Evaluation of a Class A Commercial Truck Drivers

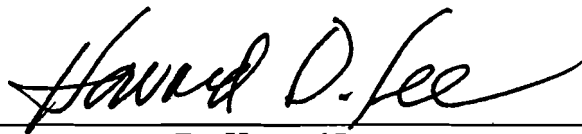Training Program at the Eagle Company

by

Cari Sallander

A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
In

Career and Technical Education

Approved: 2 Semester Credits

Howard D. Lee

Dr. Howard Lee

The Graduate School

University of Wisconsin-Stout

December 2007

The Graduate School
University of Wisconsin-Stout
Menomonie, WI

Author: **Sallander, Cari A**

Title: *Evaluation of a Class A Commercial Truck Drivers Training Program at the*

Eagle Company

Graduate Degree/Major: MS Career and Technical Education

Research Adviser: Howard Lee, PhD

Month/Year   December, 2007

Number of Pages: 81

Style Manual Used: American Psychological Association, 5th edition

ABSTRACT

The transportation industry continues to grow as does the shortage of commercial class A

truck drivers. In order to stay competitive in the recruitment of commercial truck drives the

Eagle Company created a company training program for new and inexperienced truck drivers.

The goal of the study was to evaluate the effectiveness of the company training program, and to

determine if the training was standardized.

The instrument used to collect the necessary data was a 30 question survey. The survey

was administered to a group of 14 in April 2006 after classroom training and again three months

later after road training. The objectives of the study were: (1) Determine if the drivers training

program at the Eagle Company is consistent for all participants; (2) Identify participant's

satisfaction with the training program; (3) Identify if learning has occurred as a result of the

training; (4) Determine if the trainee's competency changed due to the training program; (5)

Determine if the results of the training program assisted in the drivers performing their jobs at the Eagle Company.

Data was collected and analyzed, based on the results recommendations were made to the Eagle Company regarding the training. The research objective were achieved for this study and recommendations submitted.

The Graduate School

University of Wisconsin-Stout

Menomonie, WI

Acknowledgments

Graduate school has been one of the most trying, yet rewarding, journeys I have ever taken. I did not believe I could actually accomplish this fete, and I would not have without the help and support of, my husband, my parents, and advisor. Thank you to Joel, my supportive and resilient husband, for handling with love and support, my stress and passionate Mediterranean temperament. Thank you to my parents, Jim and Arlene Mulhausen for all your support and instilling in me the concept that I can do anything. Thank you to Dr. Lee for guiding me on this incredible journey, with your wisdom and patience. I could not have done it without all of your help and direction.

TABLE OF CONTENTS

LIST OF TABLES

Chapter 1: Introduction

In a recent report conducted by the American Trucking Association, there is an increasing need for long haul truck drivers. Currently 3.4 million commercial drivers envelop the United States highways (Cecil, 2005). That number is still 20,000 drivers short of what is needed and is expected to grow to 111,000 by 2014 (McLaughlin, 2005). Indicators illustrate an increased growth of long haul trucking requirements as a result of the continued need for movement of product (Kilcarr, 2005). In 2003 alone, the industry hauled 9.1 billion tons of domestic freight, representing 69% of the total tonnage shipped (Cecil, 2005). The United States economy relies heavily on the trucking industry, which is continually hauling about three quarters of all United States goods (Seid, 2005). With this type of economic growth and the need for shipments expanding, employers face severe shortages in skilled drivers that meet their employment needs. Now, more than ever, businesses need to focus on ways to streamline procedures in the training area and provide cost efficient ways to deliver quality training to their employees.

Trucking firms want quality drivers who are safe and experienced to help keep insurance premiums low. These quality drivers are created through experience and hours behind the wheel (Mahon, 2005). If the economy continues its upward swing, finding creative ways to meet demands of low cost, long haul services, will take a back seat to addressing the growing driver shortage (Levans, 2004).

The Eagle Company, along with many other companies whom currently employee commercial truck drivers, are facing a current and future shortage of qualified drivers. The Eagle Company has set certain standards in their hiring practices, including one year recent over the road tractor-trailer experience and/or have driven 100,000 miles. Many of the applications

received by the Eagle Company do not meet these standards. The applicants do not have the necessary hands-on experience and hours behind the wheel that the Eagle Company is seeking.

Applicants for these over the road driving positions are usually fresh out of school with no experience, or have just passed the Commercial Drivers License test, and are new to the business. The United States Department of Transportation (DOT) regulates the issuing of Commercial Driver's License (CDL) and currently has no regulations mandating experience, or training to drive a Class A commercial vehicle. Currently an individual must be 21 years of age and successfully complete a written exam and road test to obtain a CDL A (Bach, 2005). The DOT requires the applicant to correctly answer 80% of the questions on a written exam and pass a road test of basic skills; using a commercial vehicle similar to the one the applicant will drive (Purdum, 2005). Although many companies require successful completion of a trucking school or a driver-training program, the DOT does not (Adams, 2005).

To meet the necessary criteria, the Eagle Company came up with an alternative way to hire the unqualified drivers, administering a training program for the drivers that do not meet their qualifications. After the creation of the training program for the less experienced drivers the Eagle Company was able to pull from a larger pool of applicants. In order to assure that the training program is in fact creating the qualified drivers they want, an evaluation of the Eagle Companies training program needs to be administered.

Statement of the Problem

The Eagle Company had recently developed a training program and its effectiveness needs to be determined.

Purpose of the Study

The purpose of the study was to evaluate the training program for new inexperienced CDL A drivers at the Eagle Company. The result of the study will be a conformation of a standardized driver-training program at the Eagle Company. A standardized program will formalize the process and maintain accountability in the process. In the evaluation process, trainees at the Eagle Company will critique the training program via a questionnaire. This information will be collected and used to suggest any improvements or modifications that could be made to the training program to help promote future growth.

Research Objectives

For this study, the research objectives were all based on gathering and interrupting information in order to evaluate the current training program at the Eagle Company. The following are the research objectives:

1. Determine if the drivers training program at the Eagle Company is consistent for all participants.

2. Identify participant's satisfaction with the training program.

3. Identify if learning has occurred as a result of the training.

4. Determine if the trainee's competency changed due to the training program.

5. Determine if the results of the training program assisted in the drivers performing their jobs at the Eagle Company.

Significance of the Study

This study is significant for the following reasons:

1. Evaluation of the truck driver training program can assure the training is using a standardized method. In order to assure that each individual is getting training and information

that is the same as the next, a standardized method of delivery must be set. Evaluating the training program and training processes allows the researcher to collect data and interpret if the training is standard for each trainee.

2. The findings will provide feedback from the trainees as to their satisfaction with the program. In conducting an evaluation and using a questionnaire the researcher can determine the attitudes towards the training program from those involved. This allows for measurements of satisfaction and transference of information in the learning process. The evaluation will also collect information from the participant in areas that possibly can be improved upon.

3. To measure the amount of information retained and utilized by the participants during and after training has occurred. The evaluation process will offer information that can be used to gage the trainee's knowledge base before and after road training has occurred. This will allow the researcher to measure if the training is working to transfer useable learning information to the trainee. This will also allow the researcher to gage a return on investment for what the Eagle Company has put into training, and what their return on training is.

Assumptions of the Study

The following are the assumptions that have been made for this study:

1. The Eagle Company has not evaluated the efficiency or effectiveness of the truck driver training program to make improvements. The assumption is that the Eagle Company has not administered an evaluation on the training program. The evaluation process will be able to contribute information to the Eagle Company on the outcome of the trainees in the program, and if the training is in fact providing a standardized program.

2. The information used in this research shows the best available methods for an evaluation of a commercial driver training program. Throughout this research the researcher has

collected information on a variety of ways to evaluating training. The assumption made is that the information used is the best possible process for evaluating training.

3. The Eagle Company needs an evaluation of the commercial driver training program because improvements can be made to the program. The researcher is assuming that an evaluation can be done and that improvements or suggestions will be made from the input of the evaluation process.

Limitations of the Study

The limitations of this study are:

1. The research is directed specifically for the use of the Eagle Company and the needs they have for training evaluation. The information in the research is directed specifically for the evaluation of the new commercial driver training program at the Eagle Company. The researcher did not evaluate any other company training programs, or involve any other departments at the Eagle Company other than transportation.

2. Time constraints existed in the evaluation of the training program. The evaluation was administered to the trainees within a specific time frame during and after the training process. The evaluation was done from the day the trainees ended classroom training to three months later, once they completed road training.

3. The questionnaire was created by the researcher and may have questionable reliability and validity. The researcher created the evaluation tool specifically for the use of evaluating the Eagle Company training program. The questionnaire that was developed utilized questions created with input from the trainers and managers involved in training at the company.

4. The population of the study was limited to the employees at the Eagle Company who were involved in the training program from April 2006 to July 2006. Due to the fact that the

evaluation of the training program was specifically developed for the Eagle Company, the information collected cannot represent all transportation companies or other departments within the Eagle Company.

Definition of Terms

CDL. Commercial Driver's License, required by law for all operators of commercial motor vehicles, and is classified according to the vehicle weights driven (Adams, 2005).

Commercial Driver. Any person in the business of transporting products for the purpose of monetary gain, whether it is interstate or intrastate (Adams, 2005).

Commercial Motor Vehicle. Any vehicle used in the business of transporting products (Adams, 2005).

DOT. Department of Transportation (Adams, 2005).

Formalized Training. That training which includes a predetermined amount of time in classroom study as well as a predetermined amount of time in hands-on (behind the wheel) training (Kelly, 1994).

Lesson Plans. "Detailed outlines intended to guide instructors through group or individualized instructional activities" (Rothwell & Kazanas, 1992, p. 212).

Moving Violation. Any violation, which results in a fine and/or assessment of points based on the actions of the vehicle and driver I.E. speeding, unsafe lane change, etc. (Adams, 2005).

On-the Job Training (OJT). (Also referred to as structured on-the-job training, planned on-the-job training or job instruction training.) In this study, OJT is planned and organized training that is conducted one-on-one by driver trainers (Rothwell & Kazanas, 1994).

Unstructured On-the-Job Training. (Also referred to as unplanned on-the-job training.) On-the-job training that is not planned or logically organized. Training and learning takes place by trainees performing the work or by watching others perform (Rothwell & Kazanas, 1994).

Off-the Job Training. (Also referred to as classroom training.) Any type of training that is not performed on the job; off-the-job training commonly takes place in a classroom and is designed to train groups of trainees rather than individuals. (Rothwell & Kazanas, 1994).

Performance Objectives. Detailed statements of what the learners will be able to do and know when they complete a lesson. Objectives are written in terms of observable and/or measurable behavior (Kelly, 1994).

Methodology

This study used a descriptive research method in the evaluation of information for the Eagle Company driver training program. Chapter Three will discuss the methodology, sample selection, instrumentation, and data analysis in further detail.

Summary

To stay ahead in competitive industries such as transportations, companies must be innovative in their processes. The Eagle Company found an alternative method in order to draw from a larger pool of applicants by performing their own on sight training. In the evaluation of the training program at the Eagle Company, the researcher collected information that may be used to improve the program, and make it as efficient as possible.

Chapter II: Literature Review

Introduction

Change is constantly prevalent in the business environment, companies cannot stay stagnate and competitive at the same time. In order to stay at the forefront in a very competitive field, such as transportation, the Eagle Company developed a formalized driver training program to train new and inexperienced drivers. The purpose of this study was to evaluate the efficiency of The Eagle Company's Student Training Program. This chapter will identify possible evaluation models and select the framework that worked best for evaluation in this situation. The company needed to determine the effectiveness of the newly developed student driver training program. The goal of the Eagle Company was to use the evaluation to identify if the training program was providing the following; development of the student's knowledge and skills, if the information provided was useful, and training gaps for future training needs.

Due to the cost that training incurs including time, money and resources, training programs must be accountable for the effectiveness of their programs. According to a survey conducted in 1995, $52.2 billion was budgeted for formal training in the corporate environment (Mann, 1996). The cost for training was a significant concern at the Eagle Company; the company incurs the cost because they believed the current training program was effective and creating results.

Importance of Training in a Work Environment

Training in the work environment, also known as on the job training, has evolved through the years with apprentice programs, mentoring and on the job educational training courses. Workforce training or on the job training as according to Rothwell and Kazanas (1994) is any form of training or instruction that occurs during and at work. This explanation covers many

areas of training that can be done at work for a variety of employees. This form of training can be very effective and is one of the most commonly used forms of training (Mann, 1996). On the job training can be divided into two basic categories, structured and unstructured. Unstructured training is taught from memory without any formalized materials. Unstructured training may vary from learner to learner, since nothing is in writing to teach or review. Trainers who use an unstructured training method are not uniform and may not cover all objective with all learners. Structured on the job training is organized and supported by training materials, this is done to make sure each learner receives the same training experience. On-the-job training is best used in situations in which the employee needs to gain knowledge, skills, and/or experience, where job procedures are new. Structured on the job training is based on adult learning theories, in order to make training as productive as possible. This training focuses on actively engaging the adult learner with material, hands on experience, and mentoring. (Lawson, 1997).

Purpose and Definitions of Evaluation

Evaluation is significant for many reasons and at the Eagle Company it was to provide proof that the student training programs was meeting the goals of the program. Training programs cannot measure effectiveness of a program by individuals in seats, but instead by evaluating skills they learned to make them more effectiveness in the jobs performed (Geber, 1994). According to McClellad (1994) one of the most overlooked areas in training is the evaluation phase. McClelland (1994) defines the purpose of evaluating training to get direct feedback from participants. That feedback includes participant's opinions on training facilities, training instructors, organization of the program and how useful the material was (McCleeland, 1994). Bramley and Newby (1984) identify five main purposes for evaluating training, including feedback, control, research, intervention and power games or manipulating evaluation data.

According to Kirkpatrick (1998) evaluation has two main purposes, to display accountability, and to develop the program to a higher level. One of the primary goals of evaluation is to measure if the training is meeting the students learning needs, assuring the program meets the requirements of all the participants (Kirkpatrick, 1998). Evaluation helps companies to measure how well a program is performing, and also how to become more effective. Phillips (1997) finds evaluation of training may be utilized to improve the training process or demonstrate the participants have met the objectives. Evaluation can also identify if learning is being applied in the workplace, identify training gaps and future training need, establish if the investment was worthwhile, and ensure training continuously improves (Phillips, 1997). Rothwell and Benkowski (2002) defined evaluation of training as the process of placing or estimating value of the training.

All theses purposes and definitions find significance in evaluation, because evaluating training answers questions. At the Eagle Company those questions circulate around satisfaction with training itself and usefulness of the training program provided. The evaluation process was used to help find the areas where improvement or changes were needed. For the Eagle Company the purpose with this study was to prove through evaluation that the program was effective and standardizes for all student drivers.

Types of Evaluation and Assessment

Evaluation has evolved over the years and the type or forms of evaluation used can be broken down into four basic categories, formative, summative, confirmative, and metaevaluation. Formative evaluation takes place during the development and design of the program. The purpose of formative evaluation is to improve the design process and outputs (Scriven, 1996). Summative evaluation occurs after the program is developed and administered.

The goal with summative evaluation is to prove the effectiveness, value, and if the training

programs have achieved their objectives (Bhola, 1990). Confirmative evaluation is administered

after sever implementations of the training program have occurred. Confirmative evaluation is

aimed at proving the ongoing, long-term efficiency, effectiveness, impact and value of the

evaluation (Misanchuk, 1978). Metaevaluation is used during or after the evaluation. A

metaevaluation is best used when the program includes certification and standards to verify the

reliability of the evaluation process, outputs, and outcomes (Stufflebeam, 2001). For short term

or one-time evaluations formative or summative methods should be used. Ongoing and long term

assessments require confirmative or metaevaluation. For the purposes of the evaluation at the

Eagle Company, the focus will be on summative evaluation.

Evaluation Methods

Evaluations are used to measure if a program is performing the set objectives, and to

what extent. When deciding on what evaluation method to use at the Eagle Company the

researcher assessed various evaluations methods in the literature review. Although, there were

many evaluation models to choose from, the researchers selected models and framework that

have been used successfully in other business environments. The systems reviewed were the

Kirkpatrick model, Kaufman's five level model, CIRO model, Phillips five levels, the IPO

model, the TVS model and the CIPP Model. These seven models are just a few possibilities and

systems that one could use in evaluating training programs. Each is intertwined and has

similarities to the next.

Donald Kirkpatrick developed Kirkpatrick's four level model of evaluation in the 1950's.

Kirkpatrick's four level model contains four levels of reaction, learning, behavior and response.

Each level builds on the next gathering more information as each staged is reached. The first

level of reaction is used to gather data on the participant's reactions to the training at the end of the program. The second level, learning is evaluating if the learning objectives for the program had been met. Level three, behavior is used to assess whether job performances has changed or improved as a result of the training. The fourth and final level of Kirkpatrick model results is used to assess the cost of training versus the benefit of the training program. Kirkpatrick evaluation module was built upon by others, and is still popular in today's business environment (Phillips 1997). This model of evaluation will be explained further in detail later in the chapter.

Kaufman's five levels also know as Organizational Elements Model (OEM), moves past the organization of Kirkpatrick's four levels and attempts to measure society and the environment society exists in (Phillips, 1997). Kaufman's model is made up of five elements, inputs, processes, products, outputs, and outcomes. According to Kaufman every organization is made up of those five elements. This model is useful in assisting organizations to identify areas of strength and weakness (Rothwell, 2002).

The CIRO approach also is a model of four level evaluation and was developed by Warr, Bird and Rakman. CIRO includes evaluation of content, input reaction and outcome. Content evaluation is the assessment of the information used in the current training system. Input evaluation is obtaining information in regards to available training resources. Reaction evaluation is gathering and assessing the participant's views to the training program. The final level of outcome evaluation is used to gain information in regards to the results of the training program (Phillips, 1997).

Phillips' five levels of evaluation are also based off of Kirkpatrick evaluation model, just adding an addition step of return on investment (ROI). An evaluation is basically a systematic process or approach that is used to determine the worth, value, or meaning of an activity or

process (Phillips, 1997). Phillips five levels include reaction, learning, behavior, results and ROI. ROI focuses on the monetary value and effects the training program possesses. To measure the ROI, the results are gathered and the data is converted into a monetary value, comparing that to the cost of training, resulting in the return amount on the training investment (Phillips, 1997).

The IPO model is made up of four levels of evaluation, input, process, output and outcome. Input evaluates the system of performance including availability of materials, trainee's qualifications and if the training is appropriate. Process embraces the development and delivery of the program and the materials. Output gathers data that comes from the training intervention. Outcomes measure the long-term results of the training, such as improvements the training provided and return on investment (Bushnell, 1990).

Training validation system also known as the TVS model is a four-level system of evaluation. The first level is to evaluation the situation; it consisted of the data collection prior to the training. This will allow the evaluator to obtain the current level of knowledge and training of the participants, prior to involvement in the training program. The second level is intervention, which allows the researcher to identify the gap between what the participant currently knows and what is the desired level of knowledge. Impact is the third level and involves evaluating the difference between the data results from before and after the training. Value is the final level and measures the difference in a monetary value of productivity prior to and after the training has occurred (Fritz-Enz, 1994).

The words; content, input, process and product, make up the CIPP evaluation model. The model begins with content evaluation of the training program. The content evaluation reviews the adequacy and appropriateness of the programs goals and objectives. Input will evaluate what support the training program has. Process evaluated the actual implementation and how well the

process was followed during training. Product evaluation, the final step in the CIPP model evaluates the results the training had on the participants. The CIPP model evaluated the program and the result the program had on each participant (Stufflebeam, 2001).

Evaluation Studies

During the literature review specific case studies were found that addressed evaluation of training. One particularly case involved a 120-member task force at Delta started in early 2000 and published by ASTD in 2003. The goal was to create an evaluation method to show the benefits created by the training at Delta. Delta based the matrix they created on Donald Kirkpatrick and Jack Phillips evaluation principles. Using these principles the group developed standards and a scorecard to track the design development analysis and return on investment of their training. Delta then established a base on the resources it takes to design develop and administer their training. After two years of data, Delta was able to show improvements directly related to the training they provided.

Another study written by Don Kraft, a manager for training at the Gap Inc, addressed evaluation of training involving leadership. This studied measured evaluation of the training at all four levels of Donald Kirkpatrick's model. Kraft sampled 17% of the participants, and used a 55-question questionnaire where the participant would fill in the blanks, after the leadership training had occurred, with all participants being anonymous. Within three months of the training Kraft interviewed the participants' direct supervisors to track behavior changes. Kraft then used a test that targeted eight areas the training covered and administered them six to nine months after the training. All the data was then collected and evaluated along with information regarding sales, turnover and shrinkage collected by Blanchard Training a Development. Kraft found the

leadership training did impact the corporation in a positive way at all four levels of Kirkpatrick's evaluation (Kirkpatrick, 1998).

Both case studies showed the positive impact that evaluation can have on training - the first by creating a baseline to measure from and the second showing how a method of evaluation can track impact of a training program.

Selecting an Evaluation Method

The literature review provided information on many competent evaluation models and methods. Many methods reviewed built on Kirkpatrick's model of four level evaluation, also other studies and articles reviewed used the Kirkpatrick model for evaluation of training. According to Islam (2004), Kirkpatrick's framework established the industry standard, shaping the way that performance and training evaluations would be conducted for the next 40 years. Galloway (2005) described Kirkpatrick model as the dominant schemas for evaluating instructor-driven corporate training programs effectiveness. Kirkpatrick's framework was chosen to evaluate the training program at the Eagle Company due to the fact it was highly publicizes and supported in the literature collected.

Kirkpatrick's Model of Four Level Evaluations

According to Donald Kirkpatrick, evaluation can be used to determine whether the training achieves its objectives, and is relevant to the trainee. Also, evaluation is used to assess the value of the training, identify improvement areas, and identify unnecessary training that can be eliminated. (Kirkpatrick, Kramer & Salinger, 1994). Kirkpatrick's model of evaluation is broken down into four categories, reaction, learning, behavior and results. In a survey conducted by the American Society for Training and Development in 2004 the majority of evaluation is

conducted at Level 1. More than 74% surveyed conduced evaluation at level one, 31% at level 2, 14% during level 3 and 10% at level 4 (Cohen, 2005).

Level One: Reaction. Kirkpatrick's model begins with level one, known as reaction. This level of reaction is used to evaluate the training the participant has received after completing the program, measuring how participants react to the training. This type of evaluation is especially easy and cheap to administer, it usually is conducted in most organizations. The reaction level allows trainees a chance to offer feedback to the instructor about the training program, which conveys that their comments are valued and part of the continuing effort to improve the programs. This type of evaluation can reveal valuable data in regards to how the program is perceived. Although this level does provide feedback it does not demonstrate if transfer of information has actually occurred. The information at this level is colleted by using questionnaire or the reaction sheets to how the trainee perceived the training, focus groups of the participants, or informal comments or concerns participants may have. Kirkpatrick offers the following guidelines to maximize the worth of reaction sheets.

1. Determine what information you want to find out and decide whether to include opinions on trainers, schedule, exercises, handouts, and subject matters.

2. Design a form that will allow for you to gather the most information in the least amount of time.

3. Make sure the trainer encourages written comments and suggestions through the training session. Administer the reaction sheets at the beginning of the program stressing the importance of comments and encouraging note taking.

4. Try to get 100% response, by asking for the forms at the end of the program you insure more will be returned.

5. Work to get honest and open responses, by making names and identification optional you will receive more frank responses.

6. Make sure the programs goals and objectives are clearly stated in the questions on the reaction sheet. This allows you to make sure you are collecting the correct information.

Level Two: Learning. Level two in the Kirkpatrick model measures the learning results. The goal of this level is to measure if the learning was transferred to the participant. This level can determine if the participants actually learn the knowledge, skills, and attitudes the program was supposed to teach. In order to gage improvement a pre-test and post-test, can be administered, making sure that test items or questions are truly written to the learning objectives. Also on the job assessments or supervisors review may be used at this level. This will allow the evaluator to, measure the amount of improvement and the level the participants were at before and after the training had occurred. It is important to measure learning because learning can take place without behavior changing according to Kirkpatrick. Measuring learning can be more difficult and time-consuming than measuring reaction. Some guidelines for level two that Kirkpatrick suggest include:

1. Use a control group that does not receive training, but has similar characteristics to the training group. The control group may receive training later on, but for the time being the two groups could be measured and compared.

2. Evaluate knowledge, skills and attitudes before and after the program. By collecting both pre and post test, a trainer can measure increased knowledge or changed attitudes.

Level Three: Behavior. After gathering the reaction data from level one and measuring the learning that occurred from training in level two, Kirkpatrick evaluates if the training changed the participants behavior. Level three evaluates if any of the new knowledge and skills

are retained and transferred back on the job. This evaluations attempt to answer whether or not the participants behaviors actually change as a result of new learning. This evaluation is usually conducted a few months after the training program has occurred. In allowing some time to pass, participants have the opportunity to implement the newly learned information. This allows the evaluator to then measure what information had been retained and used over time. Evaluations at this level can be done through on the job observations or surveys and questionnaires administered to the participants, or the participants supervisor, subordinates, and customers. It can be difficult to measure behavior since each person learns and reacts to information in an individual way. Although the participant may have learned from the training, they may choose not to change their methods of behavior. Some guidelines for evaluating behavior at this level could include:

1. Allow an ample amount of time for the trainees to change behavior after the training has occurred. Since change does not happen overnight, it is important to allow a grace period for evolvement and application of the new material.

2. Evaluate both before and after the program, collecting data through out the process allows for better measurements. By testing during and after at various times, you can measure when the behavior change started to occur, and how long it lasted. Obviously the desired results are that the information was transferred from the training and a positive and desired behavior changed occurred.

Level Four: Results. The fourth level in this model is to evaluate the results of the training by measuring the business impact of the training program. Although this may be the most difficult level to measure it may also be the most important. The fourth level of evaluation looks at the final results in terms of quantity, quality, improvements, cost, and profits. The results

level is what usually validates if a training program is worth the investment of time, money and people to the company. Many measurements and results can occur at this level, not only financially, but also in terms of production, growth and future decisions for the company. Evaluating results presents the greatest challenge to the trainer. Sometimes evaluation can be done quite easily through financial reports, inspections of quality or quantity, or reduced overhead. Also interviews or feedback from management or supervisors of the training proving the reduction or increased production could be measured. It can be difficult for a trainer to prove that final results occurred solely because of training program administered. This is due to the fact that there are too many other factors that may affect the final results. Sometimes trainers have to settle for evidence rather than proof. At times positive reactions from the management team may be the evidence needed. Training can result in all of these, but the outcome would not be known without evaluation and measurements of results. Kirkpatrick's guidelines for evaluating results include:

1. When available have a control group with similar attributes as the training group to measure outcomes and results.

2. Collect as much data as possible, measuring on a before-and-after basis. Also collect data not only from the trainees but supervisors, customers and those who have everyday interactions with them.

3. Consider costs versus benefits of the program, and if the training is achieving the desired outcome. Evaluate the cost of the evaluation in relationship to the resources uses, such as people.

Summary

By reviewing multiple texts, books, and articles related to evaluating structured training programs in the work place, it becomes evident in the literature that evaluation is a key concept in training development. Without proper evaluation of training programs, the company cannot track if the training is benefiting the trainees. Also evaluation allows companies to validate programs by showing return on investment. The Eagle Company has spent many valuable resources such as time, money, and people power on creating a valid training program for student drivers. Evaluating this program allowed the company to measure the improvements made by those trained and what gaps in the training can be improved.

Chapter III: Methodology

Introduction

The purpose of this research was to evaluate the satisfaction and effectiveness of the

Eagle Company's driver training program in order to determine what impact the was having on

the participants. A descriptive method was used in this research to collect and analyze the data.

This chapter will provide a description of the methods and procedures used to evaluate the Eagle

Company's CDL A truck driver training program. The methods used in this evaluation are

explained throughout this chapter under heading of: training program, subject selection,

instrumentation, data collection, data analysis, limitations and summary.

Training Program

The Eagle Company was established in 1983; at that time the method used for driver

training was not formalized. The training program consisted of a few driver trainers, selected by

management who trained new less experienced drivers that needed a refresher. The training

varied from trainer to trainer, since each individual trainer taught from his or her own personal

driving experience. Over the years the transportation industry has become more competitive in

the recruitment of experienced truck drivers with a CDL A, and The Eagle Company found they

were at a disadvantage. The Eagle Company had a current company regulations that all drivers

hired must have 1 year over the road tractor-trailer driving experience. This requirement

hindered the company's available recruiting possibilities, by shrinking the pool of potential

applicants. In October and November of 2005 the Eagle Company received 941 calls into the

recruiting line. Out of the 941 calls 39% of the possible applicants were not qualified, by not

meeting the one year criteria. Out of the 366 drivers who did not meet the basic one year driving

qualification, 28 did not have a Commercial Driver License (CDL), 57 had a CDL, but just

graduated from a school and had no experience, and 281 applicants had a CDL and over one month experience, but under one year. The company needed to find a way to recruit from the population that was currently unavailable. They needed to find a way to recruit from and hire individuals directly out of truck driving school, or those who had recently received a class A CDL with no over the road experience. In order to take full advantage of all possible candidates the Eagle Company created a structured truck driver training program available for driver applicants who do not meet the one-year recent driving experience criteria, or are directly out of a driving school with no experience. In 2006, the Eagle Company rolled out a formalized method of standardized training for the new and under experienced CDL A truck drivers.

The training program was created by a group of eight individuals including managers, human resources, safety personnel, and driver trainers at the Eagle Company. The driver trainers were selected prior to the creation of training program and chosen for their longevity with the company, positive relationships with internal and external customers, and safety records. The goal of group was to create a structured program for under qualified drivers to train those individuals on selected competencies that aligned with company policies and procedures. The competencies covered, driver orientation including benefits, pay and company policies along with, over the road driving, backing, safety, customer service, logs and other DOT regulations.

The training program was broken down into two categories, the classroom and the road training. Classroom training would take place in week one and it would be three consecutive eight hour days of orientation and driver training. After classroom training, the trainees would spend the next eight to ten weeks with a driver trainer, in a truck riding together and mastering competencies. The following is the break down of the classroom and road training at the Eagle Company.

Week 1. New Driver Employee Orientation and Classroom Training. All new truck driver trainees complete a three-day, eight hours a day, orientation and classroom training at the corporate headquarters. The goal of the orientation is to familiarize the new drivers with issues they will face as an over the road truck driver. The trainees will also have a chance to participate in hazardous driver training. Also each participant must fill out paperwork for employment, watch DOT required films, and familiarize themselves with The Eagle Company policy and procedures.

Day 1

8am-9am: Meet the driver recruiter and fill out W-2 forms, employment release forms and I-9

9am-10am: Welcome to The Eagle Company: Video by the Owner

10am-11am: Meet with the Benefits Department

11am-12pm: Meet with the Human Resources Department

12pm-1pm: Lunch

1pm-2pm: Safety Video

2pm-3pm: Meet the Safety Director and Department

3pm-4pm Tour of the Facilities, Truck shop and production.

Day 2

8am-9am: Drug Prevention Video's

9am-10am: Meet with the Truck Shop and Maintenance Department

10am-11am: T-Check, Fueling, and Pre-Trip Inspection Training

11am-12pm: Highway Patrol Video

12pm-1pm: Lunch

1pm-2pm: Hazardous Conditions and Accident Prevention Training

2pm-3pm: Skid Pad Training

3pm-4pm: Skid Pad Training

Day 3

8am-9am: Meet with the Backhaul and Broker Department

9am-10am: Avoiding Accident Video

10am-11am: Customer Service Training

11am-12pm: How to Unload a Truck Video and Hands On Training

12pm-1pm: Lunch

1pm-2pm: Logs and Weight Restrictions Video

2pm-3pm: Meet with the Log Book Department

3pm-4pm: Meet with the Planning and Dispatch Departments

Week 2. Observation with Trainer. Week two is the first week the trainee is with the

trainer, they spend the week riding with and observing the trainer as they drive and perform the

day-to-day operations. They live and work in the trainers Volvo 770, 13-speed tractor. DOT

regulations state a driver may work 14 hours a day with 11 hour driving time before they need a

10-hour continuous break.

Week 3. Week 8/10 Training and Competency Completion. The final weeks are spent

training and driving with the trainer. The trainee is able to drive, log and operate on his or her

own with a trainer in the truck with them. A list of competencies must be met each week and all

competencies must be met by the end of the eight-week period for a trainee to finish the

program. A trainer may keep the trainee for up to 10 weeks if they feel and the safety director

feel the competencies have not been met or that additional training is needed.

Subject Selection

For this research a group of 14 trainees were chosen who attended drivers orientation and classroom training in April of 2006 at the Eagle Company. All subjects had a CDL, were male, with one month or less over the road tractor trailer driving experience. The group of 14 individuals had an average age of 27. Each individual was chosen as a subject for this study due to the fact they were non-experienced drivers who were participating in the training program at the Eagle Company. The group of trainees was surveyed twice, once after classroom completion in April 2006 and again three months later after they had completed the road training in July of 2006. All subjects were employees of the Eagle Company at the time of the training and attended the training program created for the inexperienced drivers at the Eagle Company. Due to resource constraints the Eagle Company decided a pilot study was unnecessary and the above mentioned individuals would be the first to participate in the evaluation and training processes.

Instrumentation

The instrument developed for this research focused on the specific goals and objective of this study. A questionnaire made up of 30 questions was developed by the researcher with input from the management staff at the Eagle Company and administered to the selected population. The questionnaire was made up of closed questions that of which were measured on a 5-point Likert scale, along with yes or no based questions and open ended questions. This instrument was administered by the researcher, handed out to all subjects after the orientation and classroom week and collected from all subjects. The instrument was also sent to the trainees three months later in July 2006 after road training in their driver packets and sent back in the drivers pay envelopes. The surveys were then collected by the payroll department and given to the researcher with no indication who the survey came from. The instrument was anonymous except for the

noting if the survey was administered after classroom or after road training during the April to July 2006 time frame. The goal of the questionnaire was to obtain information and data regarding the training administered and the behavior of the participant after the training had occurred. Since the questionnaire was created specifically for this evaluation at the Eagle Company no reliability or validity had been previously established.

Data Collection Procedures

On the final day of classroom training the researcher administered the April 2006 questionnaire to the14 trainees. The researcher asked that once completed, each trainee place the survey in the manila envelope on the table. After 20 minutes the research collected the manila envelope, insuring autonomy for the trainees. The trainees then participated in the road training with their trainers for the next 8 to 10 weeks. In July 2006 the researcher placed the same instrument in all 14 trainees trip packets, along with an envelope addressed to the researcher. The trainees were instructed to fill out the survey and return it in the sealed envelope in their pay pack. The researcher received all 14 surveys back in both April and July of 2006.

Data Analysis

The questionnaire was distributed, collected, and manually scored by the researcher. The questionnaire was made up of closed questions that of which were measured on a 5-point Likert scale, yes or no questions and open ended questions. All questionnaires and data collected for this study was converted into a mean and standard deviation for measurement purposes. The researcher also assessed the open-ended questions and comments.

Limitations

The researcher recognizes that this study has several limitations that are listed below.

1. The research is directed specifically for the use of the Eagle Company and the needs they have for training evaluation. The information in the research is directed specifically for the evaluation of the new commercial driver training program at the Eagle Company. The researcher did not evaluate any other company training programs, or involve any other departments at the Eagle Company other than transportation.

2. Time constraints existed in the evaluation of the training program. The evaluation was administered to the trainees within a specific time frame during and after the training process. The evaluation was done from the day the trainees ended classroom training to three months later, once they completed road training.

3. The questionnaire was created by the researcher and may have questionable reliability and validity. The researcher created the evaluation tool specifically for the use of evaluating the Eagle Company training program. The questionnaire that was developed utilized questions created with input from the trainers and managers involved in training at the company.

4. The population of the study was limited to the employees at the Eagle Company who were involved in the training program from April 2006 to July 2006. Due to the fact that the evaluation of the training program was specifically developed for the Eagle Company, the information collected cannot represent all transportation companies or other departments within the Eagle Company.

Summary

The need for qualified over the road truck drivers with a valid CDL A is only growing; therefore training of unqualified drivers has become more important. The Eagle Company created a training program for new drivers in order to draw from a larger truck driver population. The company needs to know if the investment they have put into the truck driver training

program is effectively paying off by creating qualified over the road CDL A drivers. The Eagle Company wanted to use the evaluation of the training program to assess if the training was standardized for all participants and find areas for improvement. Evaluating the individuals who participated in the training both after classroom and road training can provide data that can be used to improve on the driver training program.

Chapter IV: Analysis of Results

Introduction

The purpose of this study was to evaluate the company provided training program for

Class A Commercial Drivers License (CDL-A) drivers with no experience or directly out of a

company recognized Commercial Drivers License (CDL) school at the Eagle Company. The

company wanted to assure that their program was standardized for all trainees, effective, and to

maintain accountability in the process. The following are the research objectives, which are also

outlined in Chapter One:

1. Determine if the drivers training program at the Eagle Company is consistent for all

participants.

2. Identify participant's satisfaction with the training program.

3. Identify if learning has occurred as a result of the training.

4. Determine if the trainee's competency changed due to the training program.

5. Determine if the results of the training program assisted in the drivers performing their

jobs at the Eagle Company.

Survey

The subjective survey was compiled with a total of 30 questions. Three (3) questions

were open-ended, providing the participants an opportunity to evaluate a relevant answer in an

essay format. Four (4) were yes or no based questions which attempted to solidify overall

effectiveness of the provided training. Twenty-three (23) questions were rated on a 5-point Likert

scale, with the published rating by response of; 1= Strongly Agree, 2= Agree, 3= No Opinion, 4=

Disagree and 5= Strongly Disagree. With the subjective response of a 1 to 5 scale, the

assessment of a level 3 should, more directly be assigned as "Neutral" instead of "No Opinion"

since this would and does follow the logical thought pattern and logical flow of the five levels. The data was evaluated with this concept in order to make the statistical results of the mean and standard deviation meaningful. The mean is defined as the average of the responses and indicates the individual level of agreement with the question. The standard deviation indicates the group variation of responses to the general consensus of the respondents, allowing validity to the training evaluation.

Data was collected from 14 trainees, all of which participated in the company mandated training program that included classroom and road time driver training. Participants completed the same survey immediately after their initial classroom training program completion in April 2006. The survey was then administered again three months later in July 2006, after the participant's competed time over the road driving with a trainer. One hundred percent (100%) of the surveys were returned both times. The data was collected, consolidated by question, without sequence or individual reference and analyzed. The information provided shows the trainees answers for both surveys.

Analysis and Discussion

Question 1. The facilities were suitable for the training activities? The first question addressed the trainee's satisfaction and perception of the training facilities used during the classroom training. The mean of 2.0 and 2.07 showed an agreement with the statement that the facilities were suitable. The standard deviation of 0.68 and 0.73 respectively showed a general class consensus and little variation in the three months elapsed time. These answers would indicate that company does not need to address or direct additional resources to revisions in the training facilities.

Table 1

Facility Suitability

	Response After Class	Response After Road
Mean	2.00	2.07
Standard Deviation	0.68	0.73

Question 2. The primary goals and objects of the training were clear? The second

question asked the trainees if they understood the reasons and goals behind the training being

given. The mean of 2.57 and 2.43 show a slight agreement that the goals and object were

understood. The standard deviation from 0.76 to 0.65 was again a small variation. Although the

perceived understanding was toward agreement, the company has an obligation to make the

overall goals and objectives clear and concise. The company should invest some time in

reviewing the goals and objectives upon course completion in order for the participants to see the

value of the initial training. The agreement needs to be greater, especially after the three month

period, as the participants needed to see the application of these original goals and objectives.

Table 2

Training Goals and Objectives

	Response After Class	Response After Road
Mean	2.57	2.43
Standard Deviation	0.76	0.65

Question 3. The presentation and delivery of materials was effective? The third question

dealt with the trainee's perception on the approach used to deliver the training materials. The

mean from 2.64 to 2.86 again notes slight agreement, but less agreement after the three month

period. The standard deviation 1.08 and reducing to 0.86 after road training shows a closer

consensus to the mean. Further development of presentation of the materials would probably be a

good investment for future training sessions by the company. Electronic media as with greater

use of 'Power Point' may be very effective and would assist on ease of change for future

sessions, while providing a historical document for a current training course.

Table 3

Presentation and Delivery

	Response After Class	Response After Road
Mean	2.64	2.86
Standard Deviation	1.08	0.86

Question 4. The handouts were a valuable supplement to the training? Question four

asked the trainees how helpful and how much value they placed on the information they received

via handouts in class. The mean showed a change from agreement at 2.36 directly following

classroom training to 1.79 a stronger agreement after road training. The standard deviation

moved from 0.75 to 0.58 after road training. This variation shows that after classroom and road

training the trainees found more value in the handouts, then they did directly following the

classroom experience. Since the supplemental handouts were also provided in manual form,

allowing future reference, this practice should be continued and possibly enhanced.

Table 4

Handouts

	Response After Class	Response After Road
Mean	2.36	1.79
Standard Deviation	0.75	0.58

Question 5. The training stayed on schedule and was not rushed? The fifth question addressed the trainee's opinion on whether the training stayed on time and within the agenda that was presented. The mean of 3.14 and 3.29 both indicate the trainees had no opinion and were neutral in regards to this question. The standard deviation of 0.770 to 0.914 showed little variance between the responses after class and after road training. The amount of time allotted for training and coverage of topics should be reviews further.

Table 5

Training on Schedule

	Response After Class	Response After Road
Mean	3.14	3.27
Standard Deviation	0.77	0.91

Question 6. The training encouraged participation and questions? The sixth question asked the trainee's opinion on if the training made them feel comfortable and open to ask questions and participate. The mean of 1.93 and 2.07 both indicate agreement that the participants did feel the environment promoted participation. The standard deviation of 0.92 to 0.73 showed a slightly tighter consensus after the road training.

Table 6

Training Encouraged Participation

	Response After Class	Response After Road
Mean	1.93	2.07
Standard Deviation	0.92	0.73

Question 7. This training addressed important skill and topics that I feel I will utilize in my new position? The seventh question addressed whether the trainees felt the materials and topics covered in the classroom were useful tools in their new position as Class A CDL driver. The mean of 2.43 notes an agreement by the trainee's and a mean of 1.93 after road training a strongly agree answer. The standard deviation after class was 1.16 and became a tighter 0.83 after road training. These answers indicate the trainees felt the training did address important necessary skills, and agreed to the statement even more strongly after the road training.

Table 7

Training Addressed Important Skills

	Response After Class	Response After Road
Mean	2.43	1.93
Standard Deviation	1.16	0.83

Question 8. The trainer was familiar with the topics discussed and was able to answer questions asked? The eighth question addressed if the trainees perceived the trainer to be knowledgeable and able to address appropriately all questions asked. The mean of 2.5 notes agreement after class and greater agreement of 1.93 after road training. The standard deviation

from 0.76 to 0.91 shows a small variation from the mean. These answers denote the trainees felt

their trainers were knowledgeable and able lead the training properly.

Table 8

Trainer

	Response After Class	Response After Road
Mean	2.50	1.93
Standard Deviation	0.76	0.91

Question 9. What I take away from this training will have a positive impact on how I

perform my job? The ninth question asked the trainee if they felt the information was relevant to

the success they would have in their position. The mean of 2.79 to 2.29 after road training shows

an agreement, that they felt the information would provide a positive impact. Also the standard

deviation shrinking from 1.05 to 0.73 shows the trainees found more agreement in the statement

after the road training. Since the trainees were unaccustomed to the experiences they would

encounter during and after the road training, it is understandable that the agreement would

increase and the standard deviation decreases with a practical, applicable road-training program.

Table 9

Positive Impact

	Response After Class	Response After Road
Mean	2.79	2.29
Standard Deviation	1.05	0.73

Question 10. The primary training objective was achieved? The tenth question asked the

trainees if they felt the main goals and objectives that the training projected were, in fact,

achieved in the projected time frame. The mean of 3.07 after classroom training shows a no

opinion or neutral response while the mean of 2.14 shows agreement after road training. A

variation of standard deviation from 0.73 to 0.95 did occur and could indicate that not everyone

raised their agreement level. The answers do show that agreement was gained only after the road

training had occurred, this may indicate that the reasoning for some of the training was not made

clear to the trainees during the initial classroom training experience.

Table 10

Primary Objectives

	Response After Class	Response After Road
Mean	3.07	2.14
Standard Deviation	0.73	0.95

Question 11. Instructions for activities were clear? The eleventh question addressed the

activities the trainees participated in and if they felt the instructions were apparent. The mean of

1.93 notes strong agreement after classroom training and 2.07 agreement after road training. The

standard deviation of 0.83 remained the same. Since the numbers are almost the same in all

cases, it can be deduced that the three months made little difference on this question, and the

trainees did feel the activates instruction was clear.

Table 11

Clear Instructions

	Response After Class	Response After Road
Mean	1.93	2.07
Standard Deviation	0.83	0.83

Question 12. The orientation manual was clear and easy to interpret? Question twelve

asked the trainees their perspective on the orientation training manual. The mean of 2.57 and

2.00 notes an agreement that the manual was clear and easy to interpret. The standard deviation

moving 0.94 and 0.78 show a small variation, and the trainees overall found more agreement to

the question after road training. The higher agreement after the July response and the lower

standard deviation can be partially interpreted that the students were using their training manuals

on the job as a tool to assist their continued work, as designed, becoming more familiar with the

contents and comfortable with the information provided.

Table 12

Clear Orientation Manual

	Response After Class	Response After Road
Mean	2.57	2.00
Standard Deviation	0.94	0.78

Question 13. The breaks given during training were adequate? The thirteenth question

asked if the timing and flow of training as it relates to the breaks from data presentation was

sufficient for the trainees. The mean remained the same in both surveys with an agreement level

at 2.21. The standard deviation had only a small variation from 0.98 to 0.80. These answers

indicate that overall the trainees did find the breaks suitable during training.

Table 13

Breaks

	Response After Class	Response After Road
Mean	2.21	2.27
Standard Deviation	0.98	0.80

Question 14. The flow of information and schedule of training activates was positive and

aided in the training? The fourteenth question was designed to find out the trainees opinion on

the structure of the curriculum and how they felt it added to the training in a positive way. The

response, with a reduction of agreement from a mean of 2.57 to 2.93 after road training, indicates

a requirement for deeper training evaluation by the company. Theoretically, the level of

agreement should have increased after the training. Although there is small differential in

standard deviation of 1.02 and 1.00, respectively, the number is higher than expected.

Table 14

Flow of Information

	Response After Class	Response After Road
Mean	2.57	2.93
Standard Deviation	1.01	1.00

Question 15. The hands on activities were helpful? Question fifteen was asked to see if

the trainees found the hands on activities useful in the training process. The mean of 2.21 and

2.43 both show an agreement that the activities were helpful. The standard deviation of 0.89 to

0.94 shows only a small variance between the two, increasing slightly after road training. Overall

the trainees had a positive agreement to the activities.

Table 15

Hands on Activities

	Response After Class	Response After Road
Mean	2.21	2.43
Standard Deviation	0.89	0.94

Question 16. The information held my interest? The sixteenth question was designed to

find out the trainees opinion on the information the training covered, and if they found it

interesting. The mean of 2.93 shows slight agreement and 3.00 shows no opinion or neutral. The

standard deviation had only a minuscule variation from 0.83 to 0.88. These answers indicate

some agreement and also neutral to the question after the trainees had experienced road training.

This evaluation also indicates a need to explain why the subject is important and how it

potentially can impact each on a personal basis. If training can be personalized, the interest will

increase, even if the subject is negative. The company needs to expand on the interest side of the

program to enhance the learning.

Table 16

Interesting Information

	Response After Class	Response After Road
Mean	2.93	3.00
Standard Deviation	0.83	0.88

Question 17. The training program has a good balance of video, lectures, hands on activities, handouts and discussion? Question seventeen was used to determine if the trainees felt the training was balanced in a positive way. The mean of 3.43 and 3.64 note no opinion or neutral, leaning toward disagreement. The standard deviation of 1.09 and 1.01 show a larger variance from the mean. Due to the no opinion or neutral answer to the question, along with the larger standard deviation, this question should be explored further in near future. The company needs to look at the training balance of the chosen learning media.

Table 17

Good Balance

	Response After Class	Response After Road
Mean	3.43	3.64
Standard Deviation	1.09	1.01

Question 18. I would like more videos during training? Question eighteen asked the trainees opinion on if they would like to see the use of more videos in the training. The mean of 3.71 and 3.93 note no opinion or neutral, but leaning toward disagreement, that they would not like more videos. The standard deviation stayed relatively close to the mean in both instances at .83 and .83, showing only a slight variation. Due to the mean showing neutral leading toward disagreement, this question should be explored further, to see if they would like more or less videos specifically. Evaluating this answer, relative to the response to question #17, provides results in the same response.

Table 18

More Videos

	Response After Class	Response After Road
Mean	3.71	3.93
Standard Deviation	0.83	0.83

Question 19. I would like more lecture during training? Question nineteen was asked to see if the trainees would like more lecture as part of the training. The mean of 3.07 and 3.00 note no opinion or neutral on the matter. The standard deviation after class was 0.92 and reduced to 0.68 after road training. The answers stayed relatively close both before and after classroom training, indicating the trainees were neutral on the topic of having more lectures during training.

Table 19

More Lecture

	Response After Class	Response After Road
Mean	3.07	3.00
Standard Deviation	0.92	0.68

Question 20. I would like more hand on activities during training? Question twenty was asked to interpret if the trainees would like to see more activity-based training. The mean of 2.29 and 2.00 both note agreement, that they would like more activities. The standard deviation shows a small variance at 0.73 after classroom and 0.68 after road training. The answers stayed consistent in both surveys indicating the trainees would like more hands on activities.

Table 20

More Hands on Activities

	Response After Class	Response After Road
Mean	2.29	2.00
Standard Deviation	0.73	0.68

Question 21. I would like more handouts and written materials during training? Question

twenty-one was designed to interpret if the trainees would like more handouts and materials to

take with them after training. The mean of 3.29 after class notes no opinion or neutral, yet after

road training 2.71 notes agreement. The standard deviation stayed the same at 0.83 showing a

slight variance. After road training the trainees agreed that they would like more handouts and

written materials. These answers could indicate that after the road training the trainees found

more value in the handouts then during classroom training.

Table 21

More Handouts and Written Material

	Response After Class	Response After Road
Mean	3.29	2.71
Standard Deviation	0.83	0.83

Question 22. I would like more discussion and open forums during training? The twenty-

second question asked the trainees if they would like more time for discussion of the training

topics. The mean remained the same both after classroom and road training at 2.71, both in

agreement. The standard deviation showed a small variance after class at 0.73 and gained a bit

after road training at 0.91. These answers indicate that the trainees would like more open time to discuss topics during the training and this is an indicator that the students are trying to personally relate to the subject.

Table 22

More Discussion

	Response After Class	Response After Road
Mean	2.71	2.71
Standard Deviation	0.73	0.91

Question 23. The information was consistent and reinforced throughout training? The twenty-third question asked the trainees if they felt the information in the training was the same throughout the training. The mean of 2.36 after class and road training note agreement, that the trainees felt the information was consistent. The standard deviation showed a small variation of 0.63 after class, and an even smaller variance of 0.50 after road training.

Table 23

Consistent Information

	Response After Class	Response After Road
Mean	2.36	2.36
Standard Deviation	0.63	0.50

The following questions were based on basic yes and no answerers, and were designed to gage the trainee's thoughts on how the material and training provided prepared them for their job.

Question 24. Do you feel prepared to effectively use your new knowledge? The twenty-fourth question was designed to find if the trainees felt prepared to use the training information in their new positions. One hundred percent (100%) of the trainees answered after classroom and after road training. Only nine of the trainees felt prepared after classroom training, yet 12 felt prepared after the classroom and road training.

Table 24

Prepared to Use Knowledge

Question 24	April 2006 After Class	July 2006 After Road
Yes	9	12
No	5	2

Question 25. Do you feel the orientation material is adequate? The twenty-fourth question was designed to see how the trainees felt about the provided orientation material, and if it was enough to prepare them for the position. One hundred percent (100%) of the trainees answered and a slight drop occurred from 13 feeling adequate after class to only 11 after both class and road training.

Table 25

Adequate Orientation Material

Question 25	April 2006 After Class	July 2006 After Road
Yes	13	11
No	1	3

Question 26. Are you more comfortable after the training with the company and job you will be performing? The twenty-sixth question was used to determine if the trainee felt more comfortable performing the job after the training. With 100% response after classroom only 9 agreed, while after both training sessions it rose to 13.

Table 26

Comfortable Performing Job

Question 26	April 2006 After Class	July 2006 After Road
Yes	9	13
No	5	1

Question 27. Do you feel the goals of training were met? The twenty-seventh question asked the trainee if they felt the objectives and goals made in training were actually met. 100 % responded and only eight agreed the goals were met after the classroom training. However all 14 trainees agreed that the goals had been met after the road training had occurred.

Table 27

Goals Met

Question # 27	April 2006 After Class	July 2006 After Road
Yes	8	14
No	6	0

Open Ended Question Analysis

The final three questions in the survey were opened ended and allowed the participant to write their own thoughts and feelings. Unlike the above questions the open-ended questions did not have 100% response on either questionnaire. The three questions are discussed below along with a summary of the answers. All individual answers to question 28, 29 and 30 may be found in Appendix A.

Questions 28. Please tell us how training could have been more effective

A.   Have less videos, or get some new ones, some seemed really out of date

B.   We need more time with some of the presenters from benefits, planning, dispatch and logging department. It seemed like they only had the 30 minutes or hour allotted and we had questions at the end, but they had to leave for the next group to come in so they could stay on schedule. They did allow us time to meet with them individually after the day's session was done, but it seemed like the entire class still had questions, they need to allow more time for questions.

C.   It seemed like we had a lot of handouts and some I really don't think I will use

D.   Less videos and more time with the shop and other departments.

E.   Get more updated videos; some were really hard to hear because they were so old

F.   I really liked the skid pad training, and stuff we did up at CVTC

G.   I would have like to hear from some of the seasoned drivers, it would have been cool to have someone come in to give us advice about working here, or had more input then just our trainers.

The second questionnaire that was distributed 3 months after the original training had occurred yielded the following responses.

A.   At first all the handouts seemed overwhelming because I didn't know what or how I would use them. But now that I am on the road I refer back to my binder full of handouts I got for logging tips, phone numbers, and scaling information.

B.   I still had questions about my benefits; my trainer explained a lot of it and got me in touch with the proper departments. But with things like life and health insurance I would rather talk about it face to face, I wish we had had more time with those departments.

C.   I had a chance to meet some of the other trainers with my trainer it was really great to get their advise and insight on being a new driver.

D.   It would be good to maybe make it 1 more day, to make sure it is not rushed

E.   More information on help adjusting to being gone so long.

F.   I would like to have spent time with the routing department and warehouse area to see how they route trips and load the trailers

G.   I did not get a chance to meet my dispatcher and I would like to put a face with the person I talk to every day.

H.   I needed more time and information on boarder crossing and how our safety bonus works.

Summarizing the answers to Question 28, there was a consensus before road training that training less videos and more time with the department presenters. The answers after road training yielded similar answers regarding the videos, and also more time with presenters so the information seems less rushed. Another suggestion was to be able to meet and talk with season drivers, which would also allow discussion for adjusting techniques to the long hours and time away from family.

Question 29. Do you feel this training was adequate in preparing you for driving with your trainer?

A. I think so, but because I have never driven before I do not know yet.

B. There was a lot of information, some overwhelming, I am glad I am going with a trainer to sort it all out

C. I have a lot of questions for my trainer

D. Yes, but I don't think I will get the full result of the info I got until I get out on the road and use it more hands on

E. It was a lot of good stuff; hopefully I will never have to slide on ice.

F. Not sure yet

The second questionnaire that was distributed three months after the original training had occurred yielded the following responses for question #29.

A. The nuts and bolts were good, but the training lacked some of the real like stuff, like how being away from home would affect us.

B. At the time I had brain overload, but once I got with the trainer all the info I got before fell into place.

C. I thought I understood everything, until I got on the road, and then I realized some of the information was good, and some I don't know if I will ever use.

D. I don't think you could just do the classroom part; you need the training part with the trainer on the road to pull it all together.

E. I think I was as prepared as I could be, not sure there was anything else you could have added.

F. It was a good first piece to the puzzle; the road training finished it off.

G. I didn't think I need the classroom at the time, but it was helpful to have the background before I got on the road.

H. I learn by doing, so the classroom was a bit boring, but I used the stuff once I got with my trainer.

I. I think I was ready and prepared to go with my trainer.

The answers from question 29 both before and after road training showed the trainees did not have a full understanding of why the information covered in classroom training would be vital once they started the road training. In April of 2006 some trainees felt prepared, while others were not sure. After the road training in July 2007 many felt overloaded by the classroom training and were not sure of the usefulness of the information until they actually started driving.

Question 30. What were the most important things you feel you learned or accomplished at this training and why were they important to you?

A. I liked the skid pad training, hopefully I will never slide on ice, but if I do at least now I have had some hands on experience on how to handle it

B. I think I will use my training manual to refer back to on scales, fuel stops and emergency numbers.

C. I think the classroom training was ok, but I think the road training will be more important

D. The accident prevention training at CVTC

E. I think the guys in class and I will stay in touch since we are all new guys at the same time

F. I have never driven on snow or ice before, so I hope the skid pad training will help me this winter.

The second questionnaire that was distributed 3 months after the original training had occurred yielded the following responses.

A. The time with my road trainer was great, I have called him now that I am on my own and he has always helped me.

B. I do use the training manual as a reference guide, I have even added to it.

C. The friendship I have with my road trainer.

D. The training on the skid pad

E. Skid pad training, I think it will help me this winter

F. My road trainer, I am on my own now, but he called to check on me to make sure everything is ok.

G. It was a lot of information all at once in the classroom and then being on the road. I have used my training manual to refresh myself I don't do everyday, like boarder crossings.

The answers in Question 30 reflect that the majority of those who answered found the hazardous road training on the skid pad helpful and will utilize that knowledge. Also after both classroom and road training the trainees felt the manual was a helpful tool in their driving careers at the Eagle Company. After road training the trainees also mentioned the time spent with their trainers and how helpful and useful the relationship was.

Summary

The questionnaire yielded a variety of data that can be used to gage if the objectives and purpose of the research were met. The satisfaction of the trainees and effectiveness of the training program can be measured by the above information and recommendations made for improvement. Future data and studies should be done with this group of trainees along with

other groups. In comparing the measurements between this group and others more information

can be gained as to areas of improvement.

Chapter V: Summary, Conclusion, and Recommendations

Summary

Over the road Commercial Driver License Class A driving jobs are easy to find, yet the

pool of qualified applicants continues to not meet the demands of the transportation industry.

The Eagle Company needed to draw from a larger variety of possible applicants for their driving

positions. In order to gain drivers with less experience or directly out of school, the Eagle

Company developed their own training program and subsequent materials to train the under

qualified applicants. The research problem was the Eagle Company had recently developed a

truck driver training program and materials and needed to determine the training programs

effectiveness.

The Eagle Company selected a group of applicants, who did not have the required over

the road driving experience and put them through the company training program. A survey

instrument was developed by the researcher trainers and management at the Eagle Company to

determine if the training program was effective. The instrument was then reviewed by the

investigation advisor and approved by the University of Wisconsin-Stout Institutional Review

Board (IRB). In April 2006 and July 2006 data was collected from the group using a 30 question

survey administered after classroom training and then after road training. The purpose of the

study was to evaluate the company provided truck driver training program to assure it was

standardized for all trainees and effective. The following were the research objectives:

1. Determine if the drivers training program at the Eagle Company is consistent for all

participants.

2. Identify participant's satisfaction with the training program.

3. Identify if learning has occurred as a result of the training.

4. Determine if the trainee's competency changed due to the training program.

5. Determine if the results of the training program assisted in the drivers performing their jobs at the Eagle Company.

The following were the limitations of the study:

1. The research is directed specifically for the use of the Eagle Company and the needs they have for training evaluation. The information in the research is directed specifically for the evaluation of the new commercial driver training program at the Eagle Company. The researcher did not evaluate any other company training programs, or involve any other departments at the Eagle Company other than transportation.

2. Time constraints existed in the evaluation of the training program. The evaluation was administered to the trainees within a specific time frame during and after the training process. The evaluation was done from the day the trainees ended classroom training to three months later, once they completed road training.

3. The questionnaire was created by the researcher and may have questionable reliability and validity. The researcher created the evaluation tool specifically for the use of evaluating the Eagle Company training program. The questionnaire that was developed utilized questions created with input from the trainers and managers involved in training at the company.

4. The population of the study was limited to the employees at the Eagle Company who were involved in the training program from April 2006 to July 2006. Due to the fact that the evaluation of the training program was specifically developed for the Eagle Company, the information collected cannot represent all transportation companies or other departments within the Eagle Company.

Conclusion

Five research objectives were addressed, all based on gathering and interrupting information in order to evaluate the current training program at the Eagle Company. The following are the research objectives and conclusion that were subsequently made.

The first objective was to determine if the training program at the Eagle Company was consistent for all the participants. The company wanted to assure the training and materials were standardized and uniform for each trainee. Also to assure that the goals and objective of the training were clear and concise for all trainees to insure the program was formalized.

Questions 1 through 6 asked specific questions about the training process, environment and effectiveness. All six questions showed a positive agreement both before and after road training, with exception to question 5 that was no response or neutral. Question 5 addressed the timing of the training, staying on schedule, and not being rushed. Question 28 was open-ended asking how training could have been more effective; some of the responses reviled trainees wanting more time with presenters and other departments. Question 8 aligned with the first objective asking if the trainer was able to answer questions adequately, an agreement was given before road training and strong agreement after road training. Question 11, 12 and 23 addressed the training material and conformity, all yielded answers in agreement. Question 27 asked if the trainees felt the goals of the training were met. After classroom training eight agreed and six respondents disagreed with all 14 trainees agreeing the goals was met after they received the road training.

The data shows that the first objective was met, and that the materials covered were consistent. The Eagle Company can conclude that the training program and material were consistent and standardized for all the trainees through out the classroom and road training.

The second objective was to identify participant's satisfaction with the training program. The Eagle Company wanted feedback as to how the trainees felt about the training.

Questions 13 through 22, 25 and 28 address the trainee's satisfaction with the training program. These questions asked about the flow of training, activities and media used, orientation material, and if the training met their needs. Question 12 asked if the orientation manual was clear, and agreement mean of 2.57 after classroom training and 2.0 after road training showed the trainees found the manual clearer after the road training. Question 16 asked if the information held the trainees interest, a mean of 2.93 and then 3.0 shows an agreement, but a possible area for improvement. The Eagle Company should address this issue with further satisfaction surveys and possible adding some new media or activities. The trainees answered questions 17 and 18 related to the videos with neutral or no opinion ranging from 3.43 to 3.93. Also question 28 yield responses to update and get new videos or have less videos all together. Question 20 asked if the trainees would have liked to have more hands on activities, a mean of 2.29 after classroom and 2.00 after road training show agreement, that they would like more activities. Question 25 was a yes or no question, asking if the orientation material was adequate. Nine trainees answered yes after classroom training, while 12 answered yes after road training. This tends to show the possible disconnect between the classroom training phase and the road training. The classroom training phase did not seem to adequately show the importance of the material, before the trainees reached road training. Question 28 asked an open ended question on how the training could have been more effective. After classroom training seven trainees answered this question with three addressing having less videos or updating the videos. Two trainees would have liked more time with the presenters or to hear from seasoned drivers.

The Eagle Company can conclude a general satisfaction by the participants, but there is apparent opportunity for improvement in areas such as videos, and length of presenters allotted time.

The third objective was to identify if learning has occurred as a result of the training program. The Eagle Company used questions 10 and 30 to address this objective. Question 10 asked if the primary training objective was achieved, the mean after classroom yielded a 3.07, neutral or no response. After road training the trainees had a mean of 2.14, indicating that the objective was achieved. Question 30 was open ended and asked what the trainee learned or accomplished in training. Many answers revolved around the training that occurred on the "skid-pad" to prepare the training for hazardous road conditions.

The third objective looked at learning. With only a few questions in the survey addressing this objective, it can be tentatively concluded that the objective was met by looking at the data from the classroom and road training phase. Also a completion of a competency checklist was performed during road training to assure the trainee had met all necessary proficiencies.

The fourth objective was to determine if the trainee's competency changed due to the training program. The questionnaire only addressed this objective with Question number 24. The question "Do you feel prepared to effectively use you new knowledge?" asked if the trainee learned the information and can now use it. The answers to question 24 was nine yes and five no, after classroom training. Question 24 then yielded 12 yes and two no after road training. The majority of the trainees felt after the road training they were effectively prepared to use the new knowledge gained in training.

An overall agreement that the trainees do feel prepared to use the knowledge learned, was achieved after the road training. This objective should be explored further by the Eagle Company to conclude if the trainee's behavior actually changed in a positive fashion due to the training provided. The fourth objective was met according this question, along with the competency checklist used by the trainer during over the road training.

The fifth objective was to determine if the results of the training program assisted in the drivers performing their jobs at the company. The fifth objective was linked to questions 7, 9, 26 and 29. Question 7 asked if the trainees felt the skills and topics addressed would be used in their new positions. The mean of 2.93 after classroom and 1.93 after road training both show agreement, but a stronger agreement after road training. Question 9 asked if the training would have a positive impact on how they performed their job. A mean of 2.79 after classroom and 2.29 after road training both show agreement that the training would have a positive impact. Question 26 was a yes or no question, and asked if the trainees were more comfortable performing the job after training. All 14 trainees responded and nine answered yes after classroom training and five answered no. After the road training occurred 13 answered yes they are more comfortable while one answered no. Question 29 was an open ended question and asked if the trainee felt the training prepared them to go over the road with their road trainer. After classroom training 6 trainees answered, many were unsure, or felt overwhelmed by the information. After the road training occurred 9 out of the 14 trainees replied. One trainee felt prepared many others felt the basics were covered in classroom, and it was a good start to the training, but the road training brought it all together.

The data shows that the trainees feel they did in fact gain knowledge and learned information they would use to help them in their new position. To gain further detailed

information the Eagle Company should measure the trainees competency at the beginning of the

training process to see what was learned and what behaviors changed after the training occurred.

The research concluded that the trainees did feel they learn from the information provided in the

survey. The fifth objective was met according to the above questions in this study, yet the Eagle

Company should explore it further.

Recommendations

The research indicates there is opportunity for improvement within the training program,

media used, and materials provided. The information collected showed a disconnect for the

trainees between the classroom and road training. Due to the variation in answers between the

completion of classroom training and road training, one could conclude the classroom training

does not fully illustrate the importance of the information provided. Many trainees did not find

the knowledge as important after completing classroom as they did once the road training had

occurred. The following recommendations were made based on the information and data

collected for this study to improve the training program for the Eagle Company.

1. The trainees need a clear understanding of why the material provided in the classroom is

    relevant to their job. The material and presentations need to add a comprehensive link

    between the classroom and road training. The trainees need to understand the link

    between the material provided and how it will be used in their job as an over the road

    driver at the Eagle Company. Also seasoned drivers or the trainers should be brought in

    to help explain the importance of the material at the beginning of the classroom training.

    This would give the trainees an opportunity to ask over the road drivers with experience

    questions and gain an understanding of why the classroom material is crucial.

2. Restructure the training format to eliminate some videos and add more hands on activities to help aid in adult learning. Utilized tools to enhance the learning and make it more interactive with the participants. These tools aimed at adult learning will aid in holding the participants interest and structuring the training towards adult learners.

3. Give the trainees more time with various departments. This may extend the training period, but should assist in the trainees learning and comfort level of the material.

4. Have more information and training on the "soft skills" the new drivers will need. This should include a session on such challenges as; time away from home, being alone on the road, family issues and being gone, and useful tools to help cope with the change.

5. Conduct further research on if the training provided promoted positive behavior once the trainees started driving without a trainer. Track data such as safety reports, how they are performing with DOT logs, and how well the trainees communicate with their dispatch and customers. This data could be gained by providing satisfaction questionnaire to the above mentioned departments and individuals.

6. Follow up with the trainees six month to a one year after training has taken place. Asking question such as "What could be added to the training that would have helped you as a driver?"

7. Provide follow up, or continued training to help the trainees refresh their skills and to assure that the trainees are understanding the material.

8. Get feedback from the driver trainers. They could give insight if the trainees came to road training with the knowledge needed to properly do their job.

9. Expand the current competency checklist to a weekly checklist the driver trainers and the trainees to review each week. This would allow the trainers not only to track the trainee's

progress, but also assure they are meeting all the necessary learning requirements. The trainees also get the opportunity to gage how they are doing in the road driving portion of the training.

10. Conduct reviews at the end of each day and beginning of the next day to allow for questions during the classroom training. Go over with the trainees the material and departments covered that day to assure the trainees understood what was covered and go over any questions. This would also allow the opportunity for trainees to individually meet with department after the presentation if they felt they needed more time, or have the department come back to review with the class.

11. The Eagle Company should conduct further studies and data collection with various trainees. They can then measure the responses from the different training sessions to see what patterns occur on areas of improvement, and if the material is consistent from session to session.

12. Start the training program with a one day "ride along" so the trainee could watch how a seasoned driver performed their job. If the first day of training was observation, the trainee may have a better understanding as to the knowledge and skills present in training. It also allows the trainee to ask questions and have questions for the training session to follow.

13. Create a review questionnaire or short quiz for some of the areas and departments. These can be used at the end of each day to gage how much information the trainee has retained in regards to the days topics. The Eagle Company can use these quizzes or questionnaires to see how many of the trainees are or are not retaining the information trained on. If the company finds that many trainees are not absorbing the information

from a certain department they can look at restructuring that training and allowing more

time.

REFERENCES

Adams, A. (2005). *Trucking rules and regulations; A reference guide to transportation industry regulations.* Clifton Park, NY: Thomas Delmar Learning.

Bach, P. (2005). *Big demand exists for truck drivers.* The Appleton Post-Cresent.

Barron, T. (1997). A structured comeback for OJT. *Technical and Skills Training, 8*(3), 14-17.

Bramley, P., & Newby, A. C. (1984). The evaluations of training part 1: Clarifying the concepts. *Journal of European Industrial Training, 8*(6), 10-16.

Bhola, H. S. (1990). *A model of evaluation planning implementation and management towards a "culture of information" within organizations.* Evaluation Seminar of the Institute of International Education. 31 pages. Retrieved from ERIC July 2006. (ERIC Document Reproduction No. ED 328590)

Broadwell, M. (1986). *The supervisor and on-the-job training.* (3rd ed). Addison-Wesley, Reading, MA

Bushnell, D. S. (1990). Input, processing, output: A model for evaluating training. *Training and Development, 44*(3), 41-43.

Carkhuff, R. R., Fisher, S. G., Cannon, J. R., Friel, T. W., & Pierce, R. M. (1984). *Instructional systems design.* Amherst, MA: Human Resource Development Press, Inc.

Chase, N. (1997). OJT doesn't mean 'sit by Joe.' *Quality, 36*(11), 84.

Cecil, A. M. (2005). Trucking companies are stepping up efforts to attract and keep drivers. *York Daily Record.*

Cohen, S. (2005). Controlling program evaluation. *Performance Improvement, 44*(8), 23.

Crackel, L. (2005). The new face of trucking. *OVERDRIVE, 45*(4), 26-28.

DeSimone, R., & Harris, D. (1998). *Human resource development* (2nd edition). Fort

Worth: Dryden Press.

Dochat, T. (2005). Trucking company-based school builds qualified drivers.

Patriot-News.

Filipczak, B. (1996).Who owns your OJT? *Training, 30*(6), 44-49.

Filipczak, B. (1993, June). Frick teaches frack. *Training, 30*(6), 30-34.

Fritz-Enz, J. (1994). Yes you can weigh trainings value. *Training, 31*(7), 54-58.

Galloway, D. L. (2005). Evaluating distance delivery and e-Learning: Is kirkpatricks

model relevant? *Performance Improvement, 44*(4), 21.

Geber, B. (1994, May). Re-engineering the training department. *Training,* 27-34.

Hamilton, M. A., & Hamilton. S. F. (1997). Turbo OJT can redefine workplace learning.

Technical Training, 8(8), 8-12, 45.

Hennessy, D. E., & Hennessy, M. J. (1989) *Instructional systems development: Tools and*

procedures for organizing, budgeting, and managing a training project from start to

finish. Frederiksted, St. Croix, Virgin Islands: TRC Press.

Islam, K. (2004). *Alternatives for measuring learning success.* Retrieved May 3, 2006, from

http://www.clomedia.com

Kelly, L. (1994). *The ASTD technical and skills training handbook.* New York NY:

McGraw-Hill.

Kilcarr, S. (2005). Changing view of drivers. *Fleet Owner, 100* (5), 10, Reading, MA:

Addison-Wesley Publishing Company, Inc.

Kirkpatrick, D. L. (1959) *Evaluating training programs* (2nd edition). San Francisco, CA:

Berrett Koehler..

Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. San Francisco,

CA: Berrett-Koehler; Emeryville, CA: Publishers Group West.

Kirkpatrick, D. L. (comp.) (1998). *Another look at evaluating training programs*.

Alexandria, USA: ASTD.

Kirkpatrick, D. L, Kramer, G., & Salinger, R. (1994). *Essentials for evaluation InC.*

Hodell, Instructional Systems Developments (p. 191-2007). Alexandria VA: American

Society for Training and Development.

Lawson, K. (1997). Personnel development: How to train one-on-one. *Edge Magazine,*

12(4), 34-36.

Levans, M. (2004) Drivers wanted. *Logistic Management,* (7), 37.

Levine, C. (1997). *On-the job training*. Alexandria, VA: ASTD.

Levine, C. (1996). Unraveling five myths of OJT. *Technical and Skills Training, 7*(3),

14-17.

Mahon, J. (2005, March). Keep on trukin'(please). *Fedgazette,* (9), 16-18.

Mann, R. (1996). Seven questions to ask before investing in a training program.

Small Business Forum, 14(3), 50.

Mayo, G. D., & DuBois, P. H. (1987). *The complete book of training: Theory, principles,*

and techniques. San Diego, CA: University Associates, Inc.

McClelland, S. (1994). A model for designing objective-oriented training evaluations.

Industrial & Commercial Training, 26(1-3), 3-9.

McLaughlin, T. (2005, May 26).*Trucking industry needs to lay down some planks on*

recruiting to avert shortage. St. Louis Post-Dispatch.

Mitchell, G. (1987). *The trainer's handbook: The AMA guide to effective training.* New

York, NY: AMACON.

Misanchuk, E. (1978). *Uses and abuses of evaluation in continuing education programs: On the*

frequent futility of formative, summative and justificative evaluation. (ERIC Document

Reproduction No. ED 160734)

Nilson, C. (1990). *Training for non-trainers: A do-it-yourself guide for managers.* New

York, NY: AMACON.

Nadler, L. (1982). *Designing training programs: The critical events model.* Reading,

MA: Addison-Wesley Publishing Company.

Phillips, J. (1997). *Handbook of training evaluation and measurement methods.* Texas:

Gulf Publishing Company.

Phillips, P. (2002). *The bottomline on ROI: Basics, benefits, and barriers to measuring*

training and performance improvement. Georgia: CEP Press.

Purdum, T. (2005, March). In the driver's seat. *Industry Week, 254*(3), 34-36.

Rothwell, W. J., & Kazanas, H. C. (1994). *Improving on-the-job training: How to*

establish and operate a comprehensive OJT program. San Francisco, CA:

Jossey-Bass.

Rothwell, W. J., & Kazanas, H. C. (1992). *Mastering the instructional design process: A*

systematic approach. San Francisco, CA: Jossey-Bass.

Rothwell, W.J., & Benkowski, J. (2002). *Building effective technical training: How to*

develop hard skills within organizations. San Francisco, CA: Jossey-

Bass/Pfeiffer.

Scriven, M. (1996). Types of evaluation and types of evaluator. *Evaluation Practice, 17(2), 151-162.*

Seid, D. (2005, May 6). More commercial trucks needed on American roads to transport goods, group says. *Northeast Mississippi Daily Journal.*

Stufflebeam, D. L. (2001). *Evaluation models.* San Francisco, CA: Jossey-Bass.

Stufflebeam, D. L. (2001). The metaevaluation imperative. *American Journal of Evaluation, 22*(2), 183-209.

Sullivan, R. (1998, April). *The transfer of skills training.* Alexandria, VA: ASTD.

Walter, D. (1996). A model for team-driven OJT. *Technical and Skills Training, 7*(7), 23-27.

Walter, D. (1998). Training and certifying on-the-job trainers. *Technical Training, 9*(2), 32-36.

Warr, P., Allan, C., & Birdi, K. (1999) Predicting three levels of training outcome. *Journal of Occupational and Organizational Psychology, 72*(3), 351-375.

Weisbord, M. R. (1976). *Organizational diagnosis: Six places to look for trouble with or without a theory.* New York, NY: Addison Wesley.

Wagner R. J. (Jan-Mar2004). Can the value of training be measured a simplified approach to measuring training. *Health Care Manager, 23*(1): 71-7.

Woods, J. A., & Cortada, J. W. (1998). *The 1998 ASTD training and performance yearbook.* New York, NY: McGraw-Hill.

Appendix A: Consent Form

Consent to Participate In UW-Stout Approved Research

Title: Evaluation of the Eagle Company Class A CDL New Drivers Training program
Investigator: Cari Sallander, primary researcher, 715-694-2242

Research is being conducted in order to evaluate the current training program for new drivers at the Eagle Company. The following questionnaire is intended to gather information in regards to the satisfaction levels of those individuals participating in the Eagle training program. All collected information is strictly confidential and will be used to help improve the program at the Eagle Company.

You are under no obligation to fill out the following questionnaire, it is strictly voluntary. The questionnaire is being used to collected information in regards to satisfaction in the training program. The results will help the Eagle Company to improve the current program.

The questionnaire is strictly confidential and is administered on a voluntary basis. No compensation is provided for your participation if you choose to fill out the questionnaire. The questionnaire should take about ten to fifteen minutes to complete and will be administered at the end of your five day classroom session and again in three months.

The following questionnaire does not include your name on any of the following documents. We do not believe that you can be identified from any of this information.

Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. However, should you choose to participate and later wish to withdraw from the study, there is no way to identify your anonymous document after it has been turned into the investigator.

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator: Cari Sallander,   **IRB Administrator**
715-694-2242 sallanderc@uwstout.edu   Sue Foxwell, Director, Research Services
                                           152 Vocational Rehabilitation Bldg.
Advisor: Dr Howard Lee   Menomonie, WI 54751
715-232-1251 leeh@uwstout.edu   715-232-2477
                                           foxwells@uwstout.edu

Statement of Consent:
By completing the following questionnaire you agree to participate in the project entitled, "Evaluation of the Eagle Company Class A CDL New DriversTraining Program".
If you have any questions or concerns please contact Cari Sallander, the primary researcher, at (715) 694-2242.

Appendix B: Survey Instrument
Eagle Company Training Questionnaire

Purpose of the Questionnaire: The purpose of the questionnaire is to collect information in order to improve or modify the current training program.

Questionnaire Instructions: Prior to starting the questionnaire please read the consent form that was given to you prior to the questionnaire. In order to remain anonymous please do not put your name or employee number on the questionnaire. Please read the questions and instructions carefully the information will be used to improve upon the current training program. If you have any questions pleas contact Cari Sallander, the primary researcher, at 715-694-2242

Please respond to the following questions using the below scale, circling the answer that fits you best.

Strongly Agree	**Agree**	**No Opinion**	**Disagree**	**Strongly Disagree**
1	2	3	4	5

1. The facilities were suitable for the training activities.   1 2 3 4 5
2. The primary goals and objects of the training were clear   1 2 3 4 5
3. The presentation and delivery of materials was effective   1 2 3 4 5
4. The handouts were a valuable supplement to the training   1 2 3 4 5
5. The training stayed on schedule and was not rushed   1 2 3 4 5
6. The training encouraged participation and questions   1 2 3 4 5
7. This training addressed important skill and topics
   that I feel I will utilize in my new position   1 2 3 4 5
8. The trainer was familiar with the topics discussed and   1 2 3 4 5
   was able to answer questions asked.
9. What I take away from this training will have a positive
   impact on how perform my job
10. The primary training objective was achieved   1 2 3 4 5
11. Instructions for activities were clear   1 2 3 4 5
12. The orientation manual was clear and easy to interpret   1 2 3 4 5
13. The breaks given during training were adequate   1 2 3 4 5
14. The flow of information and schedule of training activates
    were positive and aided in the training   1 2 3 4 5
15. The hands on activities were helpful   1 2 3 4 5
16. The information held my interest   1 2 3 4 5
17. The training program has a good balance of video, lecture,
    hands on activities, hands out and discussion   1 2 3 4 5
18. I would like more videos during training   1 2 3 4 5
19. I would like more lecture during training   1 2 3 4 5
20. I would like more hand on activities during training   1 2 3 4 5
21. I would like more hand outs and written materials during training 1 2 3 4 5
22. I would like more discussion and open forums during training   1 2 3 4 5
23. The information was consistent and reinforced throughout training 1 2 3 4 5

Please answer YES or No to the following question and circle your answer

24. Do you feel prepared to effectively use your new knowledge   YES NO
25. Do you feel the orientation material is adequate   YES NO
26. Are you more comfortable after the training with the company
    and job you will be performing   YES NO
27. Do you feel the goals of training were met   YES   NO

Please answer the following questions in your own words

28. Please tell us how this training could have been more effective?

29. Do you feel this training was adequate in preparing you for driving with your trainer?

30. What were the most important things you feel you learned or accomplished at this

training and why were they important to you?

Appendix C: Competency Checklist

COMPETENCY CHECKLIST

Name_____ _____   Date_____

      The following are competencies that much be achieved by the trainee and approved by

the trainer. Once a competency is achieved the trainer will initial.

Coupling

      _____ Properly aligns tractor and trailer or coupling

      _____ Backs into kingpin without successfully

      _____ Connects air and pigtail correctly

      _____ Sets air break controls

      _____ Retracts and sets landing gear

Uncoupling

      _____ Selects appropriate surface to park and drop trailer

      _____ Sets airbrakes controls while in cab

      _____ Lowers landing gear to proper trailer height

      _____ Disconnects air and pigtail correctly

Control Systems

      _____ Proper operation of primary controls

      _____ Understands and monitors all instruments

Vehicle Inspection

      _____ Properly performs and logs pretrip inspection

      _____ Properly performs enroute inspections

      _____ Properly performs post trip inspection

Basic Operation

_____ Starting engine

_____ Proper warm up and shut down of engine

_____ Smooth acceleration

_____ Smooth Stopping

_____ Proper shifting and gear selection for speed

_____ Clutch usage and timing

_____ Proper negotiation of turns

_____ Loading 48 and 53 ft trailers for weight distribution

_____ Aware of weight and length regulations and laws

_____ Aware of hazardous material regulations and laws

_____ Sliding trailer tandems and 5th wheel

_____ Scaling loads

_____ Prepass procedures

_____ Proper signaling and lane changes

_____ Proper following distances

_____ Proper passing of other vehicles

_____ Checking tires pressure and engine oil

Hours of Service and Logs

_____ Understands FMCSR 395 HOS regulations

_____ Can properly complete the drivers daily log

_____ Can properly complete driver recap

Documentation and Paperwork

_____ Understand Canadian paperwork, boarder crossing and PARS

_____ Knows how to handle BOLS or Bills of Lading

_____ Can complete driver trip reports

_____ Can complete a trip envelope

_____ Successfully handles Return Authorizations forms and paperwork

Communications

_____ Communicated with Dispatch Department properly

_____ Communicated with Customers properly

Cargo Handling

_____ Proper unload techniques

_____ Use of straps and other load securing methods

_____ Proper product handling

Backing and Parking

_____ Straight line backing

_____ Curved path backing

_____ Ally or confined space backing

_____ Parallel parking

_____ Aware of side and rear clearance when backing or parking

_____ Aware of overhead clearance when backing or parking