivery, training administration, and course development. In his article on training careers in the 21st Century, Zielinski points out that increasingly classroom training will be delivered by independent providers who focus on a narrow subject area, very much like the trainers I interviewed (2000).

A positive change to the training industry is the addition of specific educational certificate programs and degrees focused on training and instructional design. Subject matter experts like my interviewees are now able to obtain advanced degrees in training so

that they will no longer have to teach themselves the instructional skills they need (Zielinski, 2000). This means a straighter and more visible path to a training career for people choosing to enter the field.

Changing Roles of Trainers

Technology is also affecting the roles of trainers. Training is more often being delivered through satellites and the internet (Workforce, 1997). Many organizations see web-based training as a means to cut training costs, especially those costs associated with employee travel and time spent away from the workplace. It is felt that the same content can be taught in self-study online courses in less time than in a classroom. In addition, it is felt that the expenses around the salaries of trainers will be reduced because, although development costs are high with web-based training, once a course is developed, it can be delivered to a very large number of people with little additional costs. A course in basic electronics, for example, can live virtually forever, unless the principles of electronics change.

Will classroom trainers be replaced with technology? Some certainly will. However, it is unlikely that all classroom trainers will be replaced, since personal contact will always be the preferred way for some learners to learn. It may mean that the market for trainers will be less than in the recent past. Will the hype over technology-delivered training persist? Probably. At least the use of technology shows no signs of going away. Classroom trainers may find themselves, however, part of what are called "blended solutions," combining electronic delivery of instruction with a live instructor in a mentoring or other support role.

Future Research

Since almost no research has been done on trainers, there is tremendous opportunity for researches. We need more quantitative data about trainers of all kinds in business and industry, not only those who work as instructor/consultants, but also those who teach courses within the organization that employs them. Such research would benefit those who either seek to or have developed academic programs in training and development and the thousands of training organizations that employ such trainers. It would also be of interest to academic career development organizations within universities who may wish to make the career known as an alternative to students. Some questions that need to be answered are:

- **Basic Data** – How many trainers are there? How many are internal to the organizations for which they present programs? How many are external vendors/consultants? For what types of organizations do they work? In what industries?
- **Career Development** – What are the "career paths" for trainers? How many trainers were subject matter experts before they became trainers? How many trainers are primarily facilitators of "canned" products? How many trainers come from educational backgrounds? Are there other paths into training? How can these career paths be "marketed" to undergraduates or graduate students?
- **Trainers Roles and Responsibilities** – What exactly is it that trainers do? For how many trainers is teaching in the classroom their primary responsibility? How many participate in course development? How many conduct needs analyses? For how many is it a full-time or part-time job? What other responsibilities do trainers

have? How have their roles and jobs changed over the years? What changes are predicted in their roles in the future? What influences are expected to affect these role changes?

- **Trainers as Educators** – How do all of these "untrained" trainers learn to teach? How effective are they as teachers compared to educators in other fields? How did they learn their craft? What kind of professional and other educational activities do trainers participate in? Do good trainers "rise to the top" as one interviewee suggested? Are there trainer "dropouts"? What makes them quit?
- **Trainer Education** – What educational or certificate programs are available to prepare individuals who wish to become trainers? How effectively do the existing programs prepare trainers for their jobs? What can be done to improve the effectiveness of these programs? How can what has been learned about other teaching fields inform the development of training and employee development careers?

No doubt other researchers will find even more areas for research, beyond what I have suggested. The advantage to such an unstudied field is that the opportunities are wide open.

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